



Sanford College of Education

Special Education Dept.

[SB 488 Submission Appendix B & Appendix C](#)

Preliminary Education Specialist: Extensive Support Needs

Preliminary Education Specialist: Mild to Moderate Support Needs

[July 2025](#)

****click on link above to access Appendix B and Appendix C**

Appendix B

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

- 1. Institution Name **National University**
- 2. Dean or Director of Teacher Education Name and contact information:
Dr. Susanne James, Chair Special Education Department- sjames2@nu.edu
- 3. Primary contact(s) for questions and subsequent follow-up communications from the Commission regarding the literacy certification process.
Dr. Patricia Heydet-Kirsch Director of Assessment, Accreditation, and Clinical Practice. pheydetkirsch@nu.edu
- 4. Credential program type addressed in this document-

Preliminary Education Specialist: Extensive Support Needs

Preliminary Education Specialist: Mild to Moderate Support Needs

- 5. List of all pathways offered by the institution for this credential (e.g. student teaching traditional, intern, residency).

Student Teaching, Internship, and Residency Options are available to candidates.

- 6. Affirmation by the Dean or Director of Teacher Education of the following statements:
I have read the materials being submitted and authorize their submission for the purposes of certification pursuant to SB 488 (Chapter 678, Statutes of 2021).

I understand that what is included in this submission process represents *selected* aspects of the new literacy standard adopted by the Commission. I understand that the information submitted represents the information specifically required for literacy certification as indicated in Education Code section 44259(B) (4)(A) and (B).

I understand that all Preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 ECE Specialist Instruction Credential programs must be fully aligned with all the applicable literacy instruction standards and TPEs, not just those required for certification, by July 1, 2024. I further attest that the program and all associated pathways represented in this submission have undergone a full review by our faculty and staff and are, or will be, fully aligned to the new literacy instruction standard by July 1, 2024.

I understand that beginning July 1, 2025, all Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction credential candidates will be required to take and pass a Commission-approved Literacy Performance Assessment that is embedded in the program pursuant to Education Code 44320.3 and is based on the literacy instruction standard and TPE Domain 7.

Yes,

Dr. Susanne James, Chair, Special Education Department

PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS

Table 2.1

Credential Pathway	Required Courses (primary)	Courses with TPE 7 included
Narrative: Literacy instruction is threaded throughout the Extensive Support Needs and Mild to Moderate credential programs so that teacher candidates gain foundational understanding of literacy instruction while practicing and applying TPEs as they progress through their credential program. Faculty reviewed all TPEs and aligned course content with Standard 7 across specific courses. The course leads (listed in table 2.2) of classes with integrated Standard 7 content have revised syllabi and courses so that all Standard 7 TPEs will be taught beginning Spring 2025. If a course lead is not teaching the course, PT faculty receive mentorship in quarterly meetings and support when teaching that section to ensure that the Standard TPEs are embedded.		
Educational Specialist: Extensive Support Needs Educational Specialist: Mild /Moderate Support Needs	SED 601 Special Education Foundations SED 615 Special Education Law SED 605 Classroom Behavior Management SED 610 Advance Behavioral Supports and Social Emotional Learning OPTIONAL MASTER OF SCIENCE IN SPECIAL EDUCATION: SED 697 Educational Research SED 698 Action Research Capstone	SED Courses: SED 606 Health Care & Technology Support SED 607 Language & Literacy Basics SED 609 Language & Literacy Case Studies *Common Trunk Courses: ITL 604 Learners and Learning I ITL 606 Learners and Learning II ITL 608 Design and Process of Teaching ITL 516 Mathematics Integrative Design ESN Specialization Courses: ESN 639 Foundations for Instruction, Assessment & Collaboration ESN 640 Assessment & Differentiation ESN 641 Collaboration & Case Management MMSN Specialization Courses: MMS 617 Intro Assessment, Collaboration, & Instruction MMS 620 Assessment & Differentiation MMS 623 Collaboration & Case Management
Clinical Practice Pathways		
Narrative: The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. Evidence of the application of literacy instruction is threaded throughout the Extensive Support Needs clinical practice pathways so that teacher candidates can demonstrate		

the foundational understanding of literacy instruction by applying TPEs as they progress through their clinical practice seminars and courses listed below. Teacher candidates are required to include their evidence of TPE 7 in formal Lesson Plans. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs.

Student Teaching Pathway- (4 courses; 2.25 units each)	MMS 625A Student Teaching for Mild/Moderate A (8 weeks) MMS 629A Seminar B (8 weeks)	ESN 655A Student Teaching for Extensive Support Needs A (8 weeks) ESN 659A Seminar B (8 weeks)
Residency Pathway-(4 courses; 2.25 units each)	MMS 625B Student Teaching for Mild/Moderate B (8 weeks) MMS 629B Seminar B (8 weeks)	ESN 655B Student Teaching for Extensive Support Needs B (8 weeks) ESN 659B Seminar B (8 weeks)
Internship Pathway- (4 courses; 2.25 units each)	MMS 627A Internship A (4 months) MMS 629A Seminar A (2 months) MMS 627B Internship B (4 months) MMS 629B Seminar B (2 months) MMS 627 C-F for required continued support, per CTC mandate	ESN 657A Internship A (4 months) ESN 659A Seminar A (2 months) ESN 657B Internship B (4 months) ESN 659B Seminar B (2 months) ESN 657 C-F for required continued support, per CTC mandate

***These common trunk courses are shared with the TED Dept ITL programs.**

Table 2.2

Credential Pathways	Educational Specialist -Extensive Support Needs Educational Specialist -Mild/Moderate Support Needs
Process used for internal program review:	
<p>Narrative: The review process was a collaborative effort involving faculty from the Teacher Education and Special Education Departments, leadership team members overseeing Clinical Practice, Assessment, and Credentialing, and clinical practice faculty.</p> <p>In Summer 2023, appropriate faculty were trained on the updated standards and TPEs through program reviews with the CTC. Subsequently, course syllabi, assignments, handbooks, and university processes were reviewed by the Associate Dean, Assessment Director, Credential staff, and Course Leads to identify which TPE standards and elements were already being met.</p> <p>In January 2024, the team initiated work on Appendix C, cross-referencing TPE standards to identify gaps related to the new Literacy standards. Course Leads from foundation, methods, and clinical practice areas participated, holding bi-weekly meetings focused on Standard 7. Resources from the Dyslexia Grant were also reevaluated to ensure alignment with course revisions.</p> <p>The advisory council reviewed the updates to Standard 7 and collected teacher candidate feedback on current practices and lesson plans.</p> <p>Additional efforts included:</p> <ul style="list-style-type: none"> • Clinical Practice Faculty Participation: Faculty engaged in the Spring 2024 Literacy Pilot for the CalTPA, generating weekly meetings to apply TPE 7 and adjust course content as needed. • Teacher Candidate Feedback: Input from teacher candidates during the Literacy Pilot Assessment (LPA) informed a gap analysis of candidate performance for the Multiple Subject and Special Education (MMSN and ESN) programs. • Focus Groups and Learning Communities: Teacher candidate experiences with the LPA were evaluated to guide program alignment. • Field Test of LPA: The SED program at NU participated in the second invitation to participate in the spring 2025 Literacy Performance Assessment Field test. • Residency Program Pilot Study: Collaboration with two large Residency Programs allowed the team to research the sequencing of TPE 7-related content and literacy assignments for optimal mastery. <p>Throughout this process, the SED faculty integrated TPE 7 into weekly coursework and clinical practice meetings. Instructors were provided with tools to help candidates plan lessons and embed evidence of TPE 7. Lesson plan assessments occur multiple times within each clinical practice course as candidates progress toward TPE mastery. Once the revisions were complete, all program content and links were reviewed and approved by Department Chairs, the Associate Dean, Directors of Clinical Practice and Credentials, support staff, and the Dean of the School of Education.</p>	
Identify staff who engaged in this process and titles:	
Dr. Robert Lee, Sanford College of Education, Dean	

Dr. Kim Levey, Associate Dean
 Dr. Patricia Heydet Kirsch, Director of Assessment and Clinical Practice
 Nenit Willis, Director Credential Services
 Dr. Susanne James, Special Education Chair
 Dr. Sharen Bertrando, Special Education Academic Program Director
 Dr. Bonnie Plummer, Course lead, SED 609
 Ms. Nickki Snider, Course lead, SED 607
 Dr. David Rago, Course lead SED 606
 Dr. Valerie Amber, Course Lead for ITL 604 (common trunk)
 Ms. Gail Lancaster, Course Lead for ITL 516 (common trunk)
 Dr. Nilsa J. Thorsos, Teacher Education Department Chair

Pathway (Examples)	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Education Specialist: Mild Moderate Support Needs	Faculty Workgroup Professional Development Summer Retreat Presentations CalTPA Literacy Pilot Assessment CalTPA Lit. Field Test Gap Analysis of Literacy Assignments	Course leads, Directors Literacy Faculty, Chairs Clinical Practice, Chairs Chairs, faculty, candidates Chairs, faculty, candidates Course leads, faculty
Education Specialist: Extensive Support Needs	Faculty Workgroup Professional Development Summer Retreat Presentations CalTPA Literacy Pilot Assessment CalTPA Lit. Field Test Gap Analysis of Literacy Assignments	Course leads, Directors Literacy Faculty, Chairs Clinical Practice, Chairs Chairs, faculty, candidates Chairs, faculty, candidates Course leads, faculty

2.3. Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

Narrative: The Educational Specialist- Extensive Support Needs Credential Program and the Educational Specialist Mild/Moderate Support Needs Program both follow a clear scope and sequence, beginning with foundation courses (shared with the Teacher Education program), advancing through subject-specific methods courses, culminating in clinical practice/seminar, and completing the TPA requirements. The SPE department had a series of bi-monthly planning meetings with the clinical directors, special education, assessment team, and faculty teaching the literacy instruction courses to understand and prepare to implement the requirements in SB 488, the new standards and TPEs, and to curate the evidence base supporting them. The team audited the foundation, methods, and clinical practice/seminar, and shared supporting evidence and ensured that the faculty teaching the literacy instruction courses understood the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. Faculty also engaged in CTC Literacy Office Hours and participated in the Spring 2024 CalTPA Literacy Pilot, and the Spring 2025 Literacy Field Test. Weekly meetings focused on TPE 7 application and course alignment. Candidate feedback, focus groups, and learning communities informed about a gap analysis, guiding ongoing program refinement. Teacher candidates can also get information at the live Credential Companion Hour sessions held monthly and faculty attend to listen to candidate questions and concerns to inform the coursework on literacy.

2.3 Evidence:

[Flyer for Professional Development Session](#)

Credential Companion Hours in the Partner Notice- [Partner Notice -PSA 25-03](#)

2.4. Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway

Narrative: The SED department at National University has provided opportunities for faculty to engage in professional learning around the content required by SB 488 in multiple approaches: The full-time faculty/course leads for the literacy courses attended CTC office hours, participated in Program Reviews with CTC for standard 7, completed the UCLA Dyslexia modules, attended the spring CTE conference, and watched webinars provided by the CTC. In addition, in collaboration with the Teacher Education Department, the Special Education Dept applied to CTC and was awarded a \$21,000 Dyslexia Grant (DY24). The money was used for full-time and part-time faculty to attend and or complete a series of professional development trainings that focused on Dyslexia. In addition, the Special Education and Teacher Education team developed a series of modules to be embedded in the credential courses which addressed specifically Dyslexia. For example, several faculty members completed evidence-based modules such as the Introduction to Dyslexia module from the UC/CSU Collaborative for Neuroscience,

Diversity, and Learning. In addition, the grant money was used for professional development on November 8th, 2024, a seminar provided by the Dyslexia Foundation (<https://dyslexiafoundation.org/>), *Dyslexia in Schools: From Neuroscience to Practice*. In addition, the SPE Dept at National University participated in the Pearson pilot for the new T CalTPA Literacy Performance Assessment. It provided the team with great resources for the course leads to updating the literacy courses to align with the new SB488 literacy TPAs. The course leads attended the Literacy TPA training in the spring of 2024 by the CTC. Modules were prepared with a grant from CTC Dyslexia Grant that provided full and part time faculty with the knowledge of dyslexia including topics on 1) Introduction to Dyslexia; 2) Assessment and Eligibility; 3) Instructional Strategies; and 4) Assistive Technology and Parent Support.

2.4 Evidence:

[Dyslexia Modules PD Offer to All Faculty](#)

Modules 1-4 Faculty PD on Dyslexia- outside weblink file too large

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

Narrative: A series of professional development began in January 2025 and included Instructors, Clinical Practice faculty and District level Partners. The training for RCPCs, USPs and the clinical practice team included slides from the [Triad Meeting Slide deck excerpt](#). The following handbooks were also updated with the CA Dyslexia guidelines and information on standard 7- **SED Intern Handbook and SED Student Teaching Handbook**.

In addition, the mentor/cooperating teachers and other PK-12 partners were informed about the CA Dyslexia guidelines and information on standard 7 in **Special Education Clinical Practice Handbooks**, [Partner Notice -PSA 25-03](#), and all training including a new Clinical Practice Kick-off Meeting.

Evidence:

[Partner Notice -PSA 25-03](#)

[Triad Meeting Slide deck excerpt](#)

[CTC Dyslexia Grant June 2022](#)

[Flyer for Professional Development Session](#)

SED Intern Handbook- outside weblink file too large

SED Student Teaching Handbook- outside weblink file too large

2.6 In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?

Narrative: The faculty listed below with expertise in literacy instruction for multilingual/English learner students participated in program review of literacy standards. Dr. Sharen Bertrando oversaw all coursework revisions across all credentials including ESN and MMSN. Course faculty who lead courses in the program met with Dr. Susanne James to discuss and implement new content. Beginning Spring 2025, faculty

will teach courses with the new content embedded in the prerequisites. The list that follows below outlines the specific expertise in literacy instruction each member has specific to the MMSN and ESN programs.

- **Dr. Susanne James** is a certified special education teacher and taught K-7 for 13 years. She has a Ph.D. in Special Education, Emphasis on Adolescent Literacy
- **Dr. Sharen Bertrando** holds an Ed.D. in Educational Technology and brings over 20 years of experience in literacy instruction for students with disabilities. She has worked across various age groups, serving as a special day class, resource and inclusion teacher for students with mild to moderate and moderate to severe disabilities, as well as an itinerant teacher for students with physical and health impairments. She has expertise in supporting dually identified English learners receiving special education services who vary in their development of English language acquisition, students with physical impairments, and students with autism spectrum disorders (ASD) to promote students' oral and written language development.
- **Dr. Bonnie A. Plummer** holds a PhD from UCSF Medical School in Speech and Hearing Science. She has extensive experience in the field, including presentations on "*Building Blocks to Literacy: Early Language Development*." Dr. Plummer completes 24 CEUs annually focused on language, literacy, and reading, including five dyslexia workshops from the California Center for Dyslexia. She taught and co-led a reading course at Northwestern University for seven years and developed coursework for the Language and Academic Development Credential. Additionally, she has taught students with reading deficits for seven years.
- **Ms. Nickki Snider** is a highly qualified Education Specialist with a Multiple Subject Credential. She has dedicated 14 years to special education, including 6 years as a reading specialist. Ms. Snider holds a Master of Arts in Special Education, with her thesis focusing on reading strategies. Additionally, she is a certified Wilson® Dyslexia Practitioner and is in the final stages of earning her Wilson Dyslexia Therapist credential, having completed 3 of the 4 required components.
- All Part Time Faculty must hold a reading credential or extensive background in literacy.

For the Literacy Pilot- Meghann O'Connor, Louise Framan, and JoEllen Shea

- Louise Framan is the clinical practice director who also serves as an SME for the literacy team; she has an extensive background as a practitioner and coach for literacy in K-12 settings, as well as the TPA lead for the pilot study. CalTPA reviewer trained.
- JoEllen Shea - Certified teacher, has an extensive background as a practitioner and coach for literacy in K-12 settings, as well as the TPA lead for the pilot study. CalTPA Reviewer trained.
- Meghann O'Connor- Certified Special Education Teacher, CalTPA Reviewer trained.

The Clinical Practice Retreat (May 2024) included a session on the upcoming Literacy changes and drive the subsequent professional development for all clinical practice faculty.

Recently, the Spring 2025 Literacy Field Test included Louise Framan and JoEllen Shea serving as instructors, while Department Chairs, Credentials Specialists and Clinical Practice faculty attended sessions.

2.7. Provide links to syllabi that demonstrate that the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are required and central

components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

Narrative: These courses require either an introduction, practice, or assess of the **English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework.**

[ITL 604 Learners and Learning I](#)

[ITL 606 Learners and Learning II](#)

[ITL 608 Design and the Process of Teaching](#)

[SED 606 Health Care & Technology Support](#)

[SED 607 Language & Literacy Basics](#)

[SED 609 Language & Literacy Case Studies](#)

[ITL 516 Mathematics Integrative Design](#)

ESN Specialization Courses:

[ESN 639 Foundations for Instruction, Assessment & Collaboration](#)

[ESN 640 Assessment & Differentiation](#)

[ESN 641 Collaboration & Case Management](#)

MMSN Specialization Courses:

[MMS 617 Intro Assessment, Collaboration, & Instruction](#)

[MMS 620 Assessment & Differentiation](#)

[MMS 623 Collaboration & Case Management](#)

Appendix C

Table 3.1. Teaching Performance Expectations: Foundational Skills- Literacy Courses coverage of Foundational Skills TPE 7.5 with links to specific content within course syllabi for both the MMSN and the ESN programs. These are the shared courses for both programs and the specialization courses for each credential.

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a.print concepts, including letters of the alphabet	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team SED 607 – Module 3 Collaborate Activity–	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team SED 607-Module 1-Assignment 2: Literacy Graphic Organizer-video

	SED 607-Module 1 Required Readings, Lectures	Create video of modeling letter names and sounds. SED 607 -Module 1: Assignment 2: Literacy Graphic Organizer: define and describe assessments and strategies to support skill development in students.	of teaching uploaded using GoReact
b. phonological awareness, including phonemic awareness	ITL 604 (W2) Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team SED 607: Module 1 Required Readings, Lecture 2& 3 SED 607: Module 4 Discussion 4A	ITL 604 (W2) Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team SED 607 -Module 1: Assignment 2 Literacy Graphic Organizer: define and describe assessments and strategies to support skill development in students. SED 607: Module 1: Learning Activity- Phonological Awareness, Phonemic Awareness vs. Phonics SED 607: Module 1- Assignment 4- tag a video focused on phonemic awareness instruction in GoReact	ITL 604 (W2) Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team SED 607: Module 1 Assignment 3: Yopp Singer Assessment SED 607-Module 1-Assignment 2: Literacy Graphic Organizer-video of teaching uploaded using GoReact SED 607: Module 2 -Signature Assignment 7-Administer CORE Phonological Segmentation Test assessment. SED 607: Module 3-Assignment 10-Analyze assessment results to provide recommendations to support instruction and write IEP goals SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	ITL 604 (W2) Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team	ITL 604 (W2) Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team	ITL 604 (W2) Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team

	SED 607 Module 2 Required Readings	SED 607 Module 4 Discussion 4B SED 607 Module 2: Assignment 6 Literacy Graphic Organizer define and describe assessments and strategies to support skill development in students. SED 607: Module 1- Assignment 4- tag a video focused on phonemic awareness instruction in GoReact	SED 607-Module 2-Assignment 6: Literacy Graphic Organizer-video of teaching uploaded using GoReact SED 607: Module 2 -Signature Assignment 7-Administer CORE Phonics Survey, CORE grade high frequency survey, SD Quick assessments. SED 607 Module 3-Assignment 10- Analyze assessment results to provide recommendations to support instruction and write IEP goals SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection
d. decoding and encoding, including morphological awareness	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team ITL 604 (W4) Assignment 4A: Strategies & Support Identification Report SED 609 Lecture 1 & PPT: Reading Skill Levels SED 609 Lecture 2 & PPT: Word Study SED 609 Lecture 3 & PPT: Assistive Technology	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team ITL 604 (W4) Assignment 4A: Strategies & Support Identification Report SED 607: Module 1- Assignment 4- tag a video focused on phonemic awareness instruction in GoReact	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team ITL 604 (W4) Assignment 4A: Strategies & Support Identification Report SED 607-Module 2-Assignment 6: Literacy Graphic Organizer-video of teaching uploaded using GoReact SED 607: Module 2 -Signature Assignment 7-Administer CORE Phonics Survey, CORE grade high frequency survey, SD Quick assessments

			<p>SED 607: Module 3-Assignment 10-Analyze assessment results to provide recommendations to support instruction and write IEP goals</p> <p>SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection</p>
e.text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading</p> <p>ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team</p> <p>ITL 604 (W4) Assignment 4A: Strategies & Support Identification Report</p> <p>SED 607-Module 2. Required Readings</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading.</p> <p>ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team</p> <p>ITL 604 (W4) Assignment 4A: Strategies & Support Identification Report</p> <p>SED 607: Module 4: Assignment 16: tag a video focused on Reading Fluency and Comprehension in GoReact</p>	<p>ITL 604 assignment 2C (W2) Foundational Skills of Reading</p> <p>ITL 604 (W3) Assignment: 3A Focus Students & Student Study Team</p> <p>ITL 604 (W4) Assignment 4A - Assignment 4A: Strategies & Support Identification Report</p> <p>SED 607-Module 2-Assignment 6: Literacy Graphic Organizer-video of teaching uploaded using GoReact</p> <p>SED 607: Module 2 -Signature Assignment 7-Administer CORE MASI-R assessment</p> <p>SED 607 Module 3-Assignment 10-Analyze assessment results to provide recommendations to support instruction and write IEP goals</p> <p>SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection</p> <p>SED 609 Module 2 Assignment 6 Literacy Graphic Organizer Using</p>

			GoReact deliver, tag and evaluate a lesson using the reading domains.
f.instruction that is structured and organized as Module well as direct, systematic, and explicit	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills ITL 608 (W4) Assignment 4A Unpacking TPE 7 Literacy	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills ITL 608 (W4) Assignment 4A Unpacking TPE 7 Literacy SED 607 - Module 1: Assignment 2 Literacy Graphic Organizer. SED 607: Module 2: Assignment 6 Literacy Graphic Organizer	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 609 Module 4: Signature Assignment # 14 Sections 1- 4 on word study, comprehension and writing.
g. connected, decodable text	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 Required Readings module 1 SED 607 Required Readings module 2	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 4- Discussion 4 Description of Structured Literacy and Creating Lesson Plans	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607: Module 2 RISE Modules- Phonics and Decoding, Sight Words, and Structured Literacy SED 607: Module 4 RISE Modules Encoding and Dictation, Comprehension, Fluency	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 4- Discussion 4 Description of Structured Literacy and Creating Lesson Plans	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607: Module 2 -Signature Assignment 7-Administer CORE assessment SED 607: Module 3-Assignment 10-Analyze assessment results to provide recommendations to support instruction and write IEP goals SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection

i. 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.	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 Module 4, Required Readings SED 609 Module 1, Lecture 3 – Word Study	SED 607: Module 2 - Signature Assignment 7- Administer CORE assessment SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection SED 609 Module 1, Assignment 3, Literacy Graphic Organizer, Evidence based practices in word study and academic language	ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills
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3.2. Coursework Coverage of Standard 7 – Provide a narrative with links embedded to specific location(s) in course syllabi addressing Standard 7a describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length of no more than 1000 words.

Narrative: The ESN and MMSN SPE programs are designed to equip teacher candidates with the essential skills and knowledge needed to teach foundational literacy skills, as outlined in Standard 7a and TPE 7.5. This narrative highlights the program's alignment with the Education Code and links specific course syllabi to illustrate our approach.

ITL 604: Learners and Learning 1: Introduce foundational literacy skills, covering systematic and explicit instruction in phonemic awareness, phonics, and decoding. Candidates learn to integrate these components into effective literacy instruction.

Key Components

- **Phonemic Awareness and Phonics:** The course emphasizes the critical role of phonemic awareness in reading development. Candidates engage in activities that develop their understanding of phonics and decoding strategies.
- **Assessment Practices:** Candidates practice and assess their understanding through various methods, including journal article reviews and instructional videos, which are detailed in the syllabus.

SED 607: Language & Literacy Basics

SED 607 focuses on foundational literacy skills, covering systematic and explicit instruction, including phonemic awareness, phonics, decoding, fluency, encoding, and comprehension with a focus on the structured literacy instructional approach. Candidates learn to integrate these components into effective literacy instruction.

Key Components

- **Structured Literacy:** The course emphasizes the critical role of structured literacy in reading development. Candidates engage in activities that develop their understanding of phonological awareness, phonics and decoding strategies, fluency including practice with decoding text, encoding with dictation practice, vocabulary and comprehension.
- **Assessment Practices:** Candidates practice and assess their understanding through various methods, including journal article reviews and instructional videos, which are detailed in the syllabus.

- **Field Work:** Candidates conduct multiple fieldwork assignments including assessing students on all foundational areas of reading, creating a lesson plan and teaching the lesson plan, and conducting a self-reflection. Candidates observe instruction in classroom with focus on a foundational reading skills lesson.

SED 609: Language & Literacy Case Studies

Following SED 607, SED 609 builds on the foundational skills learned in the previous course by focusing on practical application and case studies of literacy instruction.

Key Components

- **Case Study Analysis:** Candidates analyze real-world literacy scenarios, assessing the effectiveness of various instructional strategies.
- **Subject Matter Content:** Candidates will embed the domains of reading into academic content subjects of English, social studies and math.
- **Application in Diverse Contexts:** The course prepares candidates to address literacy challenges in diverse classroom settings, ensuring they are equipped to meet all students' needs. More information is available in the course syllabus.

Clinical Practice

In addition to coursework, teacher candidates are required to implement their knowledge in clinical practice. They provide instruction in text reading fluency, which includes:

- **Focus on Key Literacy Components:** Instruction covers spelling, syllable patterns, semantics, morphology, and syntax, enabling candidates to deliver comprehensive literacy instruction.
- **Feedback and Evaluation:** Candidates receive feedback based on student teaching evaluations and TPE assessments, ensuring they continuously improve their practices.

Collaborative Professional Development

The TED ITL and SED literacy teams actively collaborate through professional learning communities, which include:

- **Research Updates:** These communities ensure that teacher candidates are informed of current literacy research, enhancing their instructional practices.
- **Ongoing Improvement:** Continuous data analysis from student teaching evaluations and CalTPA assessments informs program improvements, ensuring alignment with educational standards and candidate success.

The MMSN and ESN SPE program prepares teacher candidates to effectively teach foundational literacy skills through a combination of rigorous coursework and hands-on clinical practice. By embedding practical experiences and continuous professional development, we ensure that candidates are well-equipped to meet the diverse literacy needs of their future students.

3.3 *Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills – Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

3.3a Narrative: District and mentor teachers are notified about clinical practice details and requirements as we secure student teaching and intern placements. The **Paid Internship MOU or the Unpaid Student Teaching MOU** with districts outlines the expectations for SB488 and Literacy TPE 7. The **Partner Notice TPE 7 Literature**

Assessment/RICA provides the same information candidates received surrounding **Partner Notice-PSA 25-03** and is shared with each placement administration (District/School site). The first required virtual “face-to-face” contact is the **Triad meeting**, and creates a space for the candidate, Site Support Provider (SSP), and University Support Provider (USP) to discuss the upcoming clinical practice details, expectations and assessments. This meeting includes a slide deck outlining opportunities that must be provided to clinical practice candidates and offers a platform to discuss how the SSP and USP will confer to monitor progress, with examples of where evidence of practice may occur. The candidate is included in this meeting as a collaborative planning model and is called on to proactively design focused lessons. An excerpt of the slide deck provides evidence of the focused attention to TPE 7 and Literacy requirements. The handbooks are shared during this meeting, with the expectation that the SSP, USP and Candidate use the resources, including CalTPA Literacy TPE 7, to further guide practices. Additionally, the university support faculty and coaches attended the professional development offered in the spring of 2025 and offer continuous support to the mentor teachers and site administrators during clinical practice.

3.3a Evidence:

The following MOU will be implemented with our district partner as each existing MOU is renewed.

[Paid Internship MOU](#) p.2, section 9c

[Unpaid Student Teaching MOU](#) p. 4, section 3.14

[Triad Meeting Slide deck excerpt](#)

[Partner Notice- PSA 25-03](#)

3.3b Narrative: Our current handbooks were launched in a “live” format in Spring 2024. Changes in handbooks regarding literacy elements are updated and will be revised once the approvals are made within this work. The CTC has stated that CalTPA rubrics and final directions will become available in draft form by mid-July 2025, giving us a few weeks to complete all required updates. A series of Professional Development sessions were completed in Feb 2025 and include instructors, Clinical Practice faculty and District level Partners. The updated handbooks to be revised after feedback from this SB488 report- **SED Intern Handbook and the SED Student Teaching Handbook**

3.3b Evidence:

[SED Internship Handbook Appendix E](#) Pgs. 40-44

[SED Student Teaching Handbook \(including Residency programs\)](#) Appendix E Pgs. 39-43

3.3c Narrative: The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. The evidence included presents one tool used by instructors to help candidates plan for lesson design, and where they may include their evidence of TPE 7 in formal Lesson Plans. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs. TPE 7 Integration into Clinical Practice: Lesson Plan Inclusion Instructional Cycle 2: Extensive Support Needs (ESN) Part B: Learning Segment Template: Detail of TPE 7 Addressing Literacy Standards

3.3c Evidence

[SED MMSN and ESN Lesson Plan](#)

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

Narrative: Program/coursework coverage highlights the TPEs and includes TPEs related to strong literature, language, and comprehension components for candidates along with a balance of oral and written language. The assessment of each TPE is addressed in a Signature Assignment with a TPE aligned rubric for assessment.			
	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
7.6/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.	SED 609 Module 2 Lecture 5: Idioms and Figurative Language SED 609 Module 3 Lecture 9 English Learner in Learning to Read SED 609 Module 3 Lecture 10 Narrative Comprehension SED609 Module 3 Lecture 11 Expository Comprehension	SED 609 Assignment # 6 LITERACY GRAPHIC ORGANIZER ESN 640 - Assignment 2.3 – Writing an Academic Lesson Plan with Behavioral Objectives	SED 609 Module 3 Assignment 14 Section 1 and 2; Plan & Introduce a lesson addressing prior knowledge for word study, comprehension and writing. ESN 639 - Assignment 2.3 – Building and Using a Communication Board
a. 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.	SED 607: Module 4 Required Readings SED 609 Module 3 Required Readings Chapter 5	SED 609 Module 3 Recommended Resources- IRIS Teaching English Language Learners: Effective Instructional Practices	SED 609 Signature Assignment #14 Lesson Plan #1-4
7.7/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,	SED 607: Module 1 Required Readings SED 607: Module 4: Required Readings ESN 639 - Discussion Forum 2 – Language Development	SED 609 Module 1 Assignment 3: Literacy Graphic Organizer, Conversation Skills ESN 640 - Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives	SED 609 Module 3 Assignment 9 Literacy Graphic Organizer Using GoReact submit 2 videos with annotations and self-evaluation based on a reading domain ESN 639 - Assignment 2.3 – Building and Using a Communication Board

<p>speak, and write with comprehension and effective expression.</p>			
<p>a.Create environments that foster students’ oral and written language development, including discipline-specific academic language.</p>	<p>ITL 608 L 608 (W2) Assignment 2A -2B Lesson Plan Stages One and Two</p> <p>SED 609 Lecture & PPT 12 The Writing Challenge</p>	<p>SED 609 Module 1 Assignment 3: Literacy Graphic Organizer, Conversation Skills</p>	<p>SED 609 Module 1 Assignment 3: Literacy Graphic Organizer, Conversation Skills</p>
<p>b.Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.</p>	<p>SED 609 Module 1 Assignment 3: Literacy Graphic Organizer, Conversation Skills</p>	<p>SED 609 Module 1 Assignment 3: Literacy Graphic Organizer, Conversation Skills</p>	<p>SED 607 Literacy Graphic Organizer. Presentation models diverse forms of text they would then teach their students (oral, digital, multimedia)</p>
<p>c.Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	<p>SED 609 Module 3 Lecture 9 English Learner in Learning to Read</p> <p>SED 609 Module 3 Lecture 10 Narrative Comprehension</p> <p>SED609 Module 3 Lecture 11 Expository Comprehension</p>	<p>SED 609 Module 3 Assignment 10 Literacy Graphic Organizer Translanguaging</p>	<p>ESN 640 Field Experience Communication Change Program Parts 1-4</p>
<p>7.8/U7.8 Effective Expression</p> <p>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.</p>	<p>SED 609 Module 4 Lecture 12 & PPT The Writing Challenge</p>	<p>SED 609 Module 4 Assignment 10 Writing Process, Writing Organization, Writing Conventions</p>	<p>ESN 639 - Assignment 2.3 – Building and Using a Communication Board</p>
<p>a. Teach students to plan, develop, provide feedback to peers, revise</p>	<p>SED 609 Module 1 Discussion Board 1 use PackBack for peer</p>	<p>SED 609 Module 3 Assignment 10 Literacy</p>	<p>SED 609 Module 3 Assignment 10 Literacy Graphic Organizer Translanguaging</p>

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.	feedback on Collaborative Conversations	Graphic Organizer Translanguaging	
b. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	ITL 608 (W2) Assignment 2A -2B Lesson Plan Stages One and Two SED 609 Module 4 Lecture 12 The Writing Challenges Recommended Reading - Teaching Reading to Diverse Populations	MMS617 – Fieldwork 2 – Identify accessibility supports (Universal Tools, Designated Supports, & Accommodations)	MMS617 – Fieldwork 2 – Identify accessibility supports (Universal Tools, Designated Supports, & Accommodations)
c. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	SED 607: Module 3: Required Readings SED 609 Lecture & PPT 12 The Writing Challenge	SED 607 Module 4: Discussion 4 & Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection	SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection

4.2. Clinical Practice: Ensuring Opportunities for Candidates to Practice a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program.

4.2a. Communication/Agreement with Districts

Narrative: Student teachers or Interns in the Special Education ESN program are guided by the current California Teacher Performance Expectations (TPE) in the agreement that all students must sign.

4.2a Evidence:

[Unpaid Student Teaching MOU](#)- See p. 4; section 3.14 letter i; highlighted in yellow (screenshot)

[Paid Internship MOU](#)- See p.3 letter p; highlighted in yellow (screenshot)

4.2b. Candidate Information

Narrative: The Special Education Clinical Practice Lesson Plan (page 1 and page 5) as well as the Special Education Clinical Practice Handbooks for Student Teaching (including Residency programs) and Internship Clinical Practice clearly depict the CA Literacy Standards in Appendix E of both handbooks.

4.2b Evidence:

[SED Intern Handbook Appendix E](#) p. 40-44

[SED Student Teaching Handbook- Appendix E](#) p. 39-43

[SED MMSN and ESN Lesson Plan](#) see p. 1 and p. 5 of lesson plan

4.2c. Candidate Clinical Practice Opportunities

Narrative: The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. The evidence included presents one tool used by instructors to help candidates plan the lesson design, and where they may include their evidence of TPE 7 in formal Lesson Plans. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs.

4.2c Evidence:

[SED MMSN and ESN Lesson Plan](#)

[ESN TPE Running Record](#)

[MMSN TPE Running Record](#)

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

Narrative: Ongoing diagnostic techniques that inform teaching and assessment, and early intervention techniques, are outlined in the table below. The table addresses components of TPE 7 and lists which course and assignments introduce and primarily cover the concepts, provide opportunities to practice the concept, and include how the concept is assessed. Specific courses related to diagnostic techniques include ITL 604, ITL 606, ITL 608, ITL 516, SED 606. SED 607, SED 609, MMS 617, MMS 620, ESN 639, ESN 640, and ESN 641.			
	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.2a Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;	ITL 604 Assignment: 3A Focus Students & Student Study Team ITL606 (W3) Assignment 3B Field Experience Report and Reflection ITL 606 (W3) Assignment 4A - Instructional Approach: Teaching ITL 608 Assignment 1A - Lesson Plan Stage One ITL608 (W2) Micro Competencies #5 ITL 608 (W4) Micro Competencies MC 14 & 15	ITL 604 Assignment: 3A Focus Students & Student Study Team ESN 639 – Assignment 4.3 – IRIS Case Study ESN 640 - Communication Change Program	ITL 608 (W2) Assignment 2A -2B Lesson Plan Stages One and Two SED 609 Module 4: Assignment 14 Plan and Introduce lessons on word study, comprehension and writing.
b. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1– Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention);	ITL 604 Discussion –W2 IDEA Regulations ITL 604 W2 Assignment 2A Asset Identification Data Analysis ITL 606 3A Lesson Plan Rationale ITL 606 Micro Competencies (W3) MC13 – Identify types of progress monitoring strategies	ITL 606 3A Lesson Plan Rationale ITL 608 (W2) Assignment 2A -2B Lesson Plan Stages One and Two ITL 608 (W3) Assignment 3A. Meeting Students' Needs: MTSS/TIERs MMS620 Activity 1 – Explore Planning for Instruction:	ITL 606 3A Lesson Plan Rationale ITL 606 Micro Competencies W3: MC13 – Identify types of progress monitoring strategies and MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements ITL 608 (W2) Assignment 2A -2B Lesson Plan Stages

	MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements ITL 608 (W2) Micro Competencies MC 5. UDL ITL 608 Micro (W3) Competencies #9 MTSS/Tiers, Interventions ITL 608 (W4) Micro Competencies MC 14 & 15	What Teachers Need to Know	One and Two ITL 608 (W2) Micro Competencies #5 ITL 608 Micro Competencies #9 MTSS/Tiers, Interventions ITL 608 (W3) Assignment 3A. Meeting Students' Needs: MTSS/TIERs
<p>c. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of 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).</p>	ITL 604 W2 Assignment 2A Asset Identification Data Analysis ITL 604 Assignment 2C Fundamentals of Reading/Foundational Skills ITL 604 Assignment: 3A Focus Students & Student Study Team ITL 606 W2 Assignment 2B Meeting Students' Needs SED 607 Module 3 Videos: Brain Based Research to support the use of the Science of Reading SED 607 Module 4 Required Readings (Structured Literacy)	ITL 604 Assignment: 3A Focus Students & Student Study Team ESN 640 - Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives	ESN 641 - Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording
<p>TPE 7.10</p> <p>Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform</p>	ITL 606 Assignment 3C-Field Experience Report and Reflection ITL 608 (W4) Micro Competencies MC 14 & 15 MMS 617 Discussion 1, Week 1: Articulating	ITL 606 Assignment 3C-Field Experience Report and Reflection ESN 639 – Discussion Forum 4 – Analyze data, share, and reflect on teaching exp.	SED 609 Modules 2 Assignment 5 Case Studies student with LD and dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability

instructional decision making.	familiarity of multiple sources of assessment	MMS 617 Activity 3, Week 3: Types and purposes of progress monitoring	
a. 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.	SED 607 Module 1 Assignment 1A: Complete part 1 of the Literacy Graphic Organizer: Definition & CCSS SED 607 Module 2 Assignment 2A Literacy Graphic Organizer SED 607 Required Resources-Module 3 pgs. 26-30 SED 607 Required Resources- Module 4 MMS 620: Week 2 Collaborate – Engage in Knowledge of CBMs and CMAs as ways to monitor progress	SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability	MMS 617: Activity 2 – Complete steps to administer a standardized academic achievement test.
b. Understand how to appropriately assess and interpret results for English learner students.	SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability	SED 607 Module 1 Assignment 1A: Complete part 1 of the Literacy Graphic Organizer- Definition & CCSS SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability	ITL 516 (W1)-Design Instruction Based on Assessment Data pg. 6 SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability
c. 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	SED 606 Module 2: Assignment 3 – Design a Professional Development Session to Foster Collaboration with Families/ Guardians SED 606 Module 3: Assignment 6 – Apply the Skilled Dialogue Framework to Your Collaboration with Parents, Teachers,	SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules 2 Assignment 5 Case Studies student with LD and Dyslexia SED 609 Modules 3 Assignment 9 Case Studies	SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules 2 Assignment 5 Case Studies student with LD and dyslexia SED 609 Modules 3 Assignment 9 Case Studies

supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	Specialists, and Other Professionals (group assignment)	of English Learner with learning disability	of English Learner with learning disability
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All Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must complete the following additional tables as appropriate to the credential offered.

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
MM/EX 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.	SED 607: Module 3-Required Readings and Lecture ESN 639 - Discussion Forum 2 – Language Development MMS 617 Week 4 Quiz: Check for Understanding of Formative Assessments, Ethical Practices, and Supports	SED 607 Module 1 and 2 Literacy Graphic Organizer SED 609 Module 1 Assignment 2 Case Study student with intellectual delays SED 609 Modules 3 Assignment 9 Case Study of English Learner with learning disability ESN 639 – Assignment 2.3 – Building and Using a Communication Board MMS 617 Fieldwork 3: Practice designing a rubric as a self-assessment MMS 617 Week 4 Quiz: Check for Understanding of Formative Assessments, Ethical Practices, and Supports	ESN 641 - Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording MMS 620 – Signature Assignment: Compile a comprehensive learner profile to make IEP decisions & recommendations
MM/EX 7.2 Interpret assessment results and plan necessary adaptations (accommodations and modifications)	SED 607 Module 3 Required Readings and Lecture	SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules2 Assignment 5 Case Studies student with dyslexia	MMS620 – Signature Assignment Compile a comprehensive learner profile to make IEP decisions & recommendations

for students with dyslexia and other disabilities that impact literacy development.		SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability ESN 639 – Assignment 1.3 - Write a communication behavioral objective	
MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom 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.	SED 607-Module 3: Foundational Reading Lesson Classroom Observation ESN 640 –Discussion Forum 2 – Method to Teach Academics MMS 623 Activity 1 – Critique Co-teaching & Reflection	SED 609 Module 2 Assignment 5: Student w. Dyslexia Case Study ESN 639 – Assignment 2.3 – Building and Using a Communication Board ESN 640 – Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives	SED 607 Module 4: Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection ESN 640 Field Experience Communication Change Program Parts 1-4

5.2. Clinical Practice Opportunities for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques.

Narrative: Candidates receive multiple opportunities to practice skills and receive formative feedback through lesson plans, weekly activities, and formal observations. These practices ensure continuous improvement and targeted support aligned with the TPEs, including TPE 7.

Lesson Planning: Before each observation, candidates submit lesson plans and receive verbal and written feedback from both their School Site Provider (SSP) and University Support Provider (USP). Candidates revise their lesson plans based on this coaching, followed by a discussion before lesson delivery. Lesson planning emphasizes the application of diagnostic techniques, early intervention strategies, and best practices for teaching and assessment, guided by two mentors.

Weekly Activities: Candidates complete weekly activities aligned to the TPEs, including TPE 7. At midpoint, candidates conduct a self-evaluation running record of their TPE progress, collaboratively review it with their SSP, and select a target area for focused growth.

Observations: Candidates are formally observed seven times during Clinical Practice:

- **Clinical Practice A** (ESN 655/657): Four observations with coaching and feedback on planning, delivery, and lesson analysis. The fourth observation includes a formative assessment to prepare for Clinical Practice B.
- **Clinical Practice B:** Three additional observations with annotations, reflections, and assessments, culminating in a final (seventh) observation that includes a summative assessment.

The summative assessment supports the Individual Development Plan (IDP) discussion among the candidate, SSP, and USP, preparing the candidate for transition into a district-employed, credentialed teaching role.

All activities, evaluations, and observations now explicitly integrate TPE 7.

5.2a. Direct link to location(s) in sample MOU(s)

Narrative: The following MOU will be implemented with our district partner as each existing MOU is renewed.

5.2a Evidence:

[Paid Internship MOU](#) see p.2; 9a

[Unpaid Student Teaching MOU](#) see p. 2; section 3.1

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

Narrative: The Special Education TPE Running Record that all candidates are required to enter weekly. Candidates enter weekly evidence to document how each TPE is being met. Candidates

collaborate with their SSPs to plan experiences that will fulfill each TPE. Entries should provide sufficient detail to make a clear connection between the entry and the TPE. The USP will include evidence from this document as part of the end-of-course Assessment. Specific diagnostic assessment information is found on **pages 9-11 of the ESN Running Record and pages 10-13 of the MMSN Running Record.**

5.2b Evidence:

[ESN Running Record pages 9-11](#)

[MMSN Running Record pages 10-13](#)

5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

Narrative: The Sanford College of Education Clinical Practice integrates TPE 7 in weekly coursework and course meetings to support the work of the foundational and method course curriculum. The evidence included presents one tool used by instructors to help candidates plan the lesson design, and where they may include their evidence of TPE 7 in formal Lesson Plans and in the TPE Running Records for both ESN and MMSN. The assessment of lesson plans occurs within each clinical practice course multiple times as candidates work toward mastery of all TPEs.

5.2c Evidence:

[SED MMSN and ESN Lesson Plan](#) see p. 1: Direction #4, #11; and corresponding sections of Learning Segment Overview: Specific to TPE 7

[ESN Running Record](#) pgs.14, 15, and 16

[MMSN Running Record](#) pgs. 10-13

5.3 Incorporation of California Dyslexia

Narrative: The California Dyslexia Guidelines are integrated into multiple courses where teacher candidates can build foundational knowledge, implement best practices and receive assessment feedback from faculty.

Guidelines 5.3a. Coursework – Explain how the California Dyslexia Guidelines are incorporated into the program for all candidates. (300 words or less).

Narrative: The Commission on Teacher Credentialing (CTC) awarded a Dyslexia Grant to the Department of Teacher Education and the Department of Special Education at SCOE for the period of July 1, 2022, to June 30, 2023. In a collaborative effort, both departments developed a series of dyslexia-related modules and curated evidence-based resources to enhance the teacher preparation programs. These modules and resources were designed to improve candidates' understanding of dyslexia and its implications for classroom instruction and were integrated into

several courses within the curriculum. In addition, the Special Education Department has been proactive in the development of courses for Education Specialist candidates which address the identification, assessment, and interventions for students with dyslexia. The SED 607 Language and Literacy Basics and SED 609 Language and Literacy Case Studies are part of the Extensive Support Needs program. In SED 607, dyslexia is addressed within the content area of reading screening and assessment. Specific content knowledge of dyslexia is part of the content available for special education teachers and further developed in SED 609. An entire course section is dedicated to the discussion regarding identification, assessment, and intervention using a Structured Language and Multisensory Intervention (CA Dyslexia Guidelines p, 64.) The course also requires the candidates to explore Assistive Technology to support students with dyslexia as identified in the Guidelines. The assignment requires the candidates to develop a technology toolkit specific for the student in the case study. Further, a weekly Literacy Graphic Organizer is presented which addresses each of the domains in reading from the Literacy TPE (CTC, 2019) and addresses the areas of AAC option for students with disabilities.

5.3a Evidence:

[SED 607 Language & Literacy Basics](#)

[SED 609 Language & Literacy Case Studies](#)

5.3b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the California Dyslexia Guidelines is clearly identified.

Narrative: Candidates are introduced to Dyslexia early in the program in ITL 604, which is part of the common trunk with TED. Candidates review the Introduction to Dyslexia Module, then they work to respond to prompts on the fundamental elements of the California Dyslexia Guidelines.

Candidates have further opportunities to practice and be assessed on the application of the Dyslexia Guidelines in ITL 606, ITL 608, SED 607, and SED 609.

5.3b Evidence:

[ITL 604 Learners & Learning 1](#)

- [California Dyslexia Guidelines Chapters 4, 6, and 9](#)
- [Chapters 5, 7, 9, and 10 Week 2](#)

[ITL 606 Learners & Learning 2 and Week 4 Discussion Chapters 1-12](#)

[SED 607 Language & Literacy Basics](#)

- [Module 1 Required Reading Chap 1](#) and 4 and Optional Appendix A and Glossary
- [Assignment 6](#) Chapters 1-12
- [Module 3 Required Reading Chap 5 & 6](#)

- [Module 4 Required Reading](#) Chap 11

[SED 609 Language & Literacy Case Studies](#)

- CA Dyslexia Guideline: Chapter 1 A Twenty-First-Century Definition of Dyslexia (pp 3-4)
- CA Dyslexia Guideline: Chapter 2 Neuroscience of Dyslexia (pp. 6 –9)
- CA Dyslexia Guideline: Chapter 3 Dyslexia as a Language-Learning Disability (pp. 9 – 13)
- CA Dyslexia Guidelines: Chapter 4 Characteristics of Dyslexia by Age Group (pp. 14 – 23)
- CA Dyslexia Guidelines: Chapter 5 Socioemotional Factors of Dyslexia (pp. 24 - 25)
- CA Dyslexia Guidelines: Chapter 6 When the Concern May Not Be Dyslexia (pp. 26-32)
- CA Dyslexia Guideline: Chapter 9 Screening and Assessment for Dyslexia (pp. 42 – 58)
- CA Dyslexia Guidelines Chapter 12 Assistive Technology (pp. 75 - 80)
- CA Language K – 5 (pp. 32 – 39)

5.3c. Clinical Practice Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.

Narrative: This is addressed in the Lesson Plan, allowing candidates serving K-12 students with dyslexia to be provided an opportunity to use the lesson plan to observe and practice the concepts included in the CA Dyslexia Guidelines.

5.3c Evidence:

[SED MMSN and ESN Lesson Plan](#) p. 2; Content Standards, Curriculum Frameworks, and/or Core Content Connectors; sections throughout lesson plan template

5.3d. Communication/Agreement with Districts – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent of practica.

Narrative: The following MOU will be implemented with our district partner as each existing MOU is renewed.

5.3d Evidence:

[Paid Internship MOU](#)

[Unpaid Student Teaching MOU](#)

5.3e Candidate Information – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines.

Narrative: Our current handbooks launched in a “live” format in Spring 2024. Changes in handbooks regarding literacy elements are in draft format and will be updated once the approvals are made within this work. A series of Professional Development sessions are planned for January 2025 and will include Instructors, Clinical Practice faculty and District level Partners. The updated handbooks to be revised after feedback from this SB488 report- SED Intern Handbook and the SED Student Teaching Handbook.

5.3e Evidence:

[SED Intern Handbook Appendix E](#) Pgs. 40-44

[SED Student Teaching Handbook Appendix E](#) Pgs. 39-43

5.3f. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in California Dyslexia Guidelines (may be combined with 5.3c above).

Narrative: The eLearning modules created by UC/CSU Collaborative for Dyslexia were shared on 9/18/24 in a webinar that the chair attended. To meet this guideline, SED 607 and SED 609 have embedded them into coursework along with other strategies. UC/CSU Collaborative for Neuroscience, Diversity, and Learning (arraylearning.org)

E-Learning Modules – UC/CSU California Collaborative for Neurodiversity and Learning (ucla.edu)

5.3f Evidence:

[SED 607 Language & Literacy Basics](#)

[SED 609 Language & Literacy Case Studies](#)

Course Outline

ITL 604 Learners & Learning I

Course Description

Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with disabilities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

Course Title: ITL604 The Learner and Learning I

Course Prerequisites: ITL600

Course Learning Outcomes (CLOs)

1. Critique the effects of social, cultural and physical factors (e.g. race, religion, socioeconomic status, language, health, trauma, homelessness, drugs, immigrant status, incarceration, foster care, gender and sexual identity, funds of knowledge, prior experiences, medically fragile, etc.) on students' development.
2. Summarize a variety of developmentally and ability appropriate instructional strategies, resources and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners.
3. Analyze various methods of communicating in a timely manner with students and families/guardians, regarding achievement expectations and student progress.
4. Analyze strategies for all K-12 students to self-advocate, self-monitor, self-assess and self-regulate in all settings, to meet their individual learning needs.
5. Examine the 13 federal categories of exceptionality and other special needs; assessments used in the process of early screening and/or identification; legal mandates regarding services for students with special needs; issues related to common medications administered to children and adolescents. Utilize research and critical thinking to solve problems.
6. Summarize the process and techniques of assessing proficiency levels of English Language Learners in order to identify appropriate research-based strategies to teach and support learning and language development of these students.
7. Create a bank of experts and resources to support community-family-school relationships

and their impact on a learner's success in school.

Summary of Outcomes, Themes, Assignments, and Grading Criteria

GAiIT: Generative Ai Inclusion Threshold Framework

<https://thegaiitframework.org/>

[The GAiIT Framework – A Methodology For Managing Ai with Academic Endeavors](#)



GAiT Icons Key

- G:1 Ai Full Inclusion
- G:2 Ai Collaborate
- G:3 Limited Ai
- G:4 Basic Ai
- G:5 No Ai

Prerequisites

Completion of ITL 600 Orientation

Note: This course is part of the graduate program as you prepare papers and written work, please use the APA publication manual:

- American Psychological Association. (2010) Publication Manual of the American Psychological Association, Sixth Edition. Washington, D. C.: American Psychological Association.

Also see www.apastyle.com (Supplemental material and guides on APA

Course Calendar Overview :

ITL 604	Activities/ Topics	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Social, Cultural, and Physical Factors in the Development of Children	Discussion 1 Funds of knowledge				10

		Assignment 1-A Personal Identity	Rubric Provided with Assignme nt			24
		Assignment 1B Unpacking the TPE's	Rubric Provided with Assignme nt	Additional resources provided with the Assignment		18
Week 2	Social, Cultural, and Physical Factors in the Developm ent of Children	Discussion Week 2 –IDEA Regulations Provide a sample of a plan with reading interventions for Tier 1	Rubric Provided with Assignme nt.		<i>TPE 7.2 (b) Introduce</i>	10
		Assignment 2A Asset Identification Data Analysis	Rubric Provided with Assignme nt	Template is provided with Assignment	<i>TPE 7.2 (b) (c) Introduce</i>	40
		Assignment 2B SEL Playbook	Rubric Provided with Assignme nt	Learning Portal link, template provided with Assignment		30
		Assignment 2C Fundamentals of Reading/Foundat ional Skills	Rubric Provided with	PPT, video link, & links to external resources	<i>TPE 7.5/U7.5 (a,b,c,d,e,f,g,h, i)</i>	10

			Assignment	provided with Assignment . Three additional assignments with materials are also provided.	<i>Introduce, Practice, & Assess</i> <i>TPE 7.2 c Introduce</i>	
Week 3	Assessing Proficiency Levels of English Language Learners & Providing Academic Support for All Learners	Discussion Week 3- Collaboration and communication with the family Collaboration & Communication with Family				10
		Assignment: 3A Focus Students & Student Study Team <i>Assignment Based on the California Dyslexia Guidelines Chapters:4, 6, and 9)</i>	Rubric Provided with Assignment		<i>TPE7.5/U7.5 (a, b, c, d, e)</i> <i>Introduce Practice & Assess</i> <i>TPE 7.2 (a, c) Introduce & Practice</i>	30
		Field Experience –Assignment 3C - Field Experience (Reflection and Meeting Notes)	Rubric Provided with Assignment	Links to many templates, videos, & links to external resources		30

				are provided with the Assignment		
Week 4	Individual Learning Needs	Discussion Week 4 – Inclusive Practices	Rubric Provided with Assignment			10
		Assignment 4A: Strategies & Support Identification Report based on assets and reading foundations to understand typical learner's assets	Rubric Provided with Assignment		<i>TPE 7.5/U7.5 (d, e) Introduce Practice & Assess</i>	30
		Knowledge Checks: Micro Competencies	Quizzes			46
		Bonus Points: Zoom Collaborate	Rubric Provided	Template provided		8
					Total Points	155

Summary of Outcomes, Themes, Assignments, and Grading Criteria

Week 1

Theme: Social, Cultural, and Physical Factors in the Development of Children

Course Learning Objectives:

- CLO 1: Critique the effects of social, cultural, and physical factors (e.g. race, religion, socio- economic status, language, health, trauma, homelessness, drugs, immigrant status, incarceration, foster care, gender and sexual identity, funds of knowledge, prior experiences, medically fragile, etc.) on students' development.
- CLO 7 Create a bank of experts and resources to support community-family-school relationships and their impacts on a learner's success in school.

Weekly Learning Objectives:

- Examine how the term “funds of knowledge” can be applied to identify a learner’s prior knowledge while acknowledging lived experiences.
- Evaluate a learner’s identity as an important aspect of providing instruction by reviewing personal stereotypes, culture, and implicit bias.
- Distinguish elements of the standards, including the core common, to ensure grade-level content instruction.
- Identify sources of where to find grade-level standards.

Assignments:

Discussion W1 #1– Meet and Greet (not graded)

Discussion W1 #2 – Funds of knowledge: Examine how “funds of knowledge” can be applied to identify a learner’s prior knowledge while acknowledging lived experiences. (TPE 1.2)

Assignment 1A - Personal Identity Analysis

- Consider the very many elements that comprise your own identity, and think about where they originated, and what their implications are. How does your identity impact how you approach the world, and the way the world approaches you? How has this impacted you as a learner? As a teacher? (TPE 6.2)

Assignment 1B - Unpacking TPE Rubrics

- Analyze the given Reflective Practice Rubric by unpacking the learning expectations by addressing specific questions. Unpacking the rubrics will assess your learning by clarifying the criteria and specific skills you are expected to acquire in all courses throughout the program. (TPE 3.1)

Week 2

Theme: Social, Cultural, and Physical Factors in the Development of Children

Course Learning Objectives:

- CLO 5: Examine the 13 federal categories of exceptionality and other special needs; assessments used in early screening and/or identification; legal mandates regarding services for students with special needs; and issues related to common medications administered to children and adolescents.

- CLO 2: Explain a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners

Weekly Learning Objectives:

- Identify the five core competencies of Social Emotional Learning.
- Understand the 13 categories that students can qualify for within IDEA regulations and identify the eligibility process for special education services.
- Compare and contrast the components of a 504 plan and an IEP to ensure legal compliance with ADA and IDEA regulations. Read: **California Dyslexia Guidelines Chapters 5, 7, 9, and 10.**
- Examine state and school district data-driven systems to analyze data of the learner, the school, the district, and the community.
- Evaluate the assets that may or may not be evident in data-driven systems.
- Interpret reading skills, vocabulary, and instructional approaches.

Assignments:

Discussion W2 – **TPE 7.2 (b). Introduced**

Discussion W2

1. Read and answer each question; there may be more than one answer.
2. Post your responses in the appropriate threads. Students are required to make their initial post by Wednesday at 11:59 p.m. PST
3. Support all responses with details and examples as well as cite sources, if used, in APA format.
4. Respond to at least two of your classmates' posts. Responses are due by Sunday at 11:59 p.m. PST
5. Review your postings to see who responded to you.

Best approach: Just "talk " to your fellow students. Have a conversation. If you do not count how many times you connect with your fellow students, you will give more than adequate responses. Initiate discussion, don't make a simple comment, such as "good work!" There will be no credit for such responses that end rather than foster discussion. Address fellow students with respect and acceptance that there may be a variety of personal views.

Instructions

Discussion – MTSS Refer to <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> and access the framework:([Access the C A MTSS Framework HERE](#))

1-Provide a clear outline of the framework.

2- Discussion: 13 categories that students can qualify for within IDEA regulations. Provide one sample of a plan with interventions Tier 1

Resources - Read and Watch

2. First, watch this video:

Direct link: [IDEA Basics: \(504 Plan\) How is an IEP Different from a 504 Plan?](#)

3. Next, Read the following contextual information:

If a child is struggling in school, having social or behavioral problems, or if you suspect they have one of the 13 categories of special education, you can request an evaluation. Some school districts recommend a Student Study Team (SST) before conducting an evaluation. To qualify for Special Education services, a child must meet the three prong test which includes: 1) a qualifying disability from the 13 categories; 2) a discrepancy between cognitive ability (learning potential) and academic achievement; and 3) the child requires Special Education services to “access” the general education curriculum for educational benefit. If the IEP team determines that the child does not qualify for services under IDEA, the child may qualify for accommodations (legally required in the classroom) under Section 504 of the American Disabilities Act of 1973.

Respond

After you've watched and read the resources, respond via a video reflection of how you, as a teacher, understand the eligibility process, the differences between a 504 and IEP, and one personal experience. The experience can be either positive or negative and relate to eligibility, the IEP process, IEP roles, or 504 process.

Instructions to Alternative Discussion Board Post – (If You Do Not Have a Personal Experience)

If you cannot think of a personal example, you may consider the following example to respond to your video reflection assignment:

Direct link: [The IEP Team Process \(Example\)](#)

Here is a scenario in which you will need to use AI to help determine if IEP or 504 would be the best route to take: A student has been recently diagnosed as hearing impaired. Enter AI prompt: When should a teacher use an IEP and when should a 504 Plan to support a hearing-impaired student.

4. Provide a video or written reflection of what you learned from the video as well as the video on the differences between an IEP and 504.
5. In addition to your summary of the videos, reflect by answering the following questions:
 - How can I learn more about the IEP and 504 process?
 - Compare and contrast AI findings.
 - What difficulties may I experience as a general education teacher or special education teacher in the eligibility process? Consider a student you would need to qualify for services.
 - What would I do if I disagreed with an IEP team member's opinion?

Resources and Instructions

To make your video, you can choose to use Kaltura, or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

If you need assistance, select the following link:

- [Creating a Webcam Video for Discussion Boards](#)Top of Form

Assignment 2A - Asset Identification

- Consider the way data-driven systems describe your school community. What criteria are measured, and how are they discussed? What is not captured in the framing of the collected data? What doesn't get measured at all? What assets can you identify and leverage for the benefit of your students? **TPE 7.2 (b) (c) Introduced**

- Refer to: <https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp> and address the section for: English Learner Roadmap Principles Overview (<https://www.cde.ca.gov/sp/ml/rmprinciples.asp>) and Multi-Tier Systems of Support (<https://www.cde.ca.gov/ci/cr/ri/index.asp>). Tier 1

Assignment 2-A Asset Identification Data Analysis

Introduction

Consider the way your school community is described by data-driven systems. What criteria are measured and how are they discussed? What is not captured in the framing of the collected data? What doesn't get measured at all? What assets can you identify and leverage for the benefit of your students? *(The intention of this assignment is to learn where to find data about your school community, and to identify and examine the assets that may or may not be evident in those data.)*

Deliverable

Make sure you submit 4 parts of this assignment. You will fill out 4 respective templates for this assignment. Search available data and identify the assets of your school community. Use the provided tables as a guide and note that there are suggested data sources to guide your search beneath the category in each row.

1. Class Profile - use CAASPP data, diagnostic/assessment data provided by your school and other observations/data you've collected so far this year (i.e.: School Information System (SIS), family survey, get-to-know-you activities with students, language survey, Dyslexia screening).
 - ⌘ Note: if you do not have a current classroom, you can log in to SimSchool and use class profile from the simulation. Check each of the learners' profiles and include your "future" classroom expectations. You can also use the focus students in Week 3A's assignment as your class profile (in Week 3 towards the end of the assignment page).
2. School Profile - use the online resources provided by the state Dept of Education, your school website, school LCAP plan
3. District Profile - use the online resources provided by the state Dept of Education, your district website
4. Community Profile - refer to US Census data, drive through your school community, interview community stakeholders (ask your students!)

Do not limit yourself to suggested data to report; add all information you find that you feel informs you about the profile!

- ✓ Explore how the school district sets up the Student Success Team
- ✓ How do schools implement different levels for interventions (Tier 1-Tier 2 and Tier 3)?
- ✓ How do they identify that the student has dyslexia?

Resources

To access some of the information, familiarize yourself with the following resources to use in the following activity. USE THEM ALL to complete the assignment.

- ⌘ Sample School, District and Community Profiles for a local charter elementary school (shaded in pink to avoid confusion). They are attached at the end of this assignment.
- ⌘ [An Asset-Based Approach to Teaching: What it is and Why it Matters](#)
- ⌘ [Culturally Responsive Teaching and the Brain](#)
- ⌘ CalTPA 2.0 Assessment Guide – In course resources
- ⌘ [DataQuest](#) (CA Dept. of Education)
- ⌘ [School and District Profiles](#)
- ⌘ [School Accountability Report Card](#) (SARC)
- ⌘ [California School Dashboard](#)
- ⌘ [US Census Data](#)
- ⌘ [Kids Count Data Center](#)

- ≠ Local City Webpage and Individual School District and School Website
- ≠ [California Department of Education School/District Profile Search](#)
- ≠ [ELPAC Test Results](#)
- [California Dyslexia Guidelines](#)

Assignment 2B – SEL Playbook - Building Healthy Relationships

- We will examine building healthy relationships through the lens of Social Emotional Learning. By implementing the tenets of building relationships, teachers can enhance the learning environment and improve academics. (TPE 2.1)

Assignment 2C Fundamentals of Reading TPE 7.5/U7.5 (a,b,c,d,e,f,g,h,i,) Introduced, Practiced, & Assessed; TPE 7.2 c introduced

CLO Alignment:

CLO 1: Interpret reading skills vocabulary and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).

CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate reading instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.

Directions: Create an infographic (using Venngage, Piktochart, Visme, etc.) on the Fundamentals of Reading/Foundational Skills. For each key term, you must include the connections to the grade level you wish to teach. Watch the Video and read the provided material on Foundational skills in Reading. Prepare an infographic/Report in addition to a summary of key reading **terms:7.5/U7.5 link to return to matrix: (a, b, c, d, e). Introduced, Developed, & Assessed with the Infographic/report per Rubric**

This assignment is designed to make connections between key Reading Terms and CA Literacy Standards. For this assignment, you will be doing a Level 2 GAiLT with the development of the infographic.

[Foundational Reading Skills Primer: What They Are + Key Vocabulary Explained - Ignite Reading \(ignite-reading.com\)](#)

Read on for a comprehensive glossary including:

1. Definitions of key vocabulary terms related to foundational reading skills and other reading instruction terms educators use when talking about building a strong reading foundation for students
 - Key Terms:
 - a. print concepts, including letters of the alphabet;
 - b. phonological awareness, including phonemic awareness;
 - c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences;
 - d. decoding and encoding, including morphological awareness;

- e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity);
- f. instruction that is structured and organized as well as direct, systematic, and explicit;
- g. connected, decodable text;
- h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; and
- i. 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.

2. Provide examples of these crucial literacy skills in action

Deliverable

Create an infographic (using Venngage, Piktochart, Visme, etc.) on The Fundamentals of Reading. You are encouraged to use AI tools. **Select the 5 key terms (a, b, c, d, e) plus 7 other terms, up to 12 terms.** For each key vocabulary term, you must include the connections to the grade level you wish to teach. Respond to the following prompts: How are you currently teaching reading strategies in your teaching practices, and which learners are you targeting this strategy for (whom does it provide additional access to?) What resources are you using? You must provide a reference page and have citations throughout your presentation of the fundamentals of reading. Be creative – you may use graphic images, pictures, charts or other multi-modal (be sure to use citations).

1. **Begin by Outlining Your Goals:** Start by defining the purpose of your infographic. Outline Your Goals: Start by defining the purpose of your infographic. What message or information do you want to convey? Consider scenarios like providing an overview of a topic, simplifying a complex process, displaying research findings, or summarizing a long report¹.
2. **Collect Data:** Gather the relevant data or content you want to include in your infographic. This could be statistics, facts, or key points related to your topic.
3. **Make Data Visualizations:** Transform your data into visual elements. Use charts, graphs, icons, or illustrations to represent information effectively. Remember that clarity and simplicity are essential.
4. **Create Your Layout:** Choose an infographic template or create your own layout. Organize your content logically, ensuring a flow that guides the reader's eye from top to bottom or left to right.
5. **Add Style:** Make your infographic visually appealing by adding colors, fonts, and design elements. Use contrast, alignment, and spacing to create a cohesive and engaging design.
6. In addition, in your future writing of the CalTPA2 exam, you will have to use technology as a teaching tool to increase student learning, and not simply a presentation, and you should expose yourself to other presentation tools to create maximum student engagement. Here are some direct links for you to consider. These are all available for free. You can also be creative and venture out some other tools that are not listed here. The one consideration is that it must be viewable for free, without a need for a subscription service.

Presentation Technology Tools

Venngage:

[How to Create an Infographic with Venngage \[Tutorial\] - YouTube](#)

Visme:

[Tutorial: How to Easily Create Good Presentations – Make Professional, Interactive Presentations with Visme](#)

Piktochart:

[Tutorial: A Simple Guide to Piktochart for Beginners](#)

Resources

To access some of the information, familiarize yourself with the following resources to use in the following activity. USE THEM ALL to complete the assignment. You should have all of these in your references and use them as citations, BUT you can also find additional resources with the criteria that the resource is current (in the last five years) and is research-based (not someone's opinion).

- <https://www.edutopia.org/article/science-reading-high-school>
- [Print Awareness and Alphabet Knowledge \(Video \(mometrix.com\)\)](#)
- <https://www.edutopia.org/article/helping-students-meet-reading-standards>
- [MS-SS Literacy Standard - TPEs \(ca.gov\)](#)
- [NU Library- Citing AI](#)

ITL 604 RUBRIC Assignment 2C

Assesses TPE 7.5/U7.5- *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.*

Criteria	Proficient (5 points)	Acceptable (4 points)	Developing (3 point)	Emerging (2 points)	Not Acceptable (0-1 points)
Text Reading Fluency	The content of the infographic assignment demonstrates a focused emphasis including spelling and syllable	The content of the infographic assignment demonstrates inclusion of spelling and syllable patterns, semantics,	The content of the infographic addresses some aspects of spelling and syllable patterns, semantics,	The content of the infographic mentions a partial inclusion of limited aspects of text reading fluency	The content of the infographic does not include aspects of text reading fluency

	patterns, semantics, morphology and syntax	morphology and syntax	morphology and syntax		
Comprehension and Effective Expression	The infographic includes plans for specific instruction designed to advance students' progress in the elements of foundational skills, language, and cognitive skills	The infographic includes concrete statements related to advancing students' progress in the elements of foundational skills, language, and cognitive skills	The infographic includes narrative related to the elements of foundational skills, language, and cognitive skills	The infographic includes limited narrative related to the aspects of comprehension and effective expression	The infographic does not include aspects comprehension and effective expression

Week 3

Theme: Assessing Proficiency Levels of English Language Learners & Providing Academic Support for All Learners

Course Learning Objectives:

- CLO 2: Explain various developmentally and ability-appropriate instructional strategies, resources, and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners.
- CLO 3: Analyze various methods of communicating promptly with students and families/guardians regarding achievement expectations and student progress.
- CLO 4: Analyze strategies for all students to self-advocate, self-monitor, self-assess, and self-regulate in all settings to meet their individual learning needs.

Weekly Learning Objectives:

- Discuss how a teacher can increase students' confidence and self-advocacy and achieve academic success.
- Examine the advantages of using a self-directed behavior strategy and identify examples of self-regulation.
- Develops a plan to implement collaboration and communication with the family, including how to support student success.
- Recall the CA ELD standard proficiency levels and the ELPAC performance level descriptors.

- Compare and contrast the learning needs and assets of 3 focus students.

Assignments:

Discussion W3 – Develop a plan to implement collaboration and communication with the family, including how to support student success. (TPE 6.3)

Assignment 3A: Asset Identification of 3 Focus Students Based on the [California Dyslexia Guidelines Chapter 6](#): When the Concern May Not Be Dyslexia **TPE7.5/U7.5 (a, b, c, d, e) Introduced Practiced & Assessed; TPE 7.2 (a, c) Introduced & Practiced**

Assignment 3A - Focus Student Assignment

TPE7.5/U7.5 (a, b, c, d, e) Introduced Practiced & Assessed

This assignment aims to prepare you to consider the diverse needs of all your students when planning lessons. For this assignment, you will complete three tables (one for each Focus Student) with the help of the resources in the assignment.

Objective

This assignment aims to prepare you to consider the diverse needs of all your students when planning lessons. You'll do this by selecting three students to focus on (described below either in your own classroom or from the case studies towards the end of this document – only select 3), almost as “case studies.” By taking the needs of these three focus students into consideration, you will accomplish one of two things:

- either account for all the special circumstances in your classroom (less likely) or, (more likely)
- Strengthen your “intervention muscle”: the collection of habits, thought-patterns, strategies, creativity and magic (!) required to respond to the varied needs of a group of learners.

Deliverables

Three completed tables (one for each focus student). These are real-life students who trust that you will provide them with what they need to be successful. After reading the descriptors of each type of Focus Student (FS), think about what you know about each of them, learn what you can from others who know them, refer to available data (assessments, cumulative files, IEP folders, etc.) and make time to talk to each of them so that you can complete each FS profile. Spend most of your time on the synthesis: considering each child's assets and needs. (Be sure to *Read and Watch* the assigned resources before doing this part!)

DO NOT LIMIT YOURSELF TO SUGGESTED DATA TO REPORT; ADD ALL INFORMATION YOU FIND THAT YOU FEEL INFORMS YOU ABOUT THE FOCUS STUDENT PROFILE!

Aligned CLOs

All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!

Resources (Read and Watch)

- [CalTPA Assessment Guide](#) (Differentiation Option: Use the Assessment Guide that corresponds with your credential – Multiple Subject, Single Subject or World Languages)
- CalTPA Assessment Guide Glossary (at the back of the Assessment Guide)
- ELPAC resources in Bb / SPED resources in Bb
- [An Asset-Based Approach to Education: What It Is and Why It Matters](#)
- [Your Students Have Assets Not Deficiencies](#)
- [TEDTalk: Temple Grandin, “The World Needs All Kinds of Minds”](#)

California Dyslexia Guidelines Chapters: 4, 6, and 9

- MTSS Refer to <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> and access the framework: ([Access the C A MTSS Framework HERE](#))

Focus Student 1(FS1) EL Assets and Learning Needs

Choose a district-identified English learner. This can be an English learner at any CELDT/ELPAC level. If you have only re-designated English learners in your class, you may select one of them or select a student who needs support for his or her language development based on either a Speech Designated IEP (not articulation) or based on literacy assessments.

In Week Four you will be taking this one step further and from learning more about your Focus Student you will then add two more columns: Need Identification and Support/Strategy Identification.

Focus Student 1(FS1) EL Assets and Learning Gaps Template

Focus on FS1's:	Assets	Gap Identification
Current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language (provide assessment data as well as qualitative insight)		
Prior academic knowledge (include assessment data, progress monitoring)		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior lived experiences and interests		
Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)		
Summarize FS1's Assets and Gaps		

Focus Student 2 (FS2) Special Education

Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE who will be participating in the lesson. If there are no identified students in your classroom, select a student who has recently been referred for specialized support or who requires additional learning support in the general education setting.

When selecting Focus Student 2 in transitional kindergarten or primary grades classrooms where students have yet to be identified as having a special learning need, select a student who has been identified for support through the Multi-Tiered System of Supports (MTSS) process, who has recently been referred for evaluation, or who has gaps in the content area that is the focus of the lesson.

Focus Student 2(FS2) Assets and Learning Needs Template

Focus on FS2's:	Assets	Gap Identification
Learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)		
Prior academic knowledge (include assessment data, progress monitoring,		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior lived experiences and interests		
Assistive technologies as appropriate		
Summarize FS2's Assets and Gaps		

Focus Student 3 (FS3) Gaps

Choose a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention).

Life experiences may include, but are not limited to, challenges in the home, community, or school as a result of discrimination, bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration, or as a result of needs as a Standard English learner; a migrant, an immigrant, or an undocumented student; or a student in foster care.

Focus Student 3(FS3) Assets and Learning Needs Template

Focus on FS3's:	Assets	Gap Identification
Life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support		
Prior academic knowledge (include assessment data, progress monitoring,		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior experiences and interests		
Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)		
Summarize FS3's Assets and Gaps		

Focus Group Students (Examples / Case Studies)

Focus Group Student #1: AG Multiple Subject

AG has been attending your school for two months now. Initially, she seemed to acclimate to the new school well. AG is a first-grade bilingual student who demonstrated significant difficulty in early literacy skills and auditory processing. Using conversational English allows AG to keep up with the lessons. She learns best when she is able to take her time. AG benefits from visual instruction and she likes active games. AG is a learner who remembers information better by moving, carrying subjects in their hands, or playing. AG falls below the mean with MAPs scores in the areas of Math, Reading and Language Usage. She has had difficulty with change and demonstrated a low frustration-tolerance, particularly when engaging in academic or non- kinesthetic related tasks. Services: Push In 150 minutes/weekly; Pull Out 375 minutes/weekly. In addition to Speech Therapy sessions.

Because of housing insecurity, AG has certain social-emotional needs that must be met in the classroom. She exhibits timid behavior and apologizes when she asks for help. She benefits from positive behavior affirmations. AG does not show confidence or personable skills with her peers or her teachers. Student self-identifies as Mexican and has an older sister and lives with their father. AG has several cousins who attend the same school

and with whom she is close. She stays after school almost every day for tutoring and homework help. She goes to the library every day.

Focus Group Student #2: Single Subject SM

SM is a 10th grade student. He attended traditional schooling for middle school and transferred from the same district. He has a very strong sense of self and appears to be comfortable in his own skin. He talks about his family and how much they have helped him and supported him. Being the oldest child, he has a sense of responsibility within this family. SM has been through very tragic life experiences including parental divorce, child abuse, homelessness, gang violence, and more. SM has been able to hold down a steady job at McDonald's. He has a strong passion for music and rapping where he is able to express his emotions. He also loves to draw, which helps him de-stress. SM's fascination for cars and racing is utilized and implemented in the class as an incentive to try his hardest and produce his best effort and work. SM continuously strives to work on given tasks and assignments during allotted classroom time. He is currently at or above grade level in all academic subjects.

SM has been approaching staff to inquire about means to improve his classroom assessment scores in hope of achieving higher grades. He has involved a peer in the routine of going to teachers during lunch to ask for makeup work. The student shows a need for support in initiating academic conversations with peers during group collaboration. SM is a bit more extroverted than the other students. He maintains a healthy relationship with fellow students in extracurricular activities and will engage in conversation with them with some consistency. SM's parents do not speak English and thus, are unable to assist him in his English language development journey. Gap identification indicates SM is limited English proficiency. He can engage in dialogue/discussion of the English language with ease but struggles with reading and writing. He reads at a lower first grade level.

Focus Student #3 – ER: EL Learner/Gen. Ed.

"No good deed goes unpunished" reflects this student's life. ER was born in Mexico to parents that succumbed when he was 4 years old. He is in the 7th grade at Rock Hill Middle School; an urban school located in East Los Angeles. As a result, his Los Angeles aunt adopted him along with his four siblings. However, she passed away recently resulting in ER and his siblings being sent to foster parents.

Due to speaking only Spanish with his parents and aunt, he has limited English proficiency. He takes pride in his Mexican heritage and finds comfort in the experience he shares with many of his peers and their ability to converse in both English and Spanish. He can engage in discussion of the English language with ease, but struggles with reading and writing, most notably in decoding. As a result of his foster parents only speaking Spanish, he does not speak English at home and does not receive support in his English language development at home.

ER is a first-generation student that feels connected to the Mexican and Latinx presence and culture present within his community. He can communicate with fellow peers and bring his native language with him into the classroom given majority of the students in the classroom are dual English and Spanish speakers. ER's fascination for cars and racing is utilized and implemented in the class as an incentive to try his hardest and produce his best effort and work. ER maintains a close relationship with his siblings, who offer him support as he transcends adolescence.

ER's introverted nature limits his interactions with his peers and chances to work with other students. ER is a bit more introverted than the other students. He maintains a healthy relationship with fellow students and will engage in conversation with them with some consistency. ER's parents do not speak English and thus, are unable to assist him in his English language development journey.

His classwork and curriculum may often not incorporate culturally relevant pedagogy or reflect relatable material, leading to disengagement from the lesson. He is familiar with all letters of the alphabet and their corresponding sounds but struggles in sound blending and decoding of multisyllabic words. As a result, he is hesitant to read out whole group given his limited vocabulary

The following is some background to his academic level:

- Limited English proficiency. He can engage in dialogue/discussion of the English language with ease, but struggles with reading and writing –
- Reads at a lower first grade level.
- His current grade in ELA is an F, but he does have a B in Math and a C in Science. He is passing his PE class with a solid A
-

Focus Student #4 LC Special Ed. (Elementary)

LC is a highly intelligent and determined 5th grade student who is reading slightly below grade-level and has strengths in mathematics and science. His disability is in ED and SLD, which is linked to his outbursts and displays of violence. He is currently being served through a resource pull out model where he receives ELA support for one hour per day in the morning.

LC remains goal-oriented and works best when offered rewards to work towards, rather than consequences in response to undesired behavior. Through an analysis of his gaps, we recognize that he struggles to express his frustrations until he is highly triggered and needs additional support in self-regulating and coping skills.

LC's disability is Specific Learning Disability (SLD) and Emotional Disturbance (ED)

- Goal 1: LC will read accurately novel grade level multisyllabic words in context and/or out of context as measured by curriculum-based assessments
- Goal 2: LC will use digital tools including keyboarding skills and internet to type 2 pages as measured by student work samples/teacher charted records
- Goal 3: When given a frustrating situation, with one prompt, LC will utilize coping strategies and return to and remain on task with a calm body and mind for a minimum of 10 minutes

Some of the assistive technology he uses includes the following: an iPad, Google Classroom, and Speech-To-Text. However, LC has a lack of patience with technology, i.e. glitches in iPad or slow service will frustrate him. If something takes too long to load, he will give up and refuse to work on it anymore.

His interests include soccer and Fortnite. Mom is also active in her child's education. She stays in contact with the teacher every day. LC's lived/previous experiences of trauma are linked to violent and aggressive outbursts. He will refuse to participate in classwork or demonstrate appropriate and respectful behavior if triggered and off the baseline.

In terms of LC's social emotional skills, he maintains healthy relationships with his peers. He has many friends and will participate in games and friendly competitions such as soccer with his peers consistently. However, LC fails to share his frustrations with teachers and administrators until he is completely off his baseline, which is hard to calm him once he is triggered. He also responds negatively to direct teacher instruction (in small group) or when the teacher provides advice to him in front of other peers. Unfortunately, he resorts to violence such as throwing, punching, hitting, kicking and self-harm (banging his head against other items) when triggered. Interestingly, LC is proficient in mathematics and has no math goals. Although he may grow frustrated with certain questions, when prompted by the teacher, he will get back to work and answer the question with little to no teacher support.

- Assessment data shows that he will grow frustrated and upset if he perceives work as too difficult for him to complete.
- His current grades- A in Math, C in ELA, A in PE, F in Science, and Social Studies he has an F.

- LC is reading roughly at grade level but continues to work on decoding multisyllabic words and is emerging in his ability to write paragraphs with supporting reasons.

Focus Student #5 (JB Special Ed.)

J.B. is a male, EL student with autism who receives specialized academic instruction (special education) services within a collaborative setting (general education). He is currently in the 9th grade attending Johnson High School. He learns best when using headphones and playing with a fidget. J.B. is working on self-regulation and self-advocacy. J.B. could benefit from taking notes online and additional instruction on math. He learns best when in a separate setting and with timed breaks. He is interested in computers and technology.

JB comes from a single parent home with his mother and no siblings. He lives in San Diego, CA, the Lincoln Park neighborhood. He has transferred from different schools but within the same district about five times. His mom is very supportive of his work and makes sure his work completion is on pace.

His IEP goals include the following:

- By annual review, when prompted by an adult Jacob will demonstrate an increased ability to take perspectives by identifying how his conversation partner might feel about Jacob's own verbal and nonverbal communication and implementing a better alternative in 80% of opportunities with minimal adult support.
- By February, when given a vocational task, Jacob will demonstrate the ability to stay on task for 15 minutes and complete the task with no more than 2 prompts, in 2 of 4 core classes as measured by teacher observations.
- By February 2020, when given a set of 10 problems requiring division single-digit divisor and multiple digit multiplication, Jacob will solve with 80% accuracy in 3 out of 4 trials as measured by student work samples or teacher kept data.

His IEP Services and Supports including the following:

- Specialized Academic Instruction
- Accommodations:
 - Direction given a variety of ways
 - Increased verbal response time
 - Preferential seating
 - Visual/picture supports
 - Calculator/multiplication table
 - Study Sheets
 - Extended time for completing assignments and tests
 - Breaks
 - Repeated review/drill
 - Small group instruction
 - Fidget/sensory object/rocking chair
 - Reminders to listen with whole-body (eyes on speaker, body calm and turned toward speaker, voice quiet)
 - Clarification of abstract/non-literal language
 - Use of self-talk by adult to make their own perspective clear (i.e. "I feel frustrated because students are talking")

JB is independent and does not ask for help. He is self-motivated and will advocate for himself for breaks, etc. Possibly related to his autism, J.B. tends to spend most of his time by himself, rather than in groups or in large settings. He avoids social interaction and does not hold membership within the classroom.

The following is JB's academic information:

- SBAC Math – Far Below Basic
- SBAC ELA – Far Below Basic

- MAPs (Measurement of Academic Performance) Fall '19
- Mathematics – 204
- ELA – 220
- ELA Grade – F
- Math Grade – F

J.B. doesn't want people to think of him differently, so he doesn't accept help often. This results in sustained struggle with academics, such as math which typically leads to him "shutting down." His desire to be independent and not receive help has impacted on his attendance, which has resulted in negatively impacting his ability to self-regulate as well as his grades.

Focus Student #6 A.S. Bilingual

A.S. is a 10th grade student. She is new to the region and has little connection to the students and community here. Her mother recently had to spend a few weeks in the hospital, and A.S. needed to be sent to Arizona for the duration. She struggles academically due to chronic absenteeism, with the additional weight of being an English learner with all English curricula.

AS and her family are bilingual: Spanish and English. Dad, Mom, and Angel all have varied levels of fluency in both languages. AS's family is multi-ethnic: Central American and Mexican. Both parents have different religious practices. She tends to spend most of her time by herself during her appointment hours coursework at her resource center. She avoids social interaction and does not hold membership within the classroom, likely due to her chronic absenteeism as a result of her anxiety.

The student is an excellent note-taker, and benefits greatly from laid out, color-coded notes. The student then can review these notes with tutors outside of school. Much of the classwork is group discussion, and so this student may need extra prep to feel they can participate effectively. Assessment data shows that AS is an English Language Learner and has Limited English Proficiency. She will grow frustrated and upset if she perceives work as too difficult for her to complete. Parents both speak limited English, but Spanish is primarily spoken at home. Gap Identification indicates

- Mathematics
- Operations and Algebraic Thinking
- Area of Need
- Statistics and Probability
- Strength
- Reading
- Literature
- Vocabulary Acquisition and Use
- Informational Text

During class A.S. is a student who benefits from taking notes. A.S. is successful in self-advocacy and usually asks for help when she needs it. She could benefit from additional time in the classroom and direct one-on-one support for her academic fluency.

ITL 604

Assignment 3A Focus Student Assignment

Assesses TPE 7.5./U7.5:

- 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, including morphological awareness.
- text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

Deliverable # #1: Three fully completed Focus Student tables with comprehensive synthesis of each student's present level of performance, gaps, and aligned interventions.

Deliverable # #2 Present levels of reading performance and aligned interventions for each student across the five TPE areas (a–e).

Deliverable: #3 Clarity, structure, accuracy, and presentation of tables and synthesis.

Rubric ITL 604 Assignment 3A

Criteria	Proficient (30 points)	Acceptable (20 points)	Developing (10 points)	Emerging (5 points)	Not Acceptable (2 points)
Completion of Tables and Synthesis	All three tables and synthesis are complete with all required details:- Table 1: EL Assets and Learning Gaps- Table 2: FS2 Special Education- Table 3: FS3 with Gaps Includes clear, comprehensive descriptions of assets, needs, present levels, and strategies aligned to TPE 7.5/U7.5 (a–e) . Incorporates UDL and MTSS principles throughout.	All three tables and synthesis are mostly complete with most required details. Descriptions of assets, needs, and strategies are present and generally align with TPE 7.5/U7.5 . Some mention of UDL and MTSS .	Some elements are missing or incomplete across the tables or synthesis. The alignment to TPE 7.5/U7.5 is partial. Limited mention or application of UDL and MTSS .	Only partial completion of tables or synthesis. Descriptions are vague or underdeveloped. Weak or inconsistent connection to TPE 7.5/U7.5 and minimal or unclear use of UDL/MTSS	Tables and synthesis are incomplete or missing. No clear connection to TPE 7.5/U7.5 . Lacks required components and principles.
	10	9	5	2	1
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Assessment of Present Levels & Intervention Strategies	Clear, comprehensive documentation of reading performance and gaps across all TPE 7.5/U7.5 (a–e) . Targeted, appropriate interventions are fully developed and individualized per student.	Most components of TPE 7.5/U7.5 are clearly described. Interventions are appropriate and mostly aligned to student needs.	Some reading areas or interventions are described, but others are missing or vague. Only partial alignment with TPE 7.5/U7.5 .	Few areas are addressed; interventions are general or underdeveloped. Weak or unclear alignment to the TPEs.	Reading performance and interventions are missing or not connected to TPE 7.5/U7.5 .

	10	9	4	2,5	,6
Overall Quality and Organization	Tables and synthesis are exceptionally well-organized , clearly written, accurate, and professionally formatted.	Tables are organized, mostly clear, and accurate. Minor formatting or clarity issues.	Some structure or clarity issues. Several inaccuracies or inconsistencies.	Poorly organized or difficult to follow. Many errors. Minimal attention to formatting or structure.	Tables are disorganized, confusing, and missing critical information.
	10	2	1	.5	.4
TOTAL	30	10	10	4	2

Assignment 3B - Field Experience (Reflection and Meeting Notes)

Part Two of your Field Experience. The first is a Collaborative Meeting note-taking template. Use this to take notes in the left column about your students in the simSchool module before the collaborative meeting. Afterward, you will use these notes to complete the second document, a Field Experience Reflection. (TPE 4.6)

Week 4

Theme: Individual Learning Needs

Course Learning Objectives:

- CLO 2: Explain a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology (including principles of universal design and multi-tiered systems of support) to support access to the curriculum for all learners.
- CLO 6: Summarize the process and techniques of assessing proficiency levels of English Language Learners to identify appropriate research-based strategies to teach and support the learning and language development of these students

Weekly Learning Objectives:

- Formulate instructional strategies to address inclusive practices.
- Identify elements in planning inclusive practices.
- Determine appropriate supports and strategies to differentiate instruction for 3 focus students.

Assignments:

- Discussion W4- – Formulate instructional strategies to address inclusive practices. Respond by developing a video (2-5 minutes) or written reflection (1/2 page) of what you learned from the video and 1-2 instructional strategies you would use in your classroom. Consider the following instructional strategies: explicit direct instruction, learning styles, choice, cooperative learning, small group, direct interactive

instruction, or other instructional strategies that would allow you to address differentiation and inclusive practices. (TPE 6.3)

Required Reading:

- **Chapter 4, Ca Dyslexia Guidelines**
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
- The CA MTSS Framework. https://drive.google.com/file/d/1jvy6fZpSshkn7K7YG_Ql1Fd-gxspbLM8/view
- MTSS <https://ocde.us/MTSS/Pages/CA-MTSS.aspx>
- English Learner Roadmap Principles Overview (<https://www.cde.ca.gov/sp/ml/rmprinciples.asp>)

Assignment 4A - Strategies and Support Identification – Signature Assignment TPE 7.5/U7.5(d, e) Introduced, Practiced & Assessed

This assignment aims to prepare you to consider the diversity of assets of all your students when planning lessons. Address the areas for text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). You will use Week 3's completed tables that identify assets and gaps and continue to add to them by completing tables (one for each focus student), which is considered an extension of the work in Week Three.

This week, you will work on your *Focus Students* (FS) and identify supports and strategies that align with the assets and gaps you identified last week. (TPE 1.4, 4.4, 5.1)

Introduction

This assignment aims to prepare you to consider the diversity of assets of all your students when planning lessons.

Instructions

You will use Week Three's completed tables that identified assets and gaps and now continue to add to them by completing tables (one for each focus student) which is considered an extension of the work in Week Three. This week, you will consider your Focus Students (FS) and identify supports and strategies that will align with the assets and gaps you identified last week.

Objective

This assignment aims to prepare you to consider the diversity of assets of *all* your students when planning lessons. You'll do this by selecting three students to focus on (described below), almost as "case studies." By taking the assets and needs of these three focus students into consideration, you will accomplish one of two things:

- either account for all the special circumstances in your classroom (less likely) or, (more likely)
- strengthen your "intervention muscle": the collection of habits, thought-patterns, strategies, creativity and magic (!) required to respond to the varied needs of a group of learners through identifying what supports a teacher can provide and what research-based strategies will fill the identified gaps.

By the end of the assignment and throughout this course, you will have identified and analyzed data, assets and gaps on three Focus Students which will have allowed you to determine appropriate supports and strategies; providing differentiated ACCESS to your instruction and learning.

Deliverables

You will use Week 3's completed tables that identified assets and gaps and now continue to add to them by completing these tables (one for each focus student) which is considered an extension of the work in Week Three. After reading the descriptors of each type of Focus Student (FS), identify supports and strategies that will align with the assets and gaps. Spend most of the time on the synthesis: considering each child's assets and needs to identify supports and strategies to fill the gaps. (Be sure to *Read and Watch* the assigned resources before doing this part!)

DO NOT LIMIT YOURSELF TO SUGGESTED DATA TO REPORT; ADD ALL INFORMATION YOU FIND THAT YOU FEEL INFORMS YOU ABOUT THE FOCUS STUDENT PROFILE!

Aligned CLOs

All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!

Resources (Read and Watch)

- [CalTPA Assessment Guide](#) (Differentiation Option: Use the Assessment Guide that corresponds with your credential – Multiple Subject, Single Subject or World Languages)
- CalTPA Assessment Guide Glossary (at the back of the Assessment Guide)

Focus Student 1(FS1) EL Supports and Strategies

Choose a district-identified English learner. This can be an English learner at any CELDT/ELPAC level. If you have only re-designated English learners in your class, you may select one of them or select a student who needs support for his or her language development based on either a Speech Designated IEP (not articulation) or based on literacy assessments.

If you do not have a current student, you may choose from the list of case studies provided by your instructor.

Week Four:

You are basing your analysis on the assets and needs of the focus student and then identify supports and research-based strategies that will allow the student to ACCESS your instruction and be able to PRODUCE evidence of their learning (meeting the objective).

Clarity around Strategies and Supports

Remember: an instructional strategy is what students will use to achieve their objective/goal; such as, I will use identifying details to be able to determine the main idea. Identifying details is the strategy and determining the main idea is the ultimate assessment.

Instructional support for a literacy objective may be the graphic organizer, vocabulary, or other sort of types. The support is the structure you plan for, to support the learning of the strategy to achieve the objective.

"Instructional supports refer to those in- and out-of-class scaffolds that ensure that all students, regardless of previous academic preparation, can meet high expectations and rigorous standards. Student centered schools support students ongoing academic development." – Stanford University

So, instructional support is what you will provide students to be able to access, and to use the strategy to achieve the objective. Listen to that...

1. Students are given direct instruction
2. Students are provided with support(s) to organize their thinking or the process or manage their behavior
3. Students will use the support to be successful with the strategy taught.
4. Students will take the learning of the strategy to achieve the objective.

Supports may also include some of the UDL suggestions: Multiple means of expression, representation, or engagement. Check out the [UDL Checklist and website](#) (remember you can click on the different checkpoints in the various color-coded Guidelines for ideas).

Strategies

Remember that the students must use the strategy to achieve their objective! For example, if your objective is to have students be able to use inferencing of text details to be able to draw conclusions or identify the main idea THEN inferencing becomes your strategy to be able to draw conclusions. The skills the students need to have coming into the lesson to be able to inference is being able to identify text details. The support you may decide on for the whole group, small groups or individual students will depend on the assets and gaps you have identified.

For example, in this objective, I may decide to provide students with a graphic organizer to organize their thoughts on identified details - leading to analyzing the details to identify inferences and ultimately draw conclusions. Or maybe I might for some students that may be overwhelmed with that, I may support them with color coding on the graphic organizer of the different steps OR maybe even have separate-colored shapes of each step that they organize as they work through the objective tasks. I hope this begins to provide some clarity.

Just always keep in mind that support is NOT the strategy.

If I were you as you are deciding on research-based possible strategies to choose from, you may want to first look at [Goalbook App](#) AND [Goalbook toolkit](#). In fact, I would suggest having all of these resources pulled up and at your fingertips! For EVERY class moving forward!

Other Strategy Resources

[Literacy in Action for all Content Areas](#)

Common Core Teaching Strategies RI [Grades 6-12](#)

Common Core Teaching Strategies RL [Grades K-5](#)

Common Core Teaching Strategies RI [Grades K-5](#)

[Teaching and Learning Strategies English Language Arts Reading Informational Text](#)

[Third grade Goalbook](#)

[UDL Aligned Strategies](#)

Focus Student 1(FS1) EL Supports and Strategies Template

Focus on FS1's:	Supports Needed to Fill Identified Gaps	Suggested Strategies
Current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language (provide assessment data as well as qualitative insight)		
Prior academic knowledge (include assessment data, progress monitoring)		
Social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)		
Cultural and linguistic resources and funds of knowledge		
Prior lived experiences and interests		
Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)		
Summarize FS1's Supports and Strategies		

ITL 604: Assignment 4A: Strategies and Support identification of Whole Class and 3 Focus Students –

Signature Assignment

Assess: TPE 7.5/U7.5:

- d. decoding and encoding, including morphological awareness.
- e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

Deliverable:

This week, you will work on your *Focus Students* (FS) and identify supports and strategies that align with the assets and gaps you **identified last week**. You will use Week 3's completed tables that identified assets and gaps and now continue to add to them **by completing these tables (one for each focus student), which is considered an extension of the work in Week 3**. After reading the descriptors of each type of Focus Student (FS), identify **supports and strategies that will align with the assets and gaps**. Spend the most time on the synthesis: considering each child's assets and needs to identify supports and strategies to fill the gaps

This assignment aims to prepare you to consider the diversity of assets of all your students when planning lessons. Address the areas for decoding and encoding, including morphological awareness and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). You will use Week 3's completed tables that identify assets and gaps and continue to add to them by completing tables (one for each focus student), which is considered an extension of the work in Week Three.

Rubric ITL 604: Assignment 4A

Criteria	Proficient (30 points)	Acceptable (20 points)	Developing (10 points)	Emerging (5 points)	Not Acceptable (2 points)
Focus Student Tables & Synthesis	All 3 tables are fully completed with clear, new information beyond Week 3. Supports and strategies align strongly with identified assets and gaps. Each table reflects deep consideration of each student's literacy needs and aligns with UDL and MTSS	All 3 tables include new information that mostly aligns with assets and gaps. Synthesis is included and mostly clear. UDL and MTSS are referenced and somewhat integrated.	Some new information included, but not consistent across all three tables. Strategies only partially align to assets/gaps. UDL/MTSS mentioned, but not clearly applied.	Minimal new content: most tables repeat Week 3 information. Weak alignment of supports to student needs. UDL and MTSS are minimally addressed.	Tables are incomplete or missing new information. No clear alignment to TPEs or student needs.
	10	9	5	2	1
	Proficient	Acceptable	Developing	Emerging	Not acceptable
Assessment of Literacy Performance &	Clear and comprehensive description of each	Mostly clear descriptions of literacy performance	Some aspects of literacy performance described,	Few new details about reading performance; weak or missing	Inadequate or missing description of literacy

Intervention s	student's present literacy performance, including decoding, encoding, and fluency. All elements of TPE 7.5/U7.5 (d-e) are addressed with relevant and appropriate interventions.	and intervention ideas for each student. Most elements of TPE 7.5/U7.5 are addressed.	but gaps remain. Limited interventions noted. Only some of the TPE 7.5/U7.5 components are addressed.	interventions. Few elements of TPE 7.5/U7.5 included.	performance and interventions. No evidence of TPE alignment.
	10	9	4	2,5	,6
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Overall Quality & Organiza tion	Tables are exceptionally well-organized , clear, and fully accurate. Writing is professional and demonstrates attention to detail.	Tables are organized, generally clear, with minimal errors. Most ideas are presented logically.	Some organization is evident, but layout or clarity detracts from overall readability. Some inaccuracies noted.	Poor organization or clarity. Frequent inaccuracies and/or irrelevant information.	Tables are disorganized, confusing, or incomplete. Major errors present.
	10	2	1	.5	.4
TOTAL	30	10	10	4	2

Course Outline

ITL606 The Learner and Learning II

Course Description

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques guiding the selection of effective instructional strategies, practices, resources, and technologies needed to create environments supporting the full range of learners and provide equitable access to the curriculum.

Course Learning Outcomes

Upon satisfactory completion of the course, candidates will be able to:

1. Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
2. Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.
3. Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi- tiered systems of support, performance, etc.).
4. Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
5. Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Summary of Outcomes, Themes, Assignments, and Grading Criteria

GAiT: Generative Ai Inclusion Threshold Framework

<https://thegaiitframework.org/>

[The GAIiT Framework – A Methodology For Managing Ai with Academic Endeavors](#)



GAiT Icons Key

- G:1 Ai Full Inclusion

- G:2 Ai Collaborate
- G:3 Limited Ai
- G:4 Basic Ai
- G:5 No Ai

Course Calendar Overview:

ITL 606	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Discussion 1				10
	Micro-Competencies				14
	Assignment 1A - Theory to Practice		Additional resources provided with the Assignment.	.	35
	Synchronous Session		.		2
Week 2	Discussion Week 2	.			10
	Micro-Competencies W2 10 & 11	Assessed with quiz scores	Template is provided with Assignment.		14
	Assignment 2A - Unpacking and Reflecting on TPE 3		Learning Portal link, template provided with Assignment.		30

	Assignment 2B - Meeting Students' Needs		PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided.	<i>TPE 7.2 c Introduce</i>	30
	Synchronous Session				2
Week 3	Discussion 3			<i>TPE 7.10 Introduce & Practice</i>	10
	Micro-Competencies MC 13 MC 14	Assessed with quiz scores	Additional resources provided with the Assignment.	<i>7.2 b Introduce & Assess</i>	8
	Assignment 3A - Lesson Plan Rationale	Rubric Provided with Assignment	Additional resources provided with the Assignment.	<i>7.2 b Introduce, Practice, & Assess</i>	25
	Assignment 3C - Field Experience Report and Reflection		Additional resources provided with the Assignment.	<i>TPE 7.2 a Introduce</i> <i>TPE 7.10 Introduce & Practice</i>	30

	Synchronous Session		Links to many templates, videos, & links to external resources are provided with the Assignment.		2
Week 4	Discussion 4	Rubric Provided with Assignment		<i>TPE 7.2 c Introduce</i>	10
	Micro-Competencies W4	Assessed with quiz scores		<i>TPE 7.2 b Introduce & Assess</i>	14
	Assignment 4A - Instructional Approach: Teaching	Rubric Provided with Assignment	Additional resources provided with the Assignment.	<i>TPE 7.2 a Practice & Assess</i> <i>7.10 f, i Introduce</i>	40
	Synchronous Session	Rubric Provided	Additional resources provided with the Assignment.		8
				Total Points	155

Week 1

Course Learning Objectives

- CLO 1: Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
- CLO 3: Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).

Weekly Learning Objectives

- Explain the differences between the theory of differentiated instruction and the theory of transformative learning. (CLO 1)
- Define the theoretical frameworks of inclusive education. (CLO 1)
- Compare the theory of constructivism and the theory of social emotional learning. (CLO1)
- Identify the types of instructional grouping to best meet the needs of learners through differentiation practices. (CLO 3)

Assignments

GAiIT Number	Assignment Title
5	Discussion Meet and Greet (not graded)
5	Discussion W1
2	Assignment 1A - Theory to Practice
5	Micro-Competencies

Micro Competencies Week 1:

MC 1 Areas of Focus:

Differentiated Instruction: Why, How and Examples (Teachings in Education)

Differentiated Instruction (Granite State College)

Differentiating Instruction: How to Plan Your Lessons (Education Week)

Defining Differentiated Instruction (Iris Center)

MC 2 Areas of Focus:

The Transformational Learning Process (ScienceDirect)

Transformative Learning: Theory to Practice

Teaching for Transformation: From Learning Theory to Teaching Strategies (Stanford)

Mezirow's Ten Phases of Transformative Learning

MC 3 Areas of Focus:

Theories-based Inclusive Education Practices

Introduction to Inclusion Basics

MC 4 Areas of Focus:

Resources: What is SEL? (CASEL)

Social-Emotional Learning, Explained (Education Week)

Social-Emotional Learning: What is SEL and Why SEL Matters (Committee for Children)

Why Social-Emotional Learning is Suddenly in the Spotlight

MC 5 Areas of Focus:

Constructivism (PB Works)

Theory: Constructivist Approach

Constructivism as a Theory for Teaching and Learning (Simply Psychology)

Constructivism and Social Constructivism in the Classroom (US Dublin)

MC 6 Areas of Focus:

The Jigsaw Method (Cult of Pedagogy)

Emphasize Flexibility and Adaptability When Grouping Students (edWeb)

Instructional Grouping in a Differentiated Classroom (Univ of Arkansas)

Instructional Grouping in the Classroom (Education Northwest)

MC 7 Areas of Focus:

Grouping Students in an English High School Class

Grouping Strategies - K20 Learn

Resource Differentiated Strategy Grouping

Week 1 Resources: To access some of the information, familiarize yourself with the following resources for the following activity. USE THEM ALL to complete the assignment. You should have all of these in your references and use them as citations, BUT you can also find additional resources with the criteria that the resource is current (in the last 5 years) and is research-based (not someone's opinion).

Learning Theory Resources

Differentiated Instruction

[Theory of Differentiated Instruction \(DI\)](#)

Transformative Learning

[Theory of Transformative Learning \(TL\)](#) (Use the links on the left-hand side to review all aspects of TL)

[Transformative Learning: Theory to Practice](#)

Social Emotional Learning

[Social Emotional Learning Theory \(SEL\)](#)

Constructivism

[Constructivism Theory](#)

[Constructivism and Social Constructivism in the Classroom](#)

Behaviorism

(make sure that you include PBIS connections)

[Behaviorism in the Classroom](#)

[Behaviorism: Overview & Practical Teaching Examples](#)

Inclusive Education

[Inclusive Education](#)

Additional Resources on Learning Theories:

- [GSI Teaching and Resource Center](#) (look at the right side for a variety of theories)
- [Instructional Design](#)

- [Learning Theories](#) – The Theory Into Practice Database
- [Learning Theory and Instructional Design](#)

Week 1: Discussion

Respond to the following questions via a video reflection:

1. Identify a Common Core Standard.
2. Based on the chosen Standard, identify various instructional groupings to best engage and meet the needs of your learners through differentiation practices (consider interest grouping, ability grouping, progress monitoring grouping, think-pair-share, and other instructional groupings).
3. Explain / justify why these chosen instructional groupings will meet the needs of your students and promote engagement during instruction (using what you know about the student's assets and needs / gaps).
4. Describe how your justification aligns with one or more of the learning theories.
5. Make a connection to a personal example or experience. If you do not have a personal experience, you can use the contextual information below to provide an example.

Make sure your video reflection is at least three minutes but no longer than five, and includes all the five talking points above. Respond (via video) to at least two peers meaningfully.

Week 1: Assignment 1A - Theory to Practice

Overview: Create an electronic presentation (Prezi, PPT, Weebly, etc.) on Learning Theories. You must include the connections to **UDL** and the current teaching schema of your class and your 3 Focus Students (ITL 604) for each theory. How are you currently using theories in your teaching practices, and which learners are you targeting this learning theory for (who does it provide additional access to?).

Create an electronic presentation (Prezi, PPT, Weebly, etc.) on Learning Theories. You must include the connections to UDL and the current teaching schema of your class and your 3 Focus Students (ITL 604) for each given theory. How are you currently using theories in your teaching practices, and which learners are you targeting this learning theory for (who does it provide additional access to?).

Artificial Intelligence:

- This assignment requires custom images to enhance your content. The suggested AI software to create the graphics is a free CPT account, which allows 5 pictures daily; look at Dall-e. You will have limited access, Midjourney.com and [FLUX](#).
- You must provide a reference page and citations throughout your presentation on learning theories. Be creative – you may use videos, pictures, charts or other multi-modal (be sure to use citations). [Artificial Intelligence: OpenAI, ChatGPT, LLMs, and More: Citations and Plagiarism](#)

Consider extending your learning to try something new besides PowerPoint, as it is a limited technological presentation tool. In addition, in your future writing of the CalTPA2 exam, you will have to use technology as a teaching tool to increase student learning, and not simply a presentation, and you should expose yourself to other presentation tools to create maximum student engagement. Here are some direct links

for you to consider. These are all available for free. You can also be creative and venture out to other tools not listed here. The one consideration is that it must be viewable, for free, without a need for a subscription service. Note that the assignment states PowerPoint, which is acceptable if you plan to submit in this format.

Possible Presentation Software

[Prezi](#)

- [Tutorial](#)

[Canva](#)

- [Tutorial](#)

[Explain Everything](#) (there is a free version)

- [Tutorial](#)

[Visme](#)

- [Tutorial](#)

[Screencastify](#)

- [Tutorial](#)

Week 2

Course Learning Objectives

- CLO 1: Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
- CLO 2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.
- CLO 3: Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).

Weekly Learning Objectives

- Identify attributes and characteristics of typical childhood and adolescence development. (CLO 2)
- Compare and contrast the attributes, characteristics, and causes of atypical childhood and adolescence development. (CLO 2)
- Identify and summarize differentiation strategies for atypical development to ensure equitable access to the curriculum. (CLO 1, 3)

Assignments

GAiIT Number	Assignment Title
5	Week 2: Discussion
5	Week 2: Assignment 2A - Unpacking and Reflecting on TPE 3
5	Week 2: Assignment 2B - Meeting Students' Needs
5	Micro-Competencies W2 10 & 11

Week 2 Micro Competencies:

MC 8 Areas of Focus:

- Important Milestones: Your Child By Five Years
- Typical and Atypical Child Development
- Ages and Stages of Development
- Early Identification: Normal and Atypical Development
- Toddler Development at 21 Months Old

MC 9 Areas of Focus:

- Ages and Stages of Development
- Typical and Atypical Child Development
- Important Milestones: Your Child by Five Years
- Early Identification: Normal and Atypical Development
- Toddler Development at 21 Months Old

MC 10 Areas of Focus:

- The Most Common Misdiagnoses in Children (Child Mind)
- Early Identification: Normal and Atypical Development (LD Online)
- Tips for Recognizing Learning Disorders in the Classroom (Child Mind)
- Not All Attention Problems are ADHD (Child Mind)

MC 11 Areas of Focus:

- The Ultimate List: 50 Strategies for Differentiated Instruction (Teach Thought)
- Addressing Atypical Students

Week 2: Assignment 2A - Unpacking and Reflecting on TPE 3

Overview for Intern Teacher

As an Intern Teacher you will complete this reflective practice activity of the Teacher Performance Expectations taking into consideration your current classroom of students. If you do not have a classroom yet, view this assignment through the lens of a student teacher.

Overview for Student Teacher

As a Student Teacher who does not currently have a classroom, you will reflect using your personal assets/strength areas (what comes naturally to you and draw from past experiences) and what areas you will need to engage in professional activities for growth.

Background

As a teacher candidate, you acquire knowledge and skills to understand and begin to apply the Teacher Performance Expectations. We utilize the TPEs because they also align with how districts will assess you and your readiness when you apply for a teaching position. After you receive your first teaching assignment, you will be required to clear your credential. Guess what, the TPEs come into play again! Induction programs (for clearing your credential) will evaluate your strengths and growth areas as a new teacher. In this course and future courses, the TPE assignments will prepare you and thus help you begin your own individual growth plan as you become a teacher. The goal is to be able to articulate and talk about your teaching practice using the academic language found in the TPEs, and your coursework will support this mission!

Considerations

As you internally reflect on your assets/strengths and areas of growth, remember you are considering ALL students, not just the students whom you easily connect with but also the students whom you may need to learn more about to engage them (cognitively and/or emotionally). It is natural that we build relationships with those with whom we have experiences or backgrounds that are similar; it is sometimes more difficult to engage with others whom we have differences with (religion, socioeconomic, gender, ethnicity, race).

Differentiation

Throughout this program, we will differentiate between Interns and Student Teachers in various assignments and activities. We will also differentiate multiple and single-subject credential programs. The goal is to connect your own lived experiences, knowledge, and your credential area to all aspects of your learning. If you feel an assignment or activity does not differentiate, please share this with the Course Lead so adjustments can be made.

Intern Teacher

As an Intern Teacher you will complete this reflective practice activity of the Teacher Performance Expectations (TPEs) taking into consideration your current classroom of students. If you do not have a classroom yet, view this assignment through the lens of a student teacher.

Student Teacher

As a Student Teacher who does not currently have a classroom, you will reflect using your personal assets/strength areas (what comes naturally to you and draw from past experiences) and what areas you will need to engage in professional activities for growth.

TPE 3.1

TPE 3.1	Elements of Evidence of TPE 3.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action
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			you will take
<p>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks .</p>	<p>Uses state and district standards as curricular guideposts to align curriculum</p> <p>Uses assessments to provide the next structure for instruction</p> <p>Identifies and describes required grade-level skills in the content areas Scaffolds instruction so that early skills are foundational and requisite for later, more complex, higher-order skills and knowledge</p> <p>Understands the importance of planned instruction to meet learning expectations</p> <p>Reinterprets historical events and literature based on the social understanding of the time</p> <p>Ensures that subject matter is not static; it changes</p> <p>Is familiar with how the content relates to students' development</p> <p>Knows the content, current findings, and</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p> <p>Student teacher: Consider your ability to engage others based on your knowledge of what you know about them. From the examples of evidence, select which ones you feel come naturally to you.</p> <p>Intern: Consider your ability to engage and support ALL your students. Reflect on your relationships with your students and select from the examples of evidence which ones you feel are your assets/strengths.</p>	<p>Directions: Identify three areas of growth <u>with an action</u> you will take to improve this area.</p> <p>Directions: Describe examples of evidence you will need to learn about in order to engage ALL students and get to know them on all levels?</p>

	<p>how they are interpreted</p> <p>Is knowledgeable about subject matter. Is knowledgeable of student's cognitive development</p> <p>Builds bridges between the new skills and content and students' prior experiences</p> <p>Provides instruction that supports all students' learning</p> <p>Uses academic vocabulary</p> <p>Makes relevant connections to standards during instruction to extend student learning Integrates key concepts, themes, relationships, and connections across subject matter areas</p> <p>Incorporates different perspectives, appropriate to discipline</p> <p>Utilizes current understanding of relevant content standards and frameworks</p>		
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TPE 3.2

TPE 3.2	Elements of Evidence of TPE 3.2	Current Assets	Growth
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		And Strengths	
<p>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.</p>	<p>Understands students' individual cognitive, social, and physical development and scaffolds instruction accordingly</p> <p>Connects content to students' prior knowledge and their experiences</p> <p>Implementation of instructional strategies to match students' learning needs</p> <p>Engages and facilitates students' understanding by linking students' previous knowledge</p> <p>Scaffolds instruction to address achievement gaps for the full range of learners</p> <p>Builds understanding of English learners' levels of language acquisition to best support their learning</p> <p>Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities</p> <p>Guides all students in using analysis strategies that provide equitable access of subject matter</p> <p>Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles</p> <p>Designs instruction that is responsive to that motivates students</p> <p>Matches students' instruction with their pattern of abilities</p> <p>Acknowledges and understands students' cultural differences</p> <p>Transforms standards into incremental classroom targets and informs students of targets</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p> <p>Student Teacher and Intern Teacher:</p> <p>Consider your ability to communicate in effort to build relationships, share expectations and progress.</p> <p>Describe: What methods of communication do you currently have strengths in?</p>	<p>Describe the communication tools you need to investigate and practice using?</p>

	Checks for understanding so as to design instruction that meets students' learning needs		
	Offers choices to encourage ownership		

TPE 3.3

TPE 3.3	Elements of Evidence of TPE 3.3	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
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. ¹	<p>Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills</p> <p>Organizes subject matter based on optimal pedagogical understanding to promote and support student learning</p> <p>Understand the different types of knowledge students must comprehend in order to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development</p> <p>Plans a balanced program based on decisions about the skills and standards to be taught, determined by their priority or importance relative to students' level of knowledge</p> <p>Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs</p> <p>Adjusts instruction within and across subject matter to ensure student learning</p>	<p>Directions: Self evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	Directions: Identify 3 areas of growth <u>with an action</u> you will take to improve this area.

	<p>Organizes instruction to reveal and value different cultural perspectives</p> <p>Organizes instruction to incorporate subject or grade-level expectations and curriculum frameworks to support student learning</p> <p>Implements instructional strategies to demonstrate key concepts and their interrelationships</p> <p>Analyzes collected assessment data to plan for future instruction</p> <p>Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups, and individual needs</p>		
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TPE 3.4

TPE 3.4	Elements of Evidence of TPE 3.4	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
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	Long/short-term lesson plans/planning (unit plans, benchmark planning, grade level planning) Incorporate multiple means of representation, expression, and engagement	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p>	Directions: Identify 3 areas of growth with an action you will take to improve this area.

		Green if you are very confident with the TPE	
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TPE 3.5

TPE 3.5	Elements of Evidence of TPE 3.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
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.	<p>Frontloading of vocabulary: word wall, choral reading</p> <p>Graffiti wall, Pair share; pair with peer mentors</p> <p>Game based: jeopardy</p> <p>Graphic organizers, note cards, pictures with definitions, Frayer model</p> <p>Struggling with reading; letter blocks; crashing game</p> <p>Modifications based on IEPs</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	Directions: Identify 3 areas of growth with an action you will take to improve this area.

TPE 3.6

TPE 3.6	Elements of Evidence of TPE 3.6	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive	<p>Scanners to encourage academic responsibilities</p> <p>Access materials</p> <p>Haiku</p>	Directions: Self evaluate by highlighting the elements of the TPE in:	Directions: Identify 3 areas of growth with an action you will take to improve this area.

technology, to facilitate students' equitable access to the curriculum.	<p>Socrative quiz maker: chunking of material, focus; questions</p> <p>Smartboards; laptops, iPads; PP; digital version of student selection, Data director</p> <p>Videos</p> <p>iPads as reinforcer or for expressive language</p> <p>Elmo, or other toys / assistive tools (age-relative)</p>	<p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	
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TPE 3.7

TPE 3.7	Elements of Evidence of TPE 3.7	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
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	<p>Model knowledge, skills, and fluency in using digital tools for instruction</p> <p>Have students use digital tools to learn, create new content, and demonstrate learning</p> <p>Model and promote digital citizenship and critical digital literacy</p> <p>Promote equal access of all students to digital tools and assure that students are safe in their digital participation</p>	<p>Directions: Self evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	<p>Directions: Identify 3 areas of growth with an action you will take to improve this area.</p>

TPE 3.8

TPE 3.8	Elements of Evidence of TPE 3.8	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	<p>Uses technology to deepen teaching and learning</p> <p>Provides opportunities for students to participate in a digital society and economy</p> <p>Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications</p>	<p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <p>Yellow if you are not familiar with the TPE</p> <p>Blue if you are moderately confident with the TPE</p> <p>Green if you are very confident with the TPE</p>	<p>Directions: Identify 3 areas of growth <u>with an action</u> you will take to improve this area.</p>

Week 2: Assignment 2B - Meeting Students' Needs **TPE 7.2 c Introduced**

Overview: Meeting students' needs is the next aspect we will examine in Social Emotional Learning. Learning about who we are culturally as individuals, as learners, and as contributors to the classroom, school, and community can build the path to our own empowerment. Teachers can create a safe learning environment and improve academics by implementing strategies to support their needs. Explore these resources to discover valuable practices that impact student-teacher relationships. Write your responses to each area below.

Introduction

Meeting students' needs is the next aspect we will examine in Social Emotional Learning. Learning about who we are culturally as individuals, as learners, and as contributors to the classroom, school, and community can build the path to our own empowerment. Teachers can create a safe learning environment and improve academics by implementing strategies to support their needs. Explore these resources to discover valuable practices that impact student-teacher relationships.

Differentiation

Intern teachers, what SEL strategies are you currently implementing? Student teachers, where do you want to begin with strategies to support Diversity and Inclusion in your classroom?

Considerations

Through your learning, how can you reflect on ways in which you can bring the whole child into classroom learning experiences? How will you create an environment that is safe, nurturing and empowering for each child that enters your room?

Self-identity

In Action: List 3 SEL strategies you heard the children suggest in the video “[Dear Teacher: Heartfelt Advice for Teachers from Students.](#)”

Snapshot: Read about the purpose and intention of the Star Student activity below. Describe the process you will use with your students (identify your grade level) to celebrate the uniqueness and likeness of each child’s identity.

By Angela Karem

Our identities affect the way we interact with the world, and the way the world interacts with us. Oftentimes, it is the early school experiences when children begin to learn about what identity is and how it relates to their classroom community. At the beginning of the year in my first-grade classroom, I create a space for my students to explore their own identity, share their identity with their classmates, and celebrate each student’s identity with a daily “Star Student.” Each day, a student is randomly selected to sit in the Star Student chair in front of the class and wear the Star Student Super Cape. Then, the “Reporters,” which are the classmates, ask the Star Student questions about her-/himself while scribing the answers, to write the Star Student’s “Article.” The Reporters asks questions like: “What is your favorite food/color/animal?” “Where do you like to go with your family?” “Who lives in your home with you?” “What holidays do you celebrate?” etc. Students make connections and discover likenesses with the Star Student as they gain a deeper knowledge of that student. Next, students write down one sentence of their choice from the “Article” scribed about the Star Student. These individually written articles are treasured and kept by each student until they have a complete set from each classmate. We then reflect and celebrate the uniqueness and likeness of each student’s identity. This deep exploration of each student gives my young learners a lens into the importance of identity, and the need to observe each person’s unique identity.

Act on It: Set an attainable goal for yourself that articulates a vision you have for building classroom community.

Culturally and Responsive Teaching

SEL in Action: Watch the Culturally Responsive learning at the [San Francisco Public library video](#). Describe the four components of Academic Mindset?

Think About It: After viewing the video, reading the quotes, and reflecting, what are the core SEL values you will apply in your classroom to recognize and address culture and identity, through your teaching and your student’s learning.

Think About It: Think about your answers to the previous questions posed in the “Think About It” section. Identify strategies you might use in your own classroom and develop a plan of action using the downloadable form provided. Add to Your Personal Action Plan.

Building the Classroom Community to Increase Understanding on Diversity and Inclusion of All Students

Intro: Refer to [California Dyslexia Guidelines](#) and explain how you would plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines. Also, watch the video on How to Create a Positive “Classroom” Environment!

What practices do you think schools should engage in to create a culture of respect and trust, and prepare students to learn? [How to Create a Positive “Classroom” Environment! \(Part 1\)](#)

In Action: This [Video series and collection of articles from Edutopia](#) shows how teachers in Chicago use a holistic approach to foster language identity. After watching the videos reflect on *Using Diversity to Build a Culture of Belonging and Building a Community in the Classroom*; List 3 SEL strategies you observed.

Think About It: What does an inclusive classroom look like? Brainstorm and draw a concept map with the elements.

Act on It: Think about the intentional strategies listed above”. List three strategies that are appropriate for your grade level and subject area.

Week 2 Discussion

Background

In preparing for the opening of the new K-8 school, Barlett Canyon Academy, it quickly becomes obvious to the principal, Ms. Patel, that "something different" will be needed with instructional strategies. Bartlett Canyon Academy is drawing its highly diverse student population from several local communities. Individual differences in educational backgrounds, special needs and home environments are substantial. Ms. Patel decides to approach her faculty.

"What is the best way to address our problem of such diverse learners?" begins Ms. Patel.

Ms. Díaz, a seasoned sixth grade teacher, suggests that classes at each grade level be organized into tracks to create high, average, and low groups. Each group then works with the same teacher throughout the day. "The plan makes sense," declares Ms. Díaz. "Teachers can work with students who have similar academic backgrounds. And students who do poorly will not be frustrated as they are left behind, while students who do well will not have to feel like they need to wait for others."

Mr. Yang, one of the kindergarten teachers, disagrees. "Students need to be exposed to a wide range of individual abilities, characteristics, talents, and so on. How can we ever help our students appreciate their own uniqueness and diversity if we continually group them together in a way that is more convenient for us than for them?"

Instructions

Discuss the ideas presented by Ms. Patel, Ms. Díaz, and Mr. Yang regarding between-class and within-class grouping. What are the positives? What are the constraints? Does the age level of children change with their needs?

Replies

Respond to at least two classmates. Please try to choose classmates' posts that have not been responded to yet.

Grading

This discussion is worth 10 points.

Week 2 Resources

For Assignment 2A

Additional Resources

- [TPE Evidence for Observations](#)
- [CTC TPE Handbook: Preliminary Multiple Subject and Single Subject Credential Preconditions, Program Standards, and Teaching Performance Expectations](#)

For Micro Competencies

MC 8

- [Important Milestones: Your Child By Five Years](#)

What developmental milestones is your 5-year-old reaching? (2023, July 21). Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

- [Typical and Atypical Child Development](#)

Matrices. (n.d.). Typical and atypical child development. In *Module 2: Early Childhood, Ages 4-8* (pp. 1–6). <https://www.dhs.wisconsin.gov/clts/waiver/county/mod2-matrices.pdf>

The Wisconsin Department in Health Services (WDHS) is a leading researcher in childhood development. This chart lists typical and atypical development milestones for ages 4-8.

- [Ages and Stages of Development](#)

CA DoE. (2000). *Ages and stages of development*. California Department of Education.

As your child grows, you may find yourself searching for clues to her behavior. As a parent, you may hear the words “developmental stages.” This is just another way of saying your child is moving through a certain time period in the growing-up process.

- [Early Identification: Normal and Atypical Development](#)

Early identification: normal and atypical development. (n.d.). LD OnLine. <https://www.ldonline.org/ld-topics/early-identification/early-identification-normal-and-atypical-development>

Children's development usually follows a known and predictable course. The acquisition of certain skills and abilities is often used to gauge children's development. These skills and abilities are known as developmental milestones.

- [Toddler Development at 21 Months Old](#)

Toddler development at 21 months old. (2019, October 17). Hello Motherhood. <https://www.hellomotherhood.com/article/507571-toddler-development-at-21-months-of-age/>

Every child develops differently. Even children in the same family may develop at different rates. A typical toddler at 21 months may be ahead in some milestones and behind in others.

MC 9

- [Ages and Stages of Development](#)

CA DoE. (2000). *Ages and stages of development*. California Department of Education.

As your child grows, you may find yourself searching for clues to her behavior. As a parent, you may hear the words “developmental stages.” This is just another way of saying your child is moving through a certain time period in the growing-up process.

- [Typical and Atypical Child Development](#)

Matrices. (n.d.-b). Typical and atypical child development. In *Module 2: Early Childhood, Ages 4-8* (pp. 1–6). <https://www.dhs.wisconsin.gov/clts/waiver/county/mod2-matrices.pdf>

The Wisconsin Department of Health Services (WDHS) is a leading researcher in childhood development. This chart lists typical and atypical development milestones for ages 4-8.

- [Important Milestones: Your Child by Five Years](#)

What developmental milestones is your 5-year-old reaching? (2023, July 21). Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

- [Early Identification: Normal and Atypical Development](#)

Early identification: normal and atypical development. (n.d.). LD OnLine. <https://www.ldonline.org/ld-topics/early-identification/early-identification-normal-and-atypical-development>

Children's development usually follows a known and predictable course. The acquisition of certain skills and abilities is often used to gauge children's development. These skills and abilities are known as developmental milestones.

- [Toddler Development at 21 Months Old](#)

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Every child develops differently. Even children in the same family may develop at different rates. A typical toddler at 21 months may be ahead in some milestones and behind in others.

MC 10

- [The Most Common Misdiagnoses in Children](#)

Bubrick, J., Spiro, L. S., & Howard, J. (2023, October 30). *The most common misdiagnoses in children.* Child Mind Institute. <https://childmind.org/article/the-most-common-misdiagnoses-in-children/>

- [Early Identification: Normal and Atypical Development](#)

Early identification: normal and atypical development. (n.d.). LD OnLine. <https://www.ldonline.org/ld-topics/early-identification/early-identification-normal-and-atypical-development>

- [Tips for Recognizing Learning Disorder in the Classroom](#)

Jacobson, R. (2023, May 31). *Tips for recognizing learning disorders in the classroom.* Child Mind Institute. <https://childmind.org/article/recognizing-learning-disorders-in-the-classroom/>

- [Not All Attention Problems Are ADHD](#)

Bubrick, J., & Howard, J. (2023, October 30). *Not all attention problems are ADHD.* Child Mind Institute. <https://childmind.org/article/not-all-attention-problems-are-adhd/>

MC 11

- [The Ultimate List: 50 Strategies For Differentiated Instruction](#)

Heick, T. (2021, December 28). *The ultimate list: 50 strategies for differentiated instruction.* TeachThought. <https://www.teachthought.com/pedagogy/strategies-differentiated/>

- [Traditional vs Differentiated Assessment – Principles and Methods of Assessment](#)

Daizeabdao, V. a. P. B. (2015, July 22). *Traditional vs. Differentiated Assessment*. Principles and Methods of Assessment. <https://abdao.wordpress.com/2015/07/18/traditional-vs-differentiated-assessment/#content>

Week 3

Course Learning Objectives

- CLO1: Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
- CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.
- CLO3: Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).
- CLO4: Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
- CLO5: Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Weekly Learning Objectives

- Explore the purposes and characteristics of formative and summative assessments. (CLO 3)
- Explore the purposes and characteristics of a wide range of assessment practices (e.g., progress monitoring and multi-tiered systems of support). (CLO 3)
- Identify Social Emotional Learning assessments that facilitate learning. (CLO 5)
- Develop a lesson plan template. (CLO 1-5)

Assignments

GAiIT Number	Assignment Title
5	Week 3: Discussion
5	Week 3: Assignment 3A Lesson Plan Rationale
5	Week 3: Assignment 3C - Field Experience (Report and Reflection)
	Micro-Competencies

Week 3 Micro Competencies: Read the assigned reading and complete the quizzes in the modules

TPE 7.2 b. Introduce & Assess

Resources for Micro Competencies :

MC 12 Areas of Focus:

Digital Assessment Tools in the K12 Classroom

- [Digital Assessment Tools in the K-12 Classroom](#)
- Dickenson, P. (n.d.). *Digital assessment tools in the K-12 classroom*. https://docs.google.com/presentation/d/1szGY4QW_pXLjsyFNeCZyHFt3eUGPUG7Cz6B5SBiUitg/edit#slide=id.p4

IEP at a Glance (8th Grader)

- [Individualized Education Program at a Glance 8thGrade_IEP.pdf](#). (n.d.). Google Docs. https://drive.google.com/file/d/11G87EQmXi42EHtP54iud8yc9Md_xEkKs/view

A Roar in the Woods - Reading

- [Movie on 7 12 16 at 10:53 AM](#) Teacher Prep Tech. (2016, July 12). *Movie on 7 12 16 at 10 53 AM* [Video]. YouTube. <https://www.youtube.com/watch?v=npTQlGJa2lg>

IEP at a Glance (1st Grader)

- [Individualized Education Plan at a Glance \(First Grader\) FirstGrade_IEP.pdf](#). (n.d.). Google Docs. <https://drive.google.com/file/d/1je1o4PAMbSRMaojP9ljnFEZJ0PD440Qh/view>

Addition & Subtraction Fact Strategies

- [Addition & Subtraction Fact Strategies](#) Wichita Public Schools. (2014). Addition and subtraction fact strategies.

Math Fluency Assessment

- [How to Assess Students Math Facts Fluency Addition Grades K-12](#) Teacher Prep Tech. (2019, Sept 4). How to assess students' math facts fluency addition grades k-2.
- <https://www.youtube.com/embed/yOEovK1Nxho?wmode=opaque&>

Assessment in the K-12 Classroom

- [Assessment in the K-12 Classroom](#) Dickenson, P. (n.d). *Assessment in the K-12 classroom*.

MC 13 Areas of Focus:

Common Questions for Progress Monitoring

- [Student Progress Monitoring](#) Dickenson, P. (n.d). *Assessment in the K-12 classroom*. https://drive.google.com/file/d/1Xkxk4_7mvCWtdKWNgbYuOayWXkPV2UuW/view
 - Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Progress Monitoring within a Response-to-Intervention Model

- [Progress Monitoring within a Response-to-Intervention-Model](#) Gorski, D. (n.d.). *Progress monitoring within a Response-to-Intervention model* | RTI Action Network.
- Make informed decisions when selecting and interpreting progress-monitoring measures.

Progress Monitoring Tools to Make Learning Visible

- [Progress Monitoring Tools to Make Learning VISIBLE](https://corwin-connect.com/2018/10/progress-monitoring-tools-to-make-learning-visible/) Thunder, K. (2020, May 1). *Progress Monitoring Tools to Make Learning VISIBLE - Corwin Connect*. Corwin Connect. <https://corwin-connect.com/2018/10/progress-monitoring-tools-to-make-learning-visible/>
- Four teaching practices: Identify the attributes of my instructional practices that are effective and ineffective for each student; Name the contexts in which my students are and are not able to show what they know; Adjust my instruction to target those effective instructional practices and facilitate transfer of knowledge and skills to new contexts; and help students make informed learning decisions.

MC 14 Areas of Focus:

California MTSS and CA MTSS Professional Learning Institute

- [California MTSS Framework](https://ocde.us/MTSS/Pages/CA-MTSS.aspx) Orange County DoE. (n.d.). *California MTSS framework*. <https://ocde.us/MTSS/Pages/CA-MTSS.aspx>
 - The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment, thus closing the equity gaps for all students.
- [CA MTSS](https://ocde.us/MTSS/Pages/default.aspx) Orange County DoE. (n.d.). *CA MTSS*. <https://ocde.us/MTSS/Pages/default.aspx>
- Use this visual guide to understand MTSS.

Guide to Understanding California MTSS

- [Guide to Understanding California MTSS](https://ocde.us/MTSS/Documents/GuidetoUnderstandingCAMTSS.pdf) Orange Country DoE. (n.d.). *Guide to understanding California MTSS*. <https://ocde.us/MTSS/Documents/GuidetoUnderstandingCAMTSS.pdf>

What is a Multi-Tiered System of Support (MTSS?)

- [California Department of Education Multi-Tiered System of Support \(MTSS\)](https://www.cde.ca.gov/ci/cr/ri/) California DoE. (n.d.). *Multi-tiered system of supports*. <https://www.cde.ca.gov/ci/cr/ri/>
 - An integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students, MTSS offers the potential to create systematic change through the intentional integration of services and supports to quickly identify and meet the needs of all students.

MC 15 Areas of Focus

Tools to Assess Social and Emotional Learning in Schools

- [Tools to Assess Social and Emotional Learning in Schools](https://www.edutopia.org/blog/tools-assess-sel-in-schools-susanne-a-denham) Denham, S. (2016, June 17). *Tools to assess social and emotional learning in schools*. Edutopia. <https://www.edutopia.org/blog/tools-assess-sel-in-schools-susanne-a-denham>

SEL Assessment Guide (measuring SEL)

- [Student Social and Emotional Competence Assessment](https://casel.org/casel-gateway-student-sel-competence-assessment/) *Student Social and Emotional Competence Assessment - CASEL*. (2021, August 5). CASEL. <https://casel.org/casel-gateway-student-sel-competence-assessment/>

Take the ACE Quiz - And Learn What It Does and Doesn't Mean

- [Take The ACE Quiz — And Learn What It Does And Doesn't Mean](#)
- Starecheski, L. (2015, March 2). Take the ACE quiz — and learn what it does and doesn't mean. *NPR*. <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

Week 3: Assignment 3A - Lesson Plan Rationale TPE 7.2 b. Introduce & Assess

RUBRIC ITL 604

Assignment 3A Focus Student Assignment

- 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, including morphological awareness.
- text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

Deliverable # #1: Three fully completed Focus Student tables with comprehensive synthesis of each student's present level of performance, gaps, and aligned interventions.

Deliverable # #2 Present levels of reading performance and aligned interventions for each student across the five TPE areas (a–e).

Deliverable: #3 Clarity, structure, accuracy, and presentation of tables and synthesis.

Criteria	Proficient (30 points)	Acceptable (20 points)	Developing (10 points)	Emerging (5 points)	Not Acceptable (2 points)
Completion of Tables and Synthesis	All three tables and synthesis are complete with all required details:- Table 1: EL Assets and Learning Gaps- Table 2: FS2 Special Education- Table 3: FS3 with Gaps Includes clear, comprehensive descriptions of assets, needs, present levels, and strategies aligned to TPE 7.5/U7.5 (a–e) . Incorporates UDL and MTSS principles throughout.	All three tables and synthesis are mostly complete with most required details. Descriptions of assets, needs, and strategies are present and generally align with TPE 7.5/U7.5 . Some mention of UDL and MTSS .	Some elements are missing or incomplete across the tables or synthesis. The alignment to TPE 7.5/U7.5 is partial. Limited mention or application of UDL and MTSS .	Only partial completion of tables or synthesis. Descriptions are vague or underdeveloped. Weak or inconsistent connection to TPE 7.5/U7.5 and minimal or unclear use of UDL/MTSS	Tables and synthesis are incomplete or missing. No clear connection to TPE 7.5/U7.5 . Lacks required components and principles.
	10	9	5	2	1
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Assessment of Present Levels	Clear, comprehensive documentation of	Most components of TPE 7.5/U7.5 are clearly	Some reading areas or interventions are	Few areas are addressed; interventions are	Reading performance and

& Intervention Strategies	reading performance and gaps across all TPE 7.5/U7.5 (a–e) . Targeted, appropriate interventions are fully developed and individualized per student.	described. Interventions are appropriate and mostly aligned to student needs.	described, but others are missing or vague. Only partial alignment with TPE 7.5/U7.5 .	general or underdeveloped. Weak or unclear alignment to the TPEs.	interventions are missing or not connected to TPE 7.5/U7.5 .
	10	9	4	2,5	,6
Overall Quality and Organization	Tables and synthesis are exceptionally well-organized , clearly written, accurate, and professionally formatted.	Tables are organized, mostly clear, and accurate. Minor formatting or clarity issues.	Some structure or clarity issues. Several inaccuracies or inconsistencies.	Poorly organized or difficult to follow. Many errors. Minimal attention to formatting or structure.	Tables are disorganized, confusing, and missing critical information.
	10	2	1	.5	.4
TOTAL	30	10	10	4	2

Overview: You will be presented with a series of prompts that will focus on students' assets, learning needs for the whole class, and on students. These will help you develop the rationale for your lesson plan by considering important considerations.

Instructions:

Thinking about the class context information and students' assets and learning needs for the whole class and focus students, briefly respond to the following prompts (no more than 7 pages). Type your responses underneath each prompt. Do not delete or alter the prompts. Indicate the content area standard and grade level.

Consider how your lesson plan in Week 4 will address the following areas. You will complete this lesson plan in Week 4: Assignment 4A.

1. *Prior Academic Knowledge*

Explain how the lesson plan will build on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson. Include how the plan will implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention)

2. *Student Assets and Learning Needs*

Explain how the lesson plan will incorporate or build on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.

3. *Student Learning Activities*

Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs).

4. *Instructional Strategies*

Explain why you will use specific instructional strategies and what adaptations you might make to improve student access to learning. Describe how you will support student engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).

5. *Student Grouping*

Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support student learning.

6. *Academic Language Development*

How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access content? Make sure to include evidence-based literacy instruction and integrated content and literacy instruction drawing from assessments and any interventions for Tier 1.

7. *Resources and Materials to Support Learning*

Explain why you chose particular resources and materials to support student learning and language demands in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?

8. *Assessments*

Explain how the assessments will check students' understanding of the content taught during the lesson.

9. *Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)*

Explain how the lesson plan addresses the developmental considerations of your students.

10. *Focus Students*

Explain how the lesson plan addresses individual needs of the 3 focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson, include MTSS if applicable.

The 3 focus students can be from your own class, your ITL 604 class (previous course), or you may select from the avatars in SimSchool. You may also select from a list of focus students from the PDF in the LMS.

Focus Student 1:

Focus Student 2:

Focus Student 3:

**Step 1 Template Taken from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction Copyright © 2019 by the California Commission on Teacher Credentialing 1900 Capitol Avenue, Sacramento, CA 95811. All rights reserved. 3*

ITL 606 Assignment 3A - Lesson Plan Rationale**TPE 7.2 b. Assessed**

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention).

You will be presented with a series of prompts that will focus on students' assets, learning needs for the whole class, and on individual students. These will help you develop the rationale for your lesson plan by considering important considerations.

Deliverable:

#1 Briefly respond to the following prompts (no more than 7 pages). Type your responses underneath each prompt. Do not delete or alter the prompts. Indicate the content area standard and grade level.

#2 Clear alignment to the TPE 7.2 a: Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention).

#3 Clear and comprehensible responses to the prompts regarding:

- Prior Academic Knowledge
- Student Assets and Learning Needs
- Student Learning Activities
- Instructional Strategies
- Student Grouping
- Academic Language Development
- Resources and Materials to Support Learning
- Assessments
- Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)
- Focus Students (**3 students**)

RUBRIC ITL 606 Assignment 3A

Criteria	Proficient 25 points)	Acceptable 20 points)	Developing 15points)	Emerging 10points)	Not Acceptable 5 points)

Responses to prompts	All 10 prompts are thoroughly addressed with clear, specific, and well-developed responses. Each response shows strong alignment to TPE 7.2b and clearly incorporates MTSS (Tiers 1–3) and evidence-based literacy instruction.	All prompts are addressed with mostly clear responses. Responses show general alignment to TPE 7.2b and some applications of MTSS and literacy instruction.	Most prompts are addressed but lack depth or clarity. Limited application of MTSS or literacy instruction.	Several prompts are incomplete or vague. Weak alignment to MTSS or TPE.	Few or no prompts are adequately addressed. Lack of relevance and clarity.
	10	8	6	4	2
Completion of all Assigned requirements	All requirements are met:✓ Content area and grade level included✓ Responses typed under each prompt✓ Length within 7 pages✓ MTSS referenced appropriately across prompts✓	Most requirements are met. Minor issues with format or integration of MTSS.	Some required elements are missing or incomplete. MTSS integration is inconsistent.	Multiple assignment instructions not followed; weak MTSS inclusion.	Major components are missing or disregarded. MTSS not addressed.
	10	8	6	4	2.
Overall Quality and Organization	Writing is clear, professional, and well-organized. Demonstrates depth of understanding and thoughtful planning.	Mostly clear and organized with minor issues. General understanding is evident.	Writing is uneven or lacks clarity; some errors are present.	Writing is disorganized or unclear; frequent errors distract from the content.	Poorly written and disorganized; lacks coherence or readability.

	5	4	3	2	1
TOTAL	25	20	15	10	5

Week 3: Assignment 3B - Field Experience Module Acknowledgement **TPE 7.10 Introduce & Practice**

Overview: To complete this acknowledgement, you must answer a question as a means of verifying that you have reviewed the Field Experience Module.

Assignment 3C- Field Experience Module and Reflection

The field experience portion of this course takes what you are learning in your National University courses and puts it into action through simulated teaching.

1. Applying knowledge of differentiated instruction and individual learning needs to simulated teaching experiences.
2. Developing skills as a reflective educator in the process of teaching and learning: plan, teach, reflect, and apply.
3. Transfer content from the course to the classroom.

Diverse Learners and Reflection in simSchool **TPE 7.2 a Introduce**

You will complete a module in simSchool focused on diverse learners and reflect upon your teaching experience. Think about what you have learned in the course in terms of Universal Design for Learning (**UDL**), differentiation, and assessments. Utilizing that knowledge, apply what you have learned to complete a simulated teaching experience.

simSchool Account

Log in to your simSchool account and complete the module for your credential (choose one) of the following options:

- Single Subject - Teaching Diverse Learners Secondary
- Multiple Subject - Teaching Diverse Learners Elementary

Professional Growth

As a teacher, the most professional growth comes from reflection. An effective educator approaches teaching in a cyclical manner: plan, teach, reflect, and apply.

To work through this process in your journey to become an effective educator, after the simSchool module, you will complete the module reflection.

Incorporate what you learned in the course as you reflect on your experience teaching the simSchool module. You will also reflect on this experience when you go into a K-12 school to complete your in-person observations as you continue moving through this program. After completing the module and reflection, review the module's completion data. You will download the module report and upload it as your assignment in D2L (Brightspace), where your instructor will grade your work.

The Cycle of a Reflective Educator

Source: [About CalTPA](#)

Review

There are three specific tasks to complete regarding simSchool.

1. Complete one simSchool Module.
2. Reflect on simSchool Module.
3. Upload simSchool Module report to Brightspace assignment.

Complete Acknowledgement

Now that you have reviewed the Field Experience details, you will need to complete the Field Experience Acknowledgement to earn 10 points.

Week 3 Discussion **TPE 7.2 Introduce & Practice**

Background

Please review the videos below to learn about formative and summative assessments:

- [How Differentiated Instruction and Formative Assessment Work at Forest Lake Elementary](#)
- [Summative Assessment: Overview & Examples - Teachings in Education](#)
- [Formative and Summative Assessments - Edmentum](#)

Instructions

Develop a 2-5 minute video or 1/2 page written reflection of what you learned from the videos. Make sure to state at least two unique formative assessments and two unique summative assessments you would apply in your classroom or future classroom.

- How would you go about developing and implementing these assessments?
- What barriers do you think you may face and how would you go about overcoming those concerns?

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc.). You will just need to provide a link, attach, or embed your video.

- [Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Replies- Respond to two classmates (using video or written responses). Please try to choose classmates' posts that have not been responded to yet.

Grading - This discussion is worth 10 points.

Week 4

Course Learning Objectives

- CLO2: Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.

- CLO4: Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
- CLO5: Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Weekly Learning Objectives

- Identify how as a result of assessments and data sources, the information impacts the development of learning objectives and plans for student success. (CLO 4)
- Identify effective strategies for creating a learning environment that ensures students and families are treated fairly and respectfully. (CLO 5)
- Explore teaching practices that promote SEL and support integration of SEL within curriculum and instruction. (CLO 2, 5)
- Describe social justice practices that demonstrate competencies in creating culturally responsive classrooms. (CLO 5)

GAiIT Number	Assignment Title
5	Week 4: Discussion
5	Week 4: Assignment 4A Instructional Approach: Teaching
	Micro-Competencies

Week 4 Micro Competences **TPE 7.2 B Introduce & Assess**

***Note the Micro Competences are assessed with the quizzes scores.

MC 16 Areas of Focus:

Woodcock Johnson Assessment

- [Woodcock Johnson Assessment](#)
- Omega Learning Center Tutoring. (2014, Jul 21). Woodcock Johnson assessment. [Video]. YouTube. <https://www.cde.ca.gov/ci/cr/ri/>
- The Woodcock Johnson academic assessment evaluates your student in specific academic areas within reading and math. The results pinpoint skill gaps and academic strengths that shape your program. Testing includes sight words, reading fluency, comprehension, vocabulary, phonics, spelling, math calculation skills, math fluency, word problems, and math reasoning.

Star Assessments

- [Star Assessments](#)

- Renaissance. (2023, November 9). *Star Assessments - Accelerate growth in math and reading*. <https://www.renaissance.com/products/star-assessments/>
- Whether you're teaching in-person, remotely, or a blend of both, use the most comprehensive K–12 interim and formative assessment suite available—universal screening, progress monitoring, and goal-setting data to move every student forward.

Stanford-Binet Test

- [Stanford-Binet Test](#)
- *Stanford-Binet Test | Free online Stanford-Binet Test*. (n.d.). <https://stanfordbinettest.com/>
- The Stanford-Binet test is an examination meant to gauge intelligence through five factors of cognitive ability. These five factors include fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory.

(ELPAC) California's Statewide Test for English Language Proficiency

California DoE. (n.d.). *English language proficiency assessments for California (ELPAC)*. California Department of Education.

- U.S. DoE. (n.d.). *Protecting students with disabilities*. U.S. Department of Education. <https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/frequently-asked-questions-section-504-fape>
- Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"
- The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

MC 17 Areas of Focus:

Protecting Students with Disabilities

- [U.S. Department of Education Protecting Students With Disabilities](#)
- U.S. DoE. (n.d.). *Protecting students with disabilities*. U.S. Department of Education. <https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/frequently-asked-questions-section-504-fape>
- Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

What is a 504 Plan?

- [What is a 504 Plan?](#)
- Team, U. (2023, November 27). *What is a 504 plan?* Understood. <https://www.understood.org/en/articles/what-is-a-504-plan>

- A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access to school.

The 504 Plan for Students with Disabilities

- [Every 504 Plan Should Include These ADHD Accommodations](#) ADDitude Editors. (2024, July 15).
- Every 504 plan should include ADHD accommodations. ADDitude. <https://www.additudemag.com/slideshows/504-plan-accommodations-for-adhd/>. Verywell Family. <https://www.verywellfamily.com/what-is-a-504-plan-3104706>
- The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. This specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling."
- The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. This specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling.

MC 18 Areas of Focus:

Analyzing Student Work: Using Peer Feedback to Improve Instruction

- [Analyzing Student Work: Using Peer Feedback to Improve Instruction](#)
- Edutopia. (2016, Nov 1). *Analyzing student work: Using peer feedback to improve instruction*. [video] YouTube. <https://www.youtube.com/watch?v=a2UgtgyEDss>
- Your students can improve their work by recognizing the strengths and weaknesses in the work of others.

Critical Friends: Looking at Student Work

- [Critical Friends: Looking at Student Work](#)
- *Critical friends: Looking at student work*. (2023, January 9). Teaching Channel. <https://learn.teachingchannel.com/video/reflection-on-student-work-ntn>
- Use protocols to establish a professional learning culture of reflection and improvement.

Formative Assessment Tool: Analysis of Student Work

- [Lessons From Helping Teachers Analyze Student Work](#)
- Martin-Kniep, G. O., Jr. (n.d.). *Lessons from helping teachers analyze student work*. <https://lclitd.org/uploads/b2b55895-a3a9-42ae-ad5b-21e9811e74d6-lessons-from-helping-teachers-analyze-student-work.pdf>

Student Work Analysis Protocol: A Part of the Assessment Toolkit

- [Formative Assessment & Standards – Based Grading](#)
- PCG. (2011, Jul 19). *Formative assessment and standards – Based grading*. [video] YouTube. <https://www.youtube.com/watch?v=TPqGjHQ-Wpl>
- Education experts Robert J. Marzano, PhD and Tammy Heffelbower explain the research, theory and practice of their widely adopted methodology based on the assumption that to design instruction that advances all their students' achievement, teachers must be able to design assessments that fully illuminate what their students are learning.

MC 19 Areas of Focus:

Standards Based Assessment Practices

- [Standard Based Assessment Practices](#)
- Moritz, J. (2013, Mar19). *Standards based assessment practices*. [video] YouTube. <https://www.youtube.com/watch?v=y8Tc2rp3J60>
- This video provides an example of how to separate student behavior from academic progress when reporting standards-based assessment.

Formative Assessment & Standards - Based Grading

- [Formative Assessment & Standards – Based Grading](#)
- PCG. (2011, Jul 19). *Formative assessment and standards – Based grading*. [Video]. YouTube. <https://www.youtube.com/watch?v=TPqGjHQ-Wpl>
- Education experts Robert J. Marzano, PhD and Tammy Heflebower explain the research, theory and practice of their widely adopted methodology based on the assumption that to design instruction that advances all their students' achievement, teachers must be able to design assessments that fully illuminate what their students are learning.

Standards-Based Assessment

- [Standard-Based Assessment](#)
- Discovery. (2022, July 8). *Standards-Based Assessment - discovery*. <https://discovery.apsva.us/standards-based-assessment/>
- Standards-Based Assessment (SBA) is a method of evaluating student skill mastery. SBA is intended to help students, families, and teachers understand accurately how students are doing as they work on developing their skills. It is not an assignment-based or productivity-mindset way of understanding what children can do.

MC 20 Areas of Focus:

Social Emotional Learning (SEL) Teaching Strategies

- [Teaching Strategies](#)
- *Teaching Strategies | School Connect*. (n.d.) <https://school-connect.net/sel-teaching-strategies>
- Students are more likely to become engaged in learning within classrooms that foster the ABCs of student motivation: Autonomy, Belonging, and Competence (Deci & Flaste, 1995).

MC 21 Areas of Focus:

Social Justice Standards: A Professional Development Facilitator Guide

- [The Teaching Tolerance Social Justice Standards](#)
- Teaching Tolerance & Southern Poverty Law Center. (2018) A PROFESSIONAL DEVELOPMENT FACILITATOR GUIDE: THE TEACHING TOLERANCE [Professional Development]. In *Teaching*

Tolerance. https://www.learningforjustice.org/sites/default/files/2018-11/TT-Social-Justice-Standards-Facilitator-Guide-WEB_0.pdf

- The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Instruction - Teaching Tolerance

- [Critical Practices for Anti-bias Education](#)
- Learning for Justice. (n.d.). *Clinical practices for anti-bias education.* <https://www.learningforjustice.org/professional-development/instruction>

Teaching Strategies

- [Teaching Strategies](#)
- Instruction. (n.d.). *Learning for Justice.* <https://www.learningforjustice.org/professional-development/instruction>
- Unlike conventional or scripted lesson plans, these strategies allow you to select and combine vocabulary, reading, and speaking and listening activities, customizing a pathway that supports your instructional goals. Each is Common Core-aligned and includes a note about English language learners and anti-bias education.

MC 22 Areas of Focus:

Strategies for Equitable Family Engagement

- [Strategies for Equitable Family Engagement](#)
- Jacques, C., Villegas, A., Baldwin, M., Woods, L., Frost, F., & Brice, P. (2018). *Strategies for Equitable family Engagement.*
- Equitable family engagement focuses on meaningful engagement activities and systems between schools and families that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education (Day, 2013).

Equitable Parent-School Collaboration

- [Equitable Parent-School Collaboration](#)
- College of Education. (2024). *Equitable parent-school collaboration.* University of Washington. <https://www.education.uw.edu/epsc/>
- Researchers have partnered with schools, families and community organizations in the Road Map Project region of South Seattle and South King County to develop pathways and tools that will foster authentic parent and family engagement.

Family Engagement (Teaching Tolerance)

- [Family Engagement](#)
- Family engagement. (n.d.) *Learning for Justice.* <https://www.learningforjustice.org/professional-development/family-engagement>
- Parents and other adult caregivers are important resources and allies for educators as they help students navigate through the schooling process and reinforce classroom lessons and good study habits at home.

The National Parent Teacher Association gives five reasons to renew the push to engage parents before, during and after "Bring Your Family to School Week".

New Tools for Effective, Equitable Family Engagement

- [New Tools for Effective, Equitable Family Engagement](#)
- *New tools for effective, equitable family engagement.* (2018, February 7). WestEd.
Family engagement contributes to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels. Build pathways to college and career readiness for all students, and a critical component of a systems approach to school turnaround.

Week 4: Discussion **TPE 7.2 Introduce**

Before posting in this discussion, review the Literacy Standards and the California Dyslexia Guidelines located in the [Course Resources - Week 4](#), which will inform you as a teacher practitioner.

It can be puzzling to know where the reading process breaks down. Decoding, comprehension, or retention challenges often occur in children with dyslexia.

- What are the typical strengths and challenges faced by students with dyslexia at different developmental stages?
- What are ten things teachers should know about Dyslexia?
- Describe strategies that work with students with dyslexia.

Week 4: Assignment 4A - Instructional Approach: Teaching **TPE 7.2 B Introduce & Assess**

Overview: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Details:

1. Getting to Know Your Students
 - a. Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths, and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).
2. Indicate Content Standard and Grade level
3. Write a description of Students' Assets and Learning Needs (Whole Class or Focus Students)

Resources

Please refer to the required resources in the Brightspace course (left-hand menu) available in the CalTPA section located within the Learner Resources tab.

- The CalTPA Assessment Guide
- The CalTPA Assessment Guide Glossary (found at the end of the website)
- [Literacy Resources for Teachers: All Grade Levels](#)
- [Common Core Teaching Strategies RI Grades 6-12](#)
- [Common Core Teaching Strategies RL Grades K-5](#)
- [Teaching and Learning Strategies English Language Arts Reading Informational Text Third grade Goalbook](#)

Academic knowledge related to the specific content you plan to teach	Describe what skills students already have coming into this lesson – what are they already able to do?
English language proficiency levels (Standard English learners and Fluent English Proficient, Heritage language speakers, and/or multilingual learners)	List students and their ELPAC levels:
Cultural and linguistic resources and funds of knowledge (i.e., <i>knowledge and skills derived from cultural experience</i>)	<p>Cultural resources and funds of knowledge:</p> <p>Linguistic resources and funds of knowledge:</p>
Prior experiences and interests related to the content	How might you incorporate or build on their experiences and interests as assets to this lesson:
Lesson management structure	What behavioral expectations will you model and expect?

Content of the Lesson

What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?	<p>What do you expect students to deeply understand about the lesson?</p> <p>What do you expect students to retain after the lesson and use in future learning?</p>
---	---

What misunderstandings or misconceptions do you expect students might have from the lesson?	What misunderstandings or misconceptions do you expect students might have from the lesson?
What knowledge and skills do you expect students to have after engaging in the lesson?	What knowledge do you expect students to have after engaging in the lesson? What skills do you expect students to have after engaging in the lesson?

Assessment / Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?	Essential Questions: (how will you know if students are exceeding, meeting, partially meeting or not meeting the learning goal? You could create a rubric for each essential question to clearly show what your criteria are for the lesson.
What will students do to demonstrate achievement of content during the lesson? Identify the UDL Principle Guidelines incorporated. State the criteria!	Create your own headings here, based on the indicators to the left!
How will you know students understand the content? What evidence will you collect? Identify the UDL Principle Guidelines incorporated.	Create your own headings based on the indicators to the left!

Structured Student Learning Activities

What activities will the students be involved in during the lesson to	Create your own headings based on the indicators to the left!
---	---

support their achievement of the learning goal(s)? Identify the UDL Principle Guidelines incorporated.	
How will you group students and manage group work to support student learning? Identify the UDL Principle Guidelines incorporated.	Create your own headings based on the indicators to the left!

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities? How will you use gradual release? Identify the UDL Principle Guidelines incorporated.	Create your own headings based on the indicators to the left!
What resources, materials, and/or educational technology will you or your students use during the lesson?	
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL	Create your own headings based on the indicators to the left!

supports built into the lesson?	
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Taken from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction

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606 Assignment 4A - Instructional Approach: Teaching.

TPE 7.2 a Assess

TPE 7.2 a. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;

Overview: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Getting to Know Your Students: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data and talk with and/or observe students to learn about the class's range of assets, including academic strengths and learning needs. You will use this information to establish content-specific learning goals (including California English Language Development (ELD) Standards as appropriate).

Deliverables:

#1 Indicate Content Standard learning goals and Grade level

#2 Write a description of Students' Assets and Learning Needs (Whole Class or Focus Students)

#3 Complete the template with all the components:

- Students' assets and learning (6 components)
- Content of the lesson (3 components)
- Assessment / Checking for Understanding (3 components)
- Structured Student Learning Activities (2 components)
- Instruction to Support Learning (3 components)

Rubric ITL 606 Assignment 4A

Criteria	Proficient 40 points)	Acceptable (30 points)	Developing (20 points)	Emerging (10 points)	Not Acceptable (9 points)
Content Standard learning goals and Grade level & alignment to TPE 7.2 B	Grade level and content-specific standards are clearly stated. Learning goals are well-developed and show strong alignment to TPE 7.2a. UDL framework is fully integrated in instructional planning.	Grade level and content standards are identified. Learning goals mostly align with TPE 7.2A and partially reference UDL	Basic learning goals are included but lack clarity or depth. Minimal reference to TPE 7.2A or 7.2a. UDL.	Incomplete or vague learning goals. Little to no connection to 7.2a. UDL or TPE 7.2A.	Grade level or standard is missing. Goals are unclear or unrelated to assignment expectations.
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not acceptable
Students' Assets and Learning Needs	Thorough and thoughtful description of students' academic, cultural, linguistic, and social-emotional assets and needs. Includes information from multiple sources (teacher, assessment	Adequate description of student assets and learning needs. Includes some references to assessments and learning data. Partial alignment to 7.2a. UDL	General or surface-level descriptions. Limited data is used. Little evidence of UDL understanding.	Minimal detail is provided. Lack of depth or specific connections to students' assets or needs.	Assets and learning needs are missing or unclear. No use of student data or the UDL framework.

	s, families, student observation) and integrates 7.2a. UDL principles				
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Complete d Template with All Compone nts:	Template is complete with all required components . Content is rich, specific, and shows strong integration of UDL and evidence-based literacy practices.	Most components of the template are completed and show reasonable planning. UDL and evidence-based practices are referenced.	Some components are incomplete or lack depth. Weak or inconsistent connection to instructional best practices and UDL.	Many components are vague or missing. Limited instructional planning is evident.	Template is largely incomplete or missing key components. No evidence of planning or alignment to UDL.
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Overall Quality & Organizati on	Submission is well organized, clearly written, and professionally formatted. Demonstrates deep understanding of instructional planning, UDL, and literacy instruction.	Writing is mostly clear and organized. Minor formatting issues. A general understanding of UDL and instructional design is evident.	Some disorganization or clarity issues. Lack of depth in instructional planning.	Writing lacks clarity and coherence. Frequent errors and inconsistencies occur.	Poorly organized, unclear, and lacks professional presentation. Content is difficult to follow.

	10	8	6	4	2
TOTAL	40	32	24	16	8

Week 4 Discussion

Read the following required articles to complete the Week 4 Discussion.

- [Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials](#)

Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials. (2022). California Commission on Teacher Credentialing. https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_3b

This OER provides the document from CTC on the new requirements for the Literacy Standards and Teacher Performance Expectations. Within the document (with many resources) you will find the Dyslexia Guidelines, a great tool for tiered interventions for general education students.

- [California Dyslexia Guidelines](#)

California dyslexia guidelines. (2017). California Department of Education.

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

This OER resource provides California guidelines. The purpose of the guidelines is to assist general, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia.

Instructions

Before posting in this discussion, review the [Literacy Standards](#) and the [California Dyslexia Guidelines](#) located here and in the [Course Resources - Week 4](#) that will inform you as a teacher practitioner.

It can be puzzling to know where the reading process breaks down. Decoding, comprehension, or retention challenges often occur in children with dyslexia.

- What are typical strengths and challenges faced by students with dyslexia at different developmental stages?
- Describe strategies that work with students with dyslexia.

Additional Resources

- [Dyslexia Instructional Strategies](#)

Replies- Respond to at least two classmates' posts. This is an excellent opportunity to gain insights from your peers! Please try to choose classmates' posts that have not been responded to yet.

Grading- This discussion is worth 10 points.

Additional Resources

- [Dyslexia Instructional Strategies](#)

Course Outline

ITL 608 Design and Process of Teaching

Course Learning Outcomes

Upon satisfactory completion of the course, candidates will be able to:

1. Analyze the function of each stage of a cyclical model utilized to prepare learning and teaching that reflects evidence of high expectations and meets the needs of all learners.
2. Design an instructional plan based on data from multiple measures and sources (e.g. IEPs, student work, self-assessment, EL proficiency data, etc.) selecting methods and strategies to ensure all learners (including the full range of English learners and students with exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.
3. Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement and modify instruction in real time.
4. Analyze multiple forms of evidence gathered during and after instruction (e.g. instructional plan, learners' products, observations notes, various assessments and student self-assessment, etc.) to determine if the objective(s) was/were met and instruction was effective.
5. Reflect upon new and/or revised understandings about learning and teaching (e.g. strategies, multi-tiered instructional approaches, instructional technology/assistive technology, developmentally, culturally and linguistically appropriate learning activities, instructional materials and resources, etc.) needed to apply in future planning and teaching for all learners, including the full range of English learners as well as students with exceptionalities and other learning needs.

Summary of Outcomes, Themes, Assignments, and Grading Criteria

GAiIT: Generative Ai Inclusion Threshold Framework

<https://thegaiitframework.org/>

[*The GAiIT Framework – A Methodology For Managing Ai with Academic Endeavors*](#)



GAiIT Icons Key

- G:1 Ai Full Inclusion
- G:2 Ai Collaborate
- G:3 Limited Ai

- G:4 Basic Ai
- G:5 No Ai

Course Calendar Overview:

ITL 608	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points toward Grade
Week 1	Week 1: Discussion			<i>TPE 7.8/UP 7.8 c Introduce</i>	10
	Micro Competencies				6
	Assignment 1A - Lesson Plan Stage One		Additional resources provided with the Assignment.	<i>TPE 7.2 Introduce</i>	40
	Assignment 1B - Field Experience Rise		.		10
	Synchronous Session				2
Week 2	Week 2: Discussion formative and summative assessments	.		<i>TPE 7.10 Introduce & Practice</i>	10

	Micro Competencies MC 5. UDL		Template is provided with Assignment.	<i>TPE 7.2 b Introduce</i>	6
	Assignment 2A - 2B Lesson Plan Stages One and Two	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.	<i>7.7/U7.7 a Introduce</i> <i>TPE 7.2 b Practice & Assess</i> <i>TPE 7.2 a Assess</i> <i>7.8/U7.8 b Introduce</i>	40
	Synchronous Session		PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided.		2
Week 3	Micro Competencies 9 MTSS/Tiers, Interventions	Rubric Provided with Assignment		<i>TPE 7.2 b Introduce & Assess</i>	14
	Discussion #3		Additional resources provided with	<i>7.8/U7.8 b Introduce</i>	10

			the Assignment.		
	Assignment 3A. Meeting Students' Needs: MTSS/TIERs	Rubric Provided with Assignment	Additional resources provided with the Assignment.	<i>TPE 7.2 b Practice & Assess</i>	30
	Assignment 3. Field Experience Rise		Additional resources provided with the Assignment.		10
	Assignment 3C. simSchool Field Experience Reflection		Links to many templates, videos, & links to external resources are provided with the Assignment.		20
	Synchronous Session				2
Week 4	Week 4: Discussion				10
	Micro Competencies MC 14 & 15			<i>TPE 7.2 a, b Introduce</i> <i>TPE 7.10 Introduce</i>	8

	Assignment 4A Unpacking TPE 7 Literacy		Additional resources provided with the Assignment.	<i>7.5/U7.5 f</i> <i>Introduce & Practice</i>	15
	Assignment 4B simSchool Field Experience Literacy		Additional resources provided with the Assignment.		200
	Assignment 4C LinkedIn Profile				40
	Synchronous Session				2
				Total Points	307

Week 1


Course Learning Objectives




- CLO1: Analyze the function of each stage of a cyclical model utilized to prepare learning and teaching that reflects evidence of high expectations and meets the needs of all learners.
- CLO2: Design an instructional plan based on data from multiple measures and sources (e.g. IEPs, student work, self-assessment, EL proficiency data, etc.) selecting methods and strategies to ensure all learners (including the full range of English learners and students with exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.

Weekly Learning Objectives

1. Analyze the function of Stage One of the Lesson Plan. (CLO 1)
2. Identify and analyze assets, strengths, and supports for at-risk learners, including learners identified with EL, IEP, or 504 needs. (CLO 1, 2)
3. Compare and contrast the Teacher, Learner, and Target elements found in the Lesson Plan. (CLO 1)

Assignments

GAiIT Number	Assignment Title
	Week 1: Discussion

	Week 1: Assignment 1A - Lesson Plan Stage One
	Week 1: Assignment 1B - Field Experience Rise
	Week 1 Micro Competencies

Week 1: Micro Competencies

MC 1 Areas of Focus:

- Lesson Plan - Definitions of Stages
- Lesson Plan - Visual of Stages
- CalTPA Performance Assess Guide Steps 1 to 4

MC 2 Areas of Focus:

- Asset-Based Pedagogies
- An Asset-Based Approach to Education: What It Is and Why It Matters
- Definition of Asset
- **Approaching Marginalized Populations from an Asset Rather Than a Deficit Model of Education**

MC 3 Areas of Focus: Read the assigned resources, and complete the modules with the quizzes:

- **Accommodations and Modifications for Students with Disabilities**
- **School Accommodation Ideas for Students who Receive Section 504 or Special Education Services**
- Academic Accommodations for Students with **Learning Disabilities**

Week 1 Discussion #1 **7.8/U7.8 c Introduce**

Background- Before responding to the discussion post, read *Responding Thoughtfully* as your discussion rubric will contain many of the article's suggestions in the program's expectations of how you interact with classmates in a discussion forum.

Select this link to read, [Responding Thoughtfully](#).

Instructions- Start by reviewing these resources, as they will help you develop supports:

- [Using Technology to Support Diverse Learning Needs \(At-Risk Learners\)](#)
- [Supporting Students Through a Response to Intervention](#)

- [Differentiated Instruction for Diverse Learners](#)
- [Using Sentence Frames for EL Learners](#)

Then review and analyze the content in the following links and provide a video response of at least 2-3 supports that can be used to help at-risk learners, including students who are EL or have a 504 or IEP. Also, answer the following questions in your video reflection:

- What support could you use to help EL learners?
- What support can be implemented for students with a 504 or IEP?
- In the case of a young English language learner: what would be the evidence-based strategies or interventions to teach letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills?

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

- [Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Replies- Respond to two classmates' reflective videos by responding in writing or a video. Please try to choose classmates' posts that have not been responded to yet.

Grading- This discussion is worth 10 points.

Week 1: Assignment 1A Lesson Plan Stage TPE 7.2 Introduce

Overview: Read the PDFs below to familiarize yourself with the NU Lesson Plan. This week will be a gentle introduction to the Lesson Plan, and you will be provided with examples to get a sense of what a completed Lesson Plan looks like.

This week, you will work on Stage One of your Lesson Plan; complete all the sections in the template. You completed a lesson plan in ITL606, but for this assignment, we would like you to choose a new topic for the grade level you would like to teach.

Before Starting

Review the three Lesson Plan documents in Brightspace that define the Stages and Elements of the lesson plan and provide a visual of the entire lesson plan.

Instructions

This week, you will work on Stage One of your Lesson Plan; complete all the sections below. You completed a lesson plan in ITL606, but for this assignment, we would like you to choose a new topic for the grade level you would like to teach.

Title of Lesson:

Grade Level:

Identify your Lesson Standard(s)

CA Content Standard(s)	List the Standard(s)
ELD Standard	List English Learning Development Standard(s)

Unpacking the Standard:

Before beginning this section, please navigate to [this video](#) that describes how to unpack Common Core Standards.

Academic Knowledge	What do students have to know when coming into your lesson? Think in terms of instructional academic language and vocabulary. What are the student's assets and learning needs?
Higher Order Thinking /Concepts	The content we want students to learn, evaluate, and apply.
Skills	What skills do you want students to master?
Activities with an emphasis on Higher Order	List both teacher actions (TA) and student actions (SA) for each skill Skill: TA: SA:
UDL	Multiple options for engagement is essential. What UDL strategies are used to provide for an inclusive learning Environment?

Goals: Learning Objectives

Learning Goal	<p>Definition: A learning goal is a broad, overarching statement about what learners are expected to achieve in a course, program, or learning experience. It focuses on the general outcome rather than specific actions.</p> <p>Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson.</p>
<u>Learning goal</u> <u>Components:</u> Performance Condition Criterion	<p>Describe what students will know and be able to do at the end of the lesson by using a given strategy.</p> <p>Decide on your instructional strategy to list below.</p> <p>Complete the following steps below to put together your learning goal.</p>
Strategy	Identify the instructional strategy:
Performance Verb	List the verbs using Blooms or DOK:
<u>Condition</u> 1.Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place:
<u>Criterion</u> How will you measure student learning?	Describe what the criterion is:
Write a Learning Goal	
Go back to TPE's 2.2 Choose an element	

Of evidence that you can use in your lesson plan	
Social and Emotional Learning Strategies	
Student Misconceptions	
UDL	

Week 1: Assignment 1B Field Experience Rise

Overview: In this course, you will participate in an exciting Field Experience module. While you won't get fully started until Week Three, this week briefly introduces the module content. You will understand the module's scope and your deliverables and begin thinking about how you will engage with the experience.

Week 1 Resources:

Compare the four stages of the NU Lesson Plan with a Curriculum Teacher Manual Lesson Plan.

Please select any of the resources below:

Presentation

- [Designing Instruction for Today's Learners](#)
- [The Debate of Literacy Approaches: Science of Reading vs. Balanced Literacy](#)

Article/Video

- [Common Core English Language Arts: Grade 5 \(Visalia USD\)](#)

Identify assets and strength-based characteristics of students.

Articles

- [Honoring Student Experience \(Teaching Tolerance\)](#)
- [Focus on Student Assets. Not Deficits \(The Reflective Principal\)](#)
- [Five Ways to Build an Asset-Based Mindset in Education Partnerships \(Education Week\)](#)

Video

- [You Roc! with Asset-Based Thinking: Kathy Cramer \(TEDxYouth\)](#)

Analyze the assets and the supports needed of a student with an IEP or 504.

Please select any of the resources below:

Podcast

- [Special Education Expert: Gail Lancaster](#)

Template

- [Special Needs](#)

Analyze the assets and the supports needed of a student who has social emotional learning needs.

Please select any of the resources below:

Articles

- [How Learning Happens: Supporting Student's Social, Emotional, and Academic Development](#)
- [5 Things You Should Read About Asset-Based Teaching](#)
- [4 Sentences Educators Must Stop Staying About Students \(Corwin\)](#)
- [Social-Emotional Development Domain: Infant/Toddler Learning & Development \(CPE\)](#)

Week 2




Course Learning Objectives

- CLO1: Analyze the function of each stage of a cyclical model utilized to prepare learning and teaching that reflects evidence of high expectations and meets the needs of all learners.
- CLO2: Design an instructional plan based on data from multiple measures and sources (e.g. IEPs, student work, self-assessment, EL proficiency data, etc.) selecting methods and strategies to ensure all learners (including the full range of English learners and students with exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.
- CLO3: Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning, monitor student engagement, and modify instruction in real time.
- CLO4: Analyze multiple forms of evidence gathered during and after instruction (e.g. instructional plan, learners' products, observations notes, various assessments and student self-assessment, etc.) to determine if the objective(s) was/were met and instruction was effective.

Weekly Learning Objectives

1. By unpacking a standard, determine how Universal Design for Learning Principles are used to differentiate and provide access to learners. (CLO 1, 2)
2. Classify and explain how formative and summative assessments are used to determine if objectives are met, and instruction is effective. (CLO 2, 3, 4)
3. Identify and compare multiple sources of ELL/ELD data to identify assets and areas for instructional planning. (CLO 2, 4)

Assignments

GAiIT Number	Assignment Title
	Week 2: Discussion
	Week 2: Assignment 2A and 2B - Lesson Plan Stages One and Two
	Week 2: Micro Competencies MC 5 UDL

Week 2 Micro Competencies **TPE 7.2 b Introduce**

Instructions: Read the assigned resources for week two and **complete each module and quiz.**

MC 4 Areas of Focus:

- Powerful Teaching
- **Accommodations and Modifications for English Language Learners**
- **Academic Interventions: Tier II Supplemental Academic Instruction**

MC 5 Areas of Focus:

- **The UDL Guidelines**
- **UDL: Principles and Practice**
- **Universal Design for Learning — Improved access for all**

MC 6 Areas of Focus:

- Moving from Content Standards to Student-Friendly Learning Targets
- Unpack CCSS ELA (Matthew Bamberg/National University)
- How to Unpack Physical Education Standards (Patricia Dickenson/National University)

Week 2 Discussion #2 **TPE 7.2 Introduce & Practice**

Instructions: Differentiate between formative and summative assessments and give examples of how each might be used in your own expected teaching situation.

- What are some issues that could affect the reliability of classroom assessment?
- What are some issues that could affect the validity of an assessment?
- What are some examples of bias that you have experienced in assessment situations?

Replies- Respond to at least two classmates. Please try to choose classmates' posts that have not been responded to yet.

Grading- This discussion is worth 10 points.

Week 2: Assignment 2A & 2B Lesson Plan Stages One and Two 7.7/U7.7a Introduce; TPE 7.2. Practice & Assess; 7.8/U7.8 b Introduce

Overview- In this assignment, you will finish and submit a Lesson Plan addressing Stages One and Two. To complete this assignment, you will use content from Assignment 1A. While you can integrate your previous work into this assignment, please be aware that you will also be completing part two of Stage Two for the first time.

Instructions- This week, you will complete Stage Two of the Lesson Plan. Copy and paste your stage one content for your lesson plan that you completed last week. Then scroll down to Stage 2 – Instructional Approach: Teaching and complete all those sections including the section for the Resources: Week 2

Week 2 Resources and Activities for Assignment 2A

Analyze the assets and supports of an ELD (including the LPAC or CELDT level and criteria).

Please select any of the resources below:

Website/Articles

- [Dual Language Learners: Screening and Assessing Young Children](#)
- [Empowering English Learners as Assets \(Language Magazine\)](#)
- [Response: ELL Student' Home Language Is an Asset, Not a 'Barrier' \(Ed Week\)](#)
- [Celebrating our Students' Assets and Intentionally Targeting their Needs](#)
- [A Framework of Educator Mindsets and Consequences \(USC\)](#)
- [English Language Learners: Shifting to an Asset-Based Paradigm \(VUE\)](#)

Distinguish which of the 6 elements found in the NU Lesson Plan is appropriate.

Please select any of the resources below:

Article

- [Addressing the Variability of Learners in Common Core-Aligned Assessments: Policies, Practices, and UDL](#)

Videos

- [Unpacking the Learning Map](#)
- [Designing Instruction for Today's Learners](#)

Determine how Universal Design for Learning Principles and Checkpoints are used to differentiate and provide access to learning for all learners.

Please select any of the resources below:

Articles

- [Universal Design for Learning: Meeting the Needs of All Students \(Reading Rockets\)](#)
- [UDL Guideline Crosswalk \(Sanger Learns\)](#)
- [Universal Design for Learning \(USL\): What You Need to Know \(Understood\)](#)
- [Universal Design for Learning - Improved Access for All \(Great! Schools\)](#)

Website

- [UDL Guidelines \(CAST\)](#)

Videos

- [*UDL: Principles and Practice*](#)
- [*Implementing UDL \(National Center on UDL\)*](#)
- [*UDL Guidelines in Practice: Grade 5 Language Arts \(National Center on UDL\)*](#)
- [*UDL Guidelines in Practice: Grade 6 Science \(National Center on UDL\)*](#)
- [*Creating the Dream UDL Classroom \(Reading Rockets\)*](#)

Unpacking a standard, identifying a skill to teach and assess, and then identifying a UDL strategy.

Please select any of the resources below:

Template

- [UDL Daily Checklist](#)

Video

- [*How to Unpack Physical Education Standards \(Patricia Dickenson/National University\)*](#)

Assignment 2a: Stage One: Planning Your Instruction**Title of Lesson:****Grade Level:****Identify your Lesson Standard(s):**

CA Content Standard(s)	List the Standard(s)
ELD Standard	List English Learning Development Standard(s)

Unpacking the Standard:

Before beginning this section, please navigate to [this video](#) that describes how to unpack Common Core Standards.

Academic Knowledge	What do students have to know when coming into your lesson? Think in terms of instructional academic language and vocabulary. What are the student's assets and learning needs?
Higher Order Thinking /Concepts	The content we want students to learn, evaluate, and apply.
Skills	What skills do you want students to master?
Activities with an emphasis on Higher Order	List both teacher actions (TA) and student actions (SA) for each skill Skill: TA: SA:
UDL	Multiple options for engagement is essential. What UDL strategies are used to provide for an inclusive learning Environment?

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Goals: Learning Objectives

Learning Goal	<p>Definition: A learning goal is a broad, overarching statement about what learners are expected to achieve in a course, program, or learning experience. It focuses on the general outcome rather than specific actions.</p> <p>Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson.</p>
<u>Learning goal</u> <u>Components:</u> Performance Condition Criterion	<p>Describe what students will know and be able to do at the end of the lesson by using a given strategy.</p> <p>Decide on your instructional strategy to list below.</p> <p>Complete the following steps below to put together your learning goal.</p>
Strategy	Identify the instructional strategy:
Performance Verb	List the verbs using Blooms or DOK:
<u>Condition</u> 1.Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place:
<u>Criterion</u> How will you measure student learning?	Describe what the criterion is:

Write a Learning Goal	
Go back to TPE's 2.2 Choose an element Of evidence that you can use in your lesson plan	
Social and Emotional Learning Strategies	
Student Misconceptions	
UDL	

Assignment 2B- Stage Two – Instructional Approach: Teaching Getting to Know Your Students

TPE 7.2 b Practice

Write a Description of the Students' Assets and Learning Needs for the Focus Student you chose in assignment 2 B.

Academic Language related to the specific content you plan to teach	Describe what skills students already have coming into this lesson – what are they already able to do?
English language proficiency levels (Standard English learners and English learners)	List students and their ELPAC levels:
Cultural and linguistic resources and funds of	Cultural resources and funds of knowledge:

knowledge (i.e., knowledge and skills derived from cultural experience	Linguistic resources and funds of knowledge:
Academic knowledge and interests related to the content	How might you incorporate or build on their experiences and interests as assets to this lesson:
Lesson management structure	What behavioral expectations will you model and expect?

Content of the Lesson

What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?	
What misunderstandings or misconceptions do you expect students might have from the lesson?	
What knowledge and skills do you expect students to	

have after engaging in the lesson?	
------------------------------------	--

Assessment / Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?	
What will students do to demonstrate achievement of content during the lesson? Identify the UDL Guidelines Principle incorporated into the lesson.	
How will you know students understand the content? What evidence will you collect? Identify the UDL Guidelines Principle incorporated into the lesson.	

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support their achievement of the learning goal(s)? Identify the UDL Guidelines Principle incorporated into the lesson.	
How will you group students and manage group work to support student learning?	

Identify the UDL Guidelines Principle incorporated into the lesson.	
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Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities? How will you use gradual release? Identify the UDL Guidelines Principle incorporated into the lesson.	
What resources, materials, and/or educational technology will you or your students use during the lesson?	7.8/U7.8 b Introduce
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?	<p>Include: adaptations and accommodations in your lesson to create an environment that fosters students' oral and written language development, including discipline-specific academic language.</p> <p>7.7/U7.7 a Introduce</p>

Adapted from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction

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ITL 608 RUBRIC- Assignment 2A -2B Lesson Plan Stages One and Two

TPE 7.2a Assess

TPE 7.2b Assess

Assessed TPE 7.2 a: Plan and implemented evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning.

Assessed TPE 7.2b:

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)

Deliverables

#1 Finish and submit a Lesson Plan addressing Stages One and Two. Use content from Assignment 1A. While you can integrate your previous work into this assignment, please be aware that you will also be completing part two of Stage Two for the first time. Copy and paste your stage one content for your lesson plan that you completed last week. Then scroll down to Stage 2 – Instructional Approach: Teaching and complete all those sections including the section for the Resources: Week 2

#2 Complete Template: Assignment 2a: Stage One: Planning Your Instruction.

#3 Complete the Template for Assignment 2B- Stage Two – Instructional Approach: Teaching: Write a Description of the Students' Assets and Learning Needs for the Focus Student you chose in Assignment 2 B

#4 Align TPE 7.2 A and TPE 7.2B to the templates**Rubric ITL 608 - Assignment 2A -2B Lesson Plan Stages One and Two**

Criteria	Proficient 40 points)	Acceptable 30 points)	Developing 20points)	Emerging 10points)	Not Acceptable 5 points)
Lesson Plan addressing Stages One and Two in alignment with TPE 7.A & TPE 7.2 B	Stages One and Two are thoroughly completed. Instructional planning strongly aligns with UDL and MTSS, clearly showing Tiered supports and differentiated instruction.	Stages One and Two are mostly complete. Includes references to UDL and MTSS, with generally appropriate supports.	Partial completion of Stages One and Two. Limited application of UDL and MTSS strategies.	Major gaps in instructional planning. Minimal or unclear reference to UDL or MTSS.	Stages One and Two are incomplete or missing. No evidence of UDL or MTSS application.
	10	8	6	4	2
Completion of Templates	Both templates (Stage One & Stage Two) are	Templates are mostly complete with	Several required sections are	Limited completion of required	Templates are incomplete or missing.

– Stage One & Stage Two	completed in full with clear, specific details. All required sections are addressed.	minor omissions or general responses.	incomplete or vague.	templates; responses lack depth or specificity.	
	10	8	6	4	2
Description of Student Assets and Learning Needs (Focus Student – Assignment 2B)	Detailed, insightful description of the focus student’s academic, linguistic, cultural, and socio-emotional assets and needs. Integrates UDL and MTSS supports.	Adequate description of the focus student with some reference to differentiated supports.	General or surface-level description with limited personalization or use of data.	Minimal or vague description; lacks clarity on student needs.	Focus student section is incomplete or not submitted.
	10	8	6	4	2
Overall Quality and Alignment to TPEs 7.2a & 7.2b	Submission is clear, coherent, professionally written, and fully aligned to TPE 7.2a (UDL) and TPE 7.2b (MTSS). Demonstrates strong instructional planning	Submission is mostly clear and aligned to both TPEs with minor issues.	Organization or clarity issues are present. TPE alignment is weak or inconsistent.	Submission lacks clarity or structure. Little evidence of thoughtful TPE integration.	Disorganized or incomplete; fails to demonstrate understanding of TPE 7.2a or 7.2b.
	10	8	6	4	2
TOTAL	40	32	24	16	8

Week 3

Course Learning Objectives

- CLO2: Design an instructional plan based on data from multiple measures and sources (e.g. IEPs, student work, self-assessment, EL proficiency data, etc.) selecting methods and strategies to ensure all learners






(including the full range of English learners and students with exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.

- CLO3: Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement and modify instruction in real time.
- CLO4: Analyze multiple forms of evidence gathered during and after instruction (e.g. instructional plan, learners' products, observations notes, various assessments and student self-assessment, etc.) to determine if the objective(s) was/were met and instruction was effective.
- CLO5: Reflect upon new and/or revised understandings about learning and teaching (e.g. strategies, multi-tiered instructional approaches, instructional technology/assistive technology, developmentally, culturally and linguistically appropriate learning activities, instructional materials and resources, etc.) needed to apply in future planning and teaching for all learners, including the full range of English learners as well as students with exceptionalities and other learning needs.

Weekly Learning Objectives

1. Within a Common Core content standard, apply strategies that guide, monitor, and provide interventions for students. (CLO 3, 4)
2. Analyze how learning software can accommodate diverse users and reinforce learning. (CLO 5)
3. Apply SEL strategies to design an instructional plan to motivate and engage students. (CLO 3)
4. Analyze and apply inclusive practices that support an equitable classroom and inclusive learning environment. (CLO 2)

Assignments

GAiIT Number	Assignment Title
	Week 3: Discussion
	Week 3: Assignment 3A. Meeting Students' Needs: MTSS/TIERs
	Week 3: Assignment 3B Field Experience Rise
	Week 3: Assignment 3C. simSchool Field Experience Reflection
	Week 3: Micro Competencies 9 MTSS/Tiers, Interventions

Week 3 Resources

Assessments OF and FOR learning.

Please select any of the resources below:

Articles

- [Getting Started with Assessment for Learning \(Cambridge\)](#)
- [7 Smart, Fast Ways to Do Formative Assessment \(Edutopia\)](#)
- [Assessment FOR Learning vs. Assessment OF Learning \(Pearson\)](#)

Presentations

- [Digital Assessment Tools in the K-12 Classroom](#)
- [Assessment in the K-12 Classroom](#)

Identify formative and summative assessments.

Please select any of the resources below:

IEP Plans

- [IEP at a Glance \(First Grader\)](#)
- [IEP at a Glance \(Eighth Grader\)](#)

Videos

- [Math Fluency Assessment](#)
- [Example of Formative Assessment \(Student Reading Aloud\)](#)

Identify multiple sources of data and what the data levels inform you for your instructional planning.

Please select any of the resources below:

Articles

- [Dynamic Indicators of Basic Early Literacy Skills \(DIBELS\)](#)
- [Individual Education Plan \(IEP\) \(Matrix Parent Network Resource Ctr\)](#)
- [DIBELS Summary Benchmark Scores](#)
- [Assessment for the California Mathematics Standards \(Grade 6\)](#)
- [Instructional Level Expectations for Reading \(Fountas & Pinnell\)](#)

Website

- [Leveled Literacy Intervention System Samplers \(Fountas & Pinnell\)](#)

Template

- [IEP at a Glance \(Blank Form\)](#)

Identify multiple sources of ELL/ELD data to identify student strengths.

Please select any of the resources below:

Articles

- [ELPAC Information Guide](#)
- [English Language Proficiency Assessments for CA - Cal Ed Facts](#)
- [Summative ELPAC June 2022 Scale Score Ranges \(CPE\)](#)
- [Initial ELPAC General PLDs \(CDE\)](#)
- [Initial ELPAC Assessment Fact Sheet \(CDE\)](#)
- [Summative ELPAC Assessment Fact Sheet \(CDE\)](#)

Website

- [Cal Ed Facts](#)

Videos

- [Overview of the ELA/ELD](#)
- [EL PAC Overview Video: English](#)

Examine resources available to teachers to identify supports and interventions for students.

Please select any of the resources below:

Website/Articles

- [Instructional Intervention: What You Need to Know \(Understood\)](#)
- [Identify formative and summative Behavior Strategies to Support Intensifying Interventions](#)
- [Literacy Strategies to Support Intensifying Interventions](#)
- [SIOP/GLAD Resources \(Alabama-Mississippi Teachers of English to Speakers of Other Languages\)](#)
- [California \(ELPAC\)](#)
- [California Spanish Assessment](#)
- [California Alternate Assessment for ELA and Math](#)
- [Available Resources for the CA Alternate Assessments \(ELA and Math\)](#)

Videos

- [Mathematics Strategies to Support Intensifying Interventions](#)
- [Warning Signs that a Student is Struggling with Reading and Intervention](#)

Identify the skills and knowledge of a subject-specific content standard.

Please select any of the resources below:

Videos

- [*What are the Common Core Standards?*](#)
- [*Common Core Videos and Public Service Announcements 2015 \(CGCS\)*](#)
- [*Unpacking the Standard Maureen Devlin*](#)
- [*Instructional Practice Toolkit and Classroom Videos \(Achieve the Core\)*](#)
- [*Elementary ELA Standard \(Gretchen Stradski/National University\)*](#)
- [*Unpacking the Learning Map \(Patricia Dickenson/National University\)*](#)
- [*How to Unpack Physical Education Standards \(Patricia Dickenson/National University\)*](#)

Resources

- [*Unpack a Physical Education Content Standard \(Google Docs\)*](#)
- [*Unpacking the Math Standard \(Blank Worksheet\)*](#)

Identify strategies teachers can use to guide and monitor student learning during instruction.

Please select any of the resources below:

Articles

- [*Making Assessment a Collaborative \(Edutopia\)*](#)
- [*Instructional Strategies: The Ultimate Guide \(Top Hat\)*](#)
- [*Be in the Moment with Your Students*](#)

Videos

- [*UDL: Principles and Practice \(National Ctr on UDL\)*](#)
- [*High School Formative Assessment Video*](#)
- [*Formative Assessment in the Classroom \(AITSL\)*](#)
- [*60-Second Strategy: Respond, Reflect, and Review \(Edutopia\)*](#)
- [*Using Formal and Informal Assessments-When Teaching Mathematics \(Teach 'n Kids Learn\)*](#)
- [*Formative Assessment at Simmons Elementary*](#)

Determine which SEL strategy can be used to create motivation and engagement environments.

Please select any of the resources below:

Articles

- [*SEL Impact \(CASEL\)*](#)
- [*Orienting Educators to SEL Through Video \(6 videos included\) Edutopia*](#)

- [Top 5 Strategies for Motivating Students \(NBPTS\)](#)

Videos

- [5 Strategies to Build Community in Your SEL Classroom \(Sanford Harmony\)](#)
- [Harmony Meet Up Buddy Up \(Sanford Harmony\)](#)
- [Empathy & Community \(Teaching Channel\)](#)
- [SEL Competencies Defined by Our Student \(Frameworks\)](#)
- [5 Keys to Social and Emotional Learning Success \(Edutopia\)](#)

Websites

- [Help Your Students Take More Ownership Over Classroom Collaboration \(Common Sense Education\)](#)
- [6 Simple Ways to Promote an Attitude of Gratitude in your Classroom \(Teacher Prep Tech\)](#)
- [6 Questions to Tackle When Demonstrating Flexibility and Responsiveness in the Classroom](#)

Identify activities that engage in higher-order thinking/deep learning.

Please select any of the resources below:

Articles

- [Critical Thinking \(Edutopia\)](#)
- [High-Order Thinking \(ASCD\)](#)
- [How to Increase Higher Order Thinking \(HOT\) \(Reading Rockets\)](#)
- [4 Strategies to Model Literary Analysis \(Edutopia\)](#)
- [6 Tips for Engaging Capstone Projects \(Edutopia\)](#)
- [The Critical Thinking Skills Cheatsheet \(Wabisabi\)](#)

Video

- [Walk, Talk, Decide \(The Teacher Toolkit\)](#)

Distinguish inclusive practices that will provide opportunities to participate in equitable classroom discourse.

Please select any of the resources below:

Articles

- [How Rich Is Your Classroom Discourse? \(AMLE\)](#)
- [Extending ELLs' Classroom Interactions Using the Response Protocol \(Colorin Colorado\)](#)
- [5 Fun Ways to Go Digital with Number Talks \(Making Math Connections\)](#)
- [Academic Discourse Strategies, Protocols & Techniques \(pdf\)](#)

- [Seven Effective Ways to Promote Equity in the Classroom](#)
- [20 Strategies for Creating a Positive Classroom Culture](#)

Week 3: Micro Competencies TPE 7.2 b Introduce & Assess

****Note TPE is assessed with completion of module and quiz.**

MC 7 Areas of Focus:

- Assessment FOR Learning vs. Assessment OF Learning
- Assessments for edTPA
- Overview of Instructional Cycle 1

MC 8 Areas of Focus:

- Formative and Summative Assessment in a Hybrid Classroom
- How Teachers Use Student Data to Improve Instruction
- What Are Formative and Summative Assessments?

MC 9 Areas of Focus: Read the assigned resources for week three and complete each module and quizzes

- What is Instructional Intervention?
- MTSS Tiers & MTSS Interventions 101
- Academic Success for All Students: A Multi-Tiered Approach

MC 10 Areas of Focus:

- What Are Formative Assessments and Why Should We Use Them?
- 7 Smart, Fast Ways to Do Formative Assessment
- Formative Assessment in the Classroom (AITSL)

MC 11 Areas of Focus:

- Strategies for Helping Students Motivate Themselves
- Nurturing Intrinsic Motivation in Students
- Cultivating Intrinsic Motivation and Creativity in the Classroom

MC 12 Areas of Focus:

- Higher Order Thinking: Bloom's Taxonomy
- Higher-order Questions
- Levels of Questions in Bloom's Taxonomy

MC 13 Areas of Focus:

- Discussion Strategies for the Inclusion of ALL Students
- The Big List of Class Discussion Strategies
- 10 Things You Can Do to Make Your Class Socially Inclusive

Week 3 Discussion #3 **7.8/U7.8 b Introduce**

Background- Differentiation is excellent for ALL students, but especially beneficial to meet the needs of students with special needs. Some students who may benefit include advanced/gifted, ADHD, ESL, learning support, students with autism, and more. You also probably have a few “in the middle” students. How do you meet the needs of diverse learners? How do you differentiate for those students that are not “in the middle?” The **following technology tools** provide a few options for you to consider.

Examine these two software tools:

- [Skooobo](#) -- Offers help with reading and math support through the gamification of math and reading exercises. There are 28 languages in Skoolbo. Started in Australia. You can share it with families; it sends reports once a week.
- [Noredink](#) -- RedInk simplifies the process of building strong writers and critical thinkers **in Grades 3–12**. **Our platform equips teachers to deliver high-quality writing instruction** by helping them engage students through writing cycles that incorporate modeling, scaffolding, practice, and feedback.

Instructions- Create a prompt that can mimic what these services provide.

What are the performance differences? Is it worth investing energy in it, given that they could disappear? Take, for instance, Flipgrid. Originally launched in 2014 as Flipgrid, the platform was developed to facilitate video-based discussions in educational settings. In early 2024, Microsoft announced the retirement of the standalone Flip website and mobile apps. As of September 30, 2024, these platforms were officially discontinued, and users could no longer access their content.

Let us ask about the bigger picture? Can the data be transported outside of the system? Can AI provide similar results? Share your findings.

Use this resource to assist you in citing your AI: [Artificial Intelligence and Scholarly Research: Citations and Plagiarism](#)

Replies- Respond to at least two classmates. Please try to choose classmates' posts that have not been responded to yet.

Grading- This discussion is worth 10 points.

Week 3: Assignment 3A. Meeting Student Needs. **TPE 7.2 b Practice & Assess**

Overview: Supporting the whole child is the goal of Meeting Students' Needs. This section explores strategies that integrate **SEL into Multi-Tiered Systems of Support**. SEL and Multi-Tiered Systems of Support complement each other as teachers strive to create a safe and productive learning environment for immediate and future learning experiences. Explore these topics to discover valuable practices that impact a child's relationship with peers and teachers.

Introduction- Supporting the whole child is the goal of Meeting Students' Needs. This section explores strategies that integrate SEL into Multi-Tiered Systems of Support. SEL and Multi-Tiered Systems of Support complement

each other as teachers strive to create a safe and productive learning environment for immediate and future learning experiences. Explore these topics to discover valuable practices that impact a child's relationship with peers and teachers.

Differentiation

Intern teachers, what SEL strategies are you currently implementing? Student teachers, where do you want to begin with a strategy to support Positive Behavior Supports in your classroom?

Considerations

Through your studies, how can you reflect on bringing the whole child into classroom learning experiences? How will you create a safe, nurturing, and empowering environment for each child that enters your room?

SEL and MTSS (PBIS+RtI)

Directions- Watch the video [How to Embed Social-Emotional Learning into MTSS](#). List 3 steps for incorporating SEL into a tiered support system you heard.

In Action: What are the core ideas presented in each of the three video clips in this section?

[Social-Emotional Learning, Explained.](#)

In Action: Although the goal of teaching is to establish an environment in which children can learn, students often engage in behavior that distracts them and others from that task.

[Interventions for classroom disruption - YouTube](#)

Act on It: Set an attainable goal for yourself that articulates your vision for building a classroom where students are the center of focus.

Emotional Regulation

Introduction: Watch the video [SEL - Emotional Regulation](#). The American Psychological Association (APA) defines emotional regulation as, "the ability of an individual to modulate an emotion or set of emotions" (2018). After participating in an exercise identifying emotions, what three techniques do the children practice helping calm their emotions?

In Action: Take notes on the four videos: Teaching self-regulation by modeling, demonstrating self-regulation with voice, building emotional literacy with preschool, and strong self-regulation skills. Identify four strategies you might use with the children you are teaching or with children at the same level you plan to teach.

- [Teaching Self-Regulation by Modeling](#)
- [Building Emotional Literacy in Preschoolers](#)
- [Self-Regulation Skills: Why are they fundamental?](#)

Sensory Integration

Introduction: Take notes on each of the three videos:

- [ADHD Classroom Strategies](#)
- [Calm Down Centers: Creating a Safe Classroom Environment for Your Students](#)

- [Flexible Classrooms: Providing the Learning Environment That Kids Need](#)

Read the introduction on sensory:

“Smell is a potent wizard that transports you across thousands of miles and all the years you have lived. The odors of fruits waft from me to my southern home, to my childhood frolics in the peach orchard. Other odors, instantaneous and fleeting, cause my heart to dilate joyously or contract with remembered grief. Even as I think of smells, my nose is full of scents that start awaking sweet memories of summers gone and ripening fields far away” (Hellen Keller).

“Our bodies have five senses: touch, smell, taste, sight, and hearing. But not to be overlooked are the senses of our souls: intuition, peace, foresight, trust, empathy. The differences between people lie in their use of these senses; most people don’t know anything about the inner senses, while a few people rely on them just as they rely on their physical senses, and probably even more” (C. JoyBell C.).

Our senses collect information from the external environment: visual, olfactory, or aural information. And we collect information from our internal environment, such as having a sensation of hunger. This information is encoded and sent to the brain. Collectively, this is called a sensation. Further, the encoded information is processed by the brain, which gives the information a certain meaning (e.g., seeing green growth on the food may mean the food is spoiled). This is called perception. Next, the brain decides the appropriate response to the information received and processed. This response is executed by the muscles in our bodies.

As described, our interaction with the environment has multiple links. A person can display Sensory Processing Disorder when one of these links does not function properly. A person can have impaired sensory receptors, a disorganized brain, or muscle problems, and each of these can cause a disturbance in the processing of information or yield an inadequate response. According to Kranowitz and Miller (2006), Sensory Processing Disorder (SPD) is, “the inability to use information received through the senses in order to function smoothly in daily life” (p. 9).

SPD comes in many forms, but three of the most encountered types are: In the first, Sensory Over-responsivity, a person can perceive a normally intense stimulus to be excessive and become defensive. For example, children might cover their ears to muffle the sound of a fan, or some children might not like being touched, because they perceive a hug as literally painful. In the second, Sensory Under-responsivity, a person needs a more intense stimulus to respond. Children experiencing this SPD may fail to respond to pain, miss their name being called, or exhibit a high preference for sedentary activities. And third, a Sensory Seeking individual may demonstrate an excessive or insatiable desire for sensory experiences. These children might touch or taste objects and people or jump and run all the time. To remedy such sensory-modulation disorders, the teacher should observe individual behaviors, take data, understand if there is a pattern of certain behaviors, and implement a series of sensory-motor interventions that make up a “sensory diet” (a series of tailored interventions) for that student.

To teach self-regulation, a teacher may explain to the student that our body runs like an engine: sometimes on high fuel level, and sometimes on low fuel. By asking a child, “How does your engine run,” and asking the child to show, for example, if s/he runs on “high” (red), on “just right” (green), or “low” (blue or yellow), the educator teaches the child to recognize his/her own state of alert or energy. To teach self-management, the educator may provide an array (2 or 3) of activities appropriate for that level of alertness, for the type of sensory modulation the child is displaying, and for the learning context. For example, if, in the morning, the child currently runs low energy and math is the next period, but he is an over-responsive type. The teacher may provide a physical activity that involves

individual movement. This activity might include chair or wall push-ups or using headphones to listen to uplifting music where the volume can be adjusted. Each student is different and responds differently to their environment. Having a high number of students in a classroom can make it challenging to meet everyone's needs at all times. However, if teachers have a "calm station" (also called peace corner, calming corner, etc.), and a "happy station" (also called an activity corner or movement corner), then students can take turns to balance their energy throughout the day. The teachers also need to offer students a way to access these stations in a socially acceptable manner (by using words or [Picture Exchange Communication System](#) cards), before a behavior escalates into a problem. Time spent in these stations can also be used as reinforcement for good work. Each station can have a series of sensory-motor activities available that help students balance their energy.

How does your engine run in the morning, afternoon, and evening?

Snapshot: Read the in-class case study. After viewing the videos, reading the case study, and graphics, think about what sensory strategies you have experienced to support different types of learning. Were they for physical activity or cognitive activity?

By Paula Marez

When children experience sensory dysregulation, their bodies and brains are not ready for learning. Building sensory integration into your daily school routines is a fun and easy way to optimize those growing brains before beginning academic work. For example, large motor motions that include "crossing the midline" are a great activity right before any handwriting activity. To meet this need in my classroom, we have students do what I call "X Squats" — squat down, stand up and cross right arm over your body. Then repeat the squat, by standing up and crossing your left arm over your body. However, planning for sensory integration does not always have to be a movement-based activity! Sensory engagement strategies that my students enjoy while seated at their desk include shaving cream drawing (calming, great way to practice writing for young students), blowing a feather across the desk to a friend (deep breathing practice), and using a "smells box" to stimulate their olfactory system. The Smells Box is a student favorite, and it is a neat trick for encouraging students to take slow inhalations through the nose. I use cleaned-out medicine bottles with their labels removed, and I insert a cotton ball with a simple essential oil on it. Single scents work best. I use scents they can readily identify such as orange, peppermint, coffee, strawberry, and pine.

Plan It! What sensory strategies can you adapt to your school / school environment to support your students? Share how you will implement two of the suggestions

Act on It: Think about the intentional strategies listed in "Plan It". List three strategies that are appropriate for your grade level and subject area.

Your Action Plan

Now you will write your own next steps! Think about your answers to the previous questions posed in the "Think About It" section. Identify strategies you might use in your own classroom and develop a plan of action using the downloadable form provided. Add to Your Personal Action Plan by starting to build the following matrix:

School-wide or classroom-wide expectation with behavioral definition	Tier 1 Support I (teacher) provide to ALL students	Tier 2 Support I (teacher) provide to SOME students	Tier 3 Support I (teacher) provide to a FEW students
On task	Verbally remind all students to return to	Verbally, and/or gesturally, assist the	I will model to students one (or two) solutions

– Students will use time efficiently, and finish what is asked of them.	actively working on their project Provide a 3-minute warning prior to the end time for the project Provide positive reinforcement (Add yours)	students with hints or questions, so that they can finish a project if they seem frustrated or stuck. Ask the student who seems to have a difficult time pairing up with someone else who finished working on their project (buddy system). Encourage achievements and provide constructive non-judgmental feedback. (Add yours)	that will help them proceed with their project. I will work hand-over-hand with students who cannot perform a particular step of the project. (Add yours)
Practice Positivity: - Listen to others. - Support others (opposed to bullying). - Train support staff to support students with social (and academic, where appropriate) issues. - Add more to conform to your school's definition.	-	-	-
(Add another expectation)	-	-	-
(Add another expectation)			

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Intentional Strategies

These are but a few examples of strategies that any teacher can use in their classroom:

1. [Calm-down bottles](#): Students can shake the bottles to see the items move; they can also take a magnet to make the paper clips move around in the bottle.
2. [Colorful pom-pom drop](#): Students use tongs to sort pom poms into matching color tubes. The pom poms fall through the bottom, but this is a great hand-eye coordination skill.
3. [Pipes and water station](#): Students will be able to play in the water with miscellaneous items. They can dump water at the top of the pipe system to watch and listen to it move through the pipes.
4. [Pre-Writing Squishy Bag](#): Students will be able to draw different shapes and even letters using the squishy bag and a Q-Tip to write with. There is a ring full of examples the students can refer to.
5. [Jungle Slime](#): Students will get to dig their hands into the slime and play around with it in a container or on the table.

6. [Moon Sand/Kinetic Sand](#): Students can play with sand and form shapes without using water. The sand will be a big benefit for students with texture problems.
7. [Google Eye Sensory Bag](#): Students can create their own Google eye sensory bag and then tape them on their desk or even on the window. They can play with them by feeling around the bag.
8. [Lap Buddy](#): Students can create their own weighted lap buddy (using socks, rice and beans) to have with them during the day.
9. [Water Beads Window Bag](#): Students can create their own window bag with water beads. They can place them on the window in the classroom or even on their desk.
10. [Animal Washing Station](#): Students can wash or dirty animals and can use mini-tooth brushes or sponges to clean plastic toy animals.
11. [Yogurt Silly Putty](#): Students can create yogurt silly putty and explore the different flavors and smells the yogurt gives off. They can even have the option to taste their yogurt at the end.
12. [Sensory Picture Frame](#): Students get to feel the different textures displayed in the picture frames. Each picture frame holds a different texture.
13. [DIY Sensory Twister](#): Students can follow the directions of a regular Twister game. They can use different textures in place of different colors.
14. [Whisper telephone game](#): Have students in small groups of four whisper a phrase or word to the person next to them. They then send that message around the group until the last person hears it and says it out loud to the group.
15. Vision / attention activities: Have students watch birds or other animals at a specific place where one can find them. Have students watch a short film or movie that is either a personal genre or educational one. Individually, have students find pictures that you provide. For example, find the bee, find the house, and find the dog.
16. Freeze Tag: Have students play outside or in the gym. Break students up into different roles: freezer, unfreezer, and regular. Students who are freezers tag the regular students, and when they are tagged, they have to stay still exactly as they were tagged.
17. Balance Beam: Have students take turns on the balance beam. This could also be just a colored ribbon or tape in the hallway. Then, they can practice walking or maybe jumping if they are able.
18. [Sit and Bounce on Yoga Ball](#): This can be done individually using the child's whole body.
19. Balancing One Foot: This can be done in a group setting. Give children different tasks to accomplish. "Stand on the right foot." "Hop on two feet."
20. Drumming: The student(s) can play different sounds and beats on the "drums" (a book, the desk, or the knees can be used).

ITL 608 RUBRIC Assignment 3A. Meeting Students' Needs

TPE 7.2 b Practice & Assess

Overview: Supporting the whole child is the goal of Meeting Students' Needs. This section explores strategies that integrate **SEL into Multi-Tiered Systems of Support**. SEL and Multi-Tiered Systems of Support complement each other as teachers strive to create a safe and productive learning environment for immediate and future learning

experiences. Explore these topics to discover valuable practices that impact a child's relationship with peers and teachers.

Prompts:

- ✓ Through your studies, how can you reflect on bringing the whole child into classroom learning experiences? How will you create a safe, nurturing, and empowering environment for each child that enters your room?
- ✓ SEL and MTSS (PBIS+RtI) **Watch the video [How to Embed Social-Emotional Learning into MTSS](#). List 3 steps for incorporating SEL into a tiered support system you heard.**
 - ✓ Act on It: Set an attainable goal for yourself that articulates your vision for building a classroom where students are the center of focus.
 - ✓ After participating in an exercise identifying emotions, what three techniques do the children practice to help calm their emotions?
 - ✓ Identify four strategies you might use with the children you are teaching or with children at the same level you plan to teach.
 - ✓ Read the in-class case study. After viewing the videos, reading the case study, and graphics, think about what sensory strategies you have experienced to support different types of learning. Were they for physical activity or cognitive activity?
 - ✓ Plan It! What sensory strategies can you adapt to your school / school environment to support your students? Share how you will implement two of the suggestions
 - ✓ develop a plan of action using the downloadable form provided. Add to Your Personal Action Plan by starting to build the following matrix:

School-wide or classroom-wide expectation with behavioral definition	Tier 1 Support I (teacher) provide to ALL students	Tier 2 Support I (teacher) provide to SOME students	Tier 3 Support I (teacher) provide to a FEW students
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Most prompts are answered with clear reasoning. Shows general understanding of SEL and MTSS integration.

RUBRIC ITL 608 Assignment 3A. Meeting Students' Needs

Criteria	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Responses to Prompts: <i>(Include reflections on whole child, SEL+MTSS video, calming strategies, four instructional strategies, and sensory-based learning)</i>	All prompts are fully answered with deep reflection and specific examples. Clearly connects SEL and MTSS concepts to teaching practices.	Most prompts are answered with clear reasoning. Shows a general understanding of SEL and MTSS integration.	Prompts are answered briefly or without sufficient reflection. Limited depth or examples are provided.	Several prompts are missing or vague. Lacks connection to SEL or MTSS concepts.	Responses are missing or irrelevant. No clear understanding of prompt content.

	10	8	6	4	2
SEL-MTSS Support Matrix: <i>(Include tiered supports: Tier 1, Tier 2, Tier 3 for school/classroom expectations using the provided matrix)</i>	Matrix is complete and detailed. Supports are well-aligned to MTSS tiers with clear and realistic strategies for all levels.	Matrix is mostly complete. Supports show an understanding of MTSS structure and classroom needs.	Matrix is partially completed with limited clarity. Supports may be misaligned or lack detail.	Matrix is incomplete or generic. Little understanding of tiered support is shown.	Matrix is missing or lacks coherence and relevance.
	10	8	6	4	2
Act on it Plan it Steps	Personal goal and sensory strategy plans are clear, realistic, and well-developed. Demonstrates a student-centered mindset and commitment to implementation.	Goal and strategies are mostly clear and relevant. Shows good intent to apply practices.	One or both sections lack depth or specificity. Plans are vague or overly broad.	Goals or plans are unclear or incomplete. Little detail on implementation.	No meaningful response or plan.
	10	8	6	4	2
Overall Quality & Alignment to TPE 7.2b	Submission is well-organized, clearly written, and professionally presented. Fully aligned to TPE 7.2b with strong integration of SEL and MTSS concepts.	Submission is mostly organized and clear. General alignment to TPE 7.2b is evident.	Some areas are disorganized or lack clarity. TPE alignment is present but weak.	Writing is inconsistent or unclear. Limited alignment to TPE 7.2b.	Unorganized, unclear, and lacks alignment to course objectives or standards.
	10	8	6	4	2

TOTAL	40	32	24	16	8
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Week 3: Assignment 3C. simSchool Field Experience Reflection

Overview- This assignment is part of your Field Experience and will serve as a practical foundation to your future teaching career. The process of using SimSchool and completing a reflection will be similar to your other foundation course, but with a different approach since this time you will experience "co-teaching" two SimSchool classes with another classmate, but also practicing and assessing how you design, instruct, and assess all learners through a cyclical process.

Background- This assignment is part of your Field Experience and will serve as a practical foundation to your future teaching career. The process of using SimSchool and completing a reflection will be similar to your other foundation course, but with a different approach since this time you will experience "co-teaching" two SimSchool classes with another classmate, but also practicing and assessing how you design, instruct, and assess all learners through a cyclical process.

You will complete the module: Classroom Management Grade 1, or Classroom Management K-5 (multiple subject) or Classroom Management Grade 7 (single subject)

Note: in SimSchool, students will pay a \$25 one time fee to access SimSchool through their tuition. This has been paid already. You do not need to pay a separate fee on the website.

Rationale for Assignment- As a teacher candidate, it is essential to have a variety of field experience settings. As a general education teacher or special education teacher, it is highly likely you will have students with special needs or at-risk learners.

Equally important, you will more than likely teach these learners within a co-teaching setting. Additionally, **IDEA states that IEP** teams must consider the least restrictive environment to meet the needs of a learner. This simulation will provide you with an experience of what co-teaching is like – building a relationship with another colleague, considering different teaching styles/methodologies, practicing how to serve all learners, and learning best practices from each other.

In co-teaching, there are 4 major models. The first model is called supportive teaching where one teacher plays a more supportive role. Another model is known as parallel teaching. The third approach is the complementary model where each teacher demonstrates a skill to the students in a different way. Finally, there is the team-teaching scenario. In this model, both teachers plan, grade, and teach together. Typically, students do not know which adult is the

Gen. Ed. Teacher- This assignment will allow you to implement several instructional and behavioral techniques you have learned throughout your foundation program and assess your ability to meet the teaching performance expectations. This includes designing instruction to meet all learners and using the cyclical and collaborative process to assess and refine instruction.

Instructions- There are two documents below to complete and upload. The first is your Observation Report of your simulated co-teaching class (the co-teaching with another classmate) and the second one is your own reflection. You must download this observation report and attach it to your Reflection assignment.

The following is a step-by-step process for you to follow:

- Go to ca.simschool.org

- Next log in using your credentials (should have been emailed to you already) or email: support@simschool.org for your login.
- Go to "Modules" and then complete the module: Classroom Management Grade 1 OR Classroom Management K-5 (multiple subject) OR Classroom Management Grade 7 (single subject).
 - This module has 5 classes that you must teach for a minimum of 15 minutes.
 - Since there are 5 classes in this module, you will teach the first three on your own and co-teach with your classmates' classes 4 and 5.
 - For the co-teaching part, you or your classmates can use Zoom.
 - Both individuals need to open the simulations on their personal computers at the same time and make selections while they are talking. Both individuals making choices and trading off sharing their screens.
 - Make sure to "read aloud" each of your steps and explain to each other the rationale of each step.
- After completing the entire module, you will complete a Field Experience Reflection (individually). Please find the template below. Here, you will reflect on your experiences in teaching simulations and working with your "co-teacher" in this collaborative process as well as the cyclical process of improving instruction.
- Each student must upload their Reflection Template and Co-Teaching Observation Report (from SimSchool). You will submit these documents for a grade.
 - Consider any academic or behavioral gains made in each class, especially by working with your co-teacher. For example, did you notice your co-teacher was considering a different strategy from class 4 to 5? Based on your Class 4 observation results, did your instructional or behavioral strategies change in Class 5?
 - Remember, one candidate should be the Gen. Ed. Teacher and the other a special education teacher. By the 5th class, switch roles. This way, you both experience each role.

You will upload (individually) here two documents: your highest score co-teaching observation report and the Reflection Template.

Additional Resources

- [Assignment 3C: simSchool Field Experience Reflection Template](#)

Technical Difficulties- If you experience issues logging in or have questions about fees, email: support@simschool.org

Grading- This assignment is worth 20 points and is due on Sunday by Midnight (PST).

Week 4

Course Learning Objectives





- CLO1: Analyze the function of each stage of a cyclical model utilized to prepare for learning and teaching that reflects evidence of high expectations and meets the needs of all learners.

- CLO2: Design an instructional plan based on data from multiple measures and sources (e.g. IEPs, student work, self-assessment, EL proficiency data, etc.) selecting methods and strategies to ensure all learners (including the full range of English learners and students with exceptionalities and other learning needs) thrive (e.g. socially, emotionally, intellectually, academically, etc.) within (a) an equitable and inclusive learning environment, but also (b) in real-world environments.
- CLO3: Implement the instructional plan developed in the planning stage of a cyclical model to guide and monitor student learning and engagement, and modify instruction in real time.
- CLO4: Analyze multiple forms of evidence gathered during and after instruction (e.g. instructional plan, learners' products, observations notes, various assessments and student self-assessment, etc.) to determine if the objective(s) was/were met and instruction was effective.
- CLO5: Reflect upon new and/or revised understandings about learning and teaching (e.g. strategies, multi-tiered instructional approaches, instructional technology/assistive technology, developmentally, culturally and linguistically appropriate learning activities, instructional materials and resources, etc.) needed to apply in future planning and teaching for all learners, including the full range of English learners as well as students with exceptionalities and other learning needs.

Weekly Learning Objectives

1. Synthesize and recommend adaptations, modifications, accommodations, and assistive technologies to facilitate learning. (CLO 1-5)
2. Classify forms of evidence demonstrated during and after instruction. (CLO 3, 4)
3. Apply peer feedback to improve instruction and appraise student work. (CLO 4)

Assignments

GAiIT Number	Assignment Title
	Week 4: Discussion
	Assignment 4A - Unpacking TPE 7 Literacy
	Week 4: Assignment 4B - simSchool Field Experience Literacy
	Week 4: Assignment 4C - LinkedIn Profile



Week 4: Micro Competencies MC 14 & 15

Week 4 Micro Competencies **TPE 7.2 a (i, f) Introduce; TPE 7.2 b Introduce; TPE 7.10 Introduced**

****Note these TPEs are assessed by each module quiz.**

MC 14 Areas of Focus: Read the assigned reading materials for week 4, complete the modules and the quiz

- How to Adapt Your Teaching Strategies to Student Needs
- Common Definitions: Adaptations, Accommodations, Modifications
- Accommodations for Students with Disabilities

MC 15 Areas of Focus: Read the assigned reading materials for week 4, complete the modules and the quiz.

- The Difference between Accommodations and Modifications
- Accommodations, Modifications, and Assistive Technology
- Accommodations and Modifications for Students with Disabilities

MC 16 Areas of Focus:

- Checking for Understanding: Formative Assessment Techniques for Your Classroom, 2nd Edition
- Ways to Check for Student Understanding
- The Importance of Checking for Understanding

MC 17 Areas of Focus:

- 9 Summative Assessment Examples to Try This School Year
- Summative Assessment
- Summative Assessment: Overview & Examples

Week 4 Discussion **TPE 7.2 c Introduced**

Instructions- For your initial post, develop a video that addresses at least 3 strategies or new ideas that you found helpful in this course. In addition to the video, post a version of your Lesson Plan (this can be from Weeks One or Two, or even your completed Signature Assignment Lesson Plan if it is already complete).

To make your video, you can choose to use Kaltura (instructions provided below), or any other recording device/software you prefer (your phone, laptop, etc). You will just need to provide a link, attach, or embed your video.

- [Using Kaltura Media](#) -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Replies- Respond to two classmates' reflective videos by responding in writing or a video. Please try to choose classmates' posts that have not been responded to yet.

Grading - This discussion is worth 10 points.

Week 4: Assignment 4A. Unpacking TPE 7 Literacy 7.5/U7.5 Foundational Skills (a-i) Introduce and Practice

Overview: As a teacher candidate, you acquire knowledge and skills to understand and begin to apply the Teacher Performance Expectations.

In this course and future courses, the TPE assignments will prepare you and thus help you begin your own individual growth plan as you become a teacher. The goal is to be able to articulate and talk about your teaching practice using the academic language found in the TPEs, and your coursework will support this mission!

Unpacking the Teacher Performance Expectations (TPE 7) & Reflecting on Them

Introduction

As a teacher candidate, you acquire knowledge and skills to understand and begin to apply the Teacher Performance Expectations. We utilize the TPEs because they also align with how districts will assess you and your readiness when you apply for a teaching position. After you receive your first teaching assignment, you will be required to clear your credential. Guess what, the TPE's come into play again! Induction programs (for clearing your credential) will evaluate your strengths and growth areas as a new teacher. In this course and future courses, the TPE assignments will get you prepared and thus help you begin your own individual growth plan as you become a teacher. The goal is to be able to articulate and talk about your teaching practice using the academic language found in the TPEs, and your coursework will support this mission!

Review

- [CTC TPE Handbook of Multiple and Single Subject credential Program Standards](#)
- [Unwrapping the Standards](#)

Considerations

As you internally reflect on your assets/strengths and areas of growth, remember you are considering ALL students, not just the students whom you easily connect with, but also the students whom you may need to learn more about to engage them (cognitively and/or emotionally). It is natural that we build relationships with those with whom we have experiences or backgrounds that are similar; it is sometimes more difficult to engage with others who have differences with us (religion, socioeconomic status, gender, ethnicity, race).

Differentiation

Throughout this program, we will differentiate between Interns and Student Teachers in various assignments and activities. We will also differentiate between multiple and single-subject credential programs. The goal is to connect your own lived experiences, knowledge, and your credential area to all aspects of your learning. If you feel an assignment or activity does not differ, please share this with the Course Lead so adjustments can be made.

Intern Teacher

As an Intern Teacher, you will complete this reflective practice activity of the Teacher Performance Expectations, taking into consideration your current classroom of students. If you do not have a classroom yet, view this assignment through the lens of a student teacher.

Student Teacher

As a Student Teacher who does not currently have a classroom, you will reflect using your personal assets/strength areas (what comes naturally to you and draws from past experiences) and what areas you will need to engage in professional activities for growth.

TPE 7 Effective Literacy Instructions for All Students

TPE 7.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
<p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards 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</p>	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones you feel are your assets/strengths.</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	<p>Directions: Identify 3 areas of growth with an action plan you will take to improve this area.</p>

TPE 7.3	Current Assets And Strengths	Growth
<p>7.3 Incorporate asset-based pedagogies inclusive approaches, and culturally and</p>	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base,</p>	<p>Describe the tools you need to investigate and practice using?</p>

<p>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</p>	<p>which ones are comfortable to use?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones you feel are your assets/strengths</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	
TPE 7.4	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
<p>7.4 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</p>	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones are you comfortable using?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones you feel are your assets/strengths</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p>	<p>Directions: Identify 3 areas of growth with an action you will take to improve this area.</p>

	<ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	
TPE 7.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
<p>7.5 Foundational Skills. Develop students' skills in the following:</p> <p>a. print concepts, including letters of the alphabet</p> <p>b. phonological awareness, including phonemic awareness</p> <p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences</p>	<p>Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?</p> <p>Intern: Consider your ability to engage and support ALL your students in literacy. Select from the TPE listed which ones are your assets/strengths</p> <p>Directions: Self-evaluate by highlighting the elements of the TPE in:</p> <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	<p>Directions: Identify 3 areas of growth with an action you will take to improve this area.</p>

TPE 7.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
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d. decoding and encoding, including morphological awareness e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f. instruction that is structured and organized as well as direct, systematic, and explicit g. connected, decodable text	Directions: Self-evaluate by highlighting the elements of the TPE in: <ul style="list-style-type: none"> • Yellow if you are not familiar with the TPE • Blue if you are moderately confident with the TPE • Green if you are very confident with the TPE 	Directions: Identify 3 areas of growth with an action you will take to improve this area.
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Week 4: Assignment 4B. simSchool Field Experience Literacy

Overview- This assignment is part of your Field Experience and will serve as a practical foundation for your future teaching career. First, you will complete Module 1 and Module 2 in simSchool, then you will complete the **Literacy Template** for submission.

Background - Watch the simSchool video prior to completing your modules.

Instructions:

Complete **Module 1 and Module 2** in simSchool.

1. To access SimSchool, go to ca.simschool.org.
2. Log in (you should have received login credentials). If not, email support@simschool.org.
3. Click on Modules and complete the tutorials and then complete Module 1 and Module 2.
4. After you finish both modules, complete the Literacy Template for submission.

Additional Resources

- [simSchool Module 1](#)
- [simSchool Module 2](#)
- [Literacy Observation Checklist](#)
- [Assignment 4B: simSchool Field Experience Literacy Template](#)

Grading - This assignment is worth 20 points and due on Sunday by Midnight.

Week 4: Assignment 4C. LinkedIn Profile

Overview- As a teacher candidate, it is essential to demonstrate your experiences to possible employers. Equally important, it is essential to build a professional network of like-minded educators and organizations to grow in your profession. TPE 6 addresses the professional development requirements of future educators. This assignment will help you address TPE 6 and continue to demonstrate to potential employers and supervisors (once you are employed) that you continue to engage and reflect with this TPE. For this ITL 608 course, you will continue to

develop your LinkedIn profile and demonstrate evidence of TPEs 1, 2, and 6. You will continue to develop your LinkedIn profile as you progress in the credential program.

Instructions:

- Go to [linkedin.com](https://www.linkedin.com)
- Sign up for a free account. If you already have one, please create a professional account for this course or use the account you have been using in your previous ITL courses.
- Use the table and list of directions below as you create your LinkedIn profile. This professional profile will help ensure you have addressed each area of a comprehensive LinkedIn account that meets the standards of TPE 6: Professional Educators.
- Submit the URL to your profile under Assignment 4B in Brightspace.

LinkedIn Profile Checklist

Category	What Does It Look Like?
About	<p>In the “about” section, you will highlight your skill set and your objective.</p> <p>Ex: “A determined and innovative educator seeking a full-time elementary teaching position.”</p>
Background	<p>Upload a professional photo. This photo should be a portrait quality photo with a solid color background with good lighting - wearing professional clothing.</p> <p>Next, upload a professional photo for your background (backdrop).</p>
Experiences	<p>In this section, you will upload several experiences or parts.</p> <p><i>Instructions:</i></p> <ul style="list-style-type: none"> • Hover over the experience category and click “create.” Each part in bold below is a type of experience and should be separate. • Fill out completely. • Upload at least two artifacts for each category, such as an observation reflecting evidence of the field experience. <p>Field Experiences</p> <p>For ITL 608, you will need to upload at least one experience in each category. For your field experiences, you can upload your simulated teaching experiences with SimSchool listing the various modules you have completed. Remember to upload an artifact such as your highest scoring Observation Report to demonstrate evidence.</p> <p>Leadership Experiences</p> <p>You will upload your leadership experiences in chronological order.</p> <p>Work Experiences</p>

	<p>You will upload your work experience in chronological order.</p> <p>Mastery of TPEs</p> <p>For ITL 608, you will upload evidence reflecting mastery of TPE 1 and 2. You will upload a media artifact (PDF, Prezi, Symbaloo, or attachment) to demonstrate at least 2 pieces of evidence reflecting mastery of TPE 1 and 2.</p> <p>Make sure you list the name of the TPE in the “title” part when adding to the experience. (Ex: Mastery of TPE 1).</p> <p>Teaching Statement</p> <p>Attach your Teaching Statement as a link or artifact (evidence) from your ITL 600 or SED 601 course</p>
Licenses and Certification	<p>Here you will upload any licenses and certifications.</p> <p>Remember to list any CPR certificates, LinkedIn Learning certificates, Certificate of Clearance, or Intern Eligibility letters. You will need to screenshot or upload in PDF a copy of each listed evidence.</p>
Volunteer Experiences	List at least one volunteer experience. Upload evidence.
Skills and Endorsements	List at least 4 skills.
Accomplishments	List at least 1 accomplishment or award. Upload evidence.
Interests	List at least 4 interests.
Recommendations	<p>In ITL 608, you will provide at least one recommendation to another peer (2-3 solid paragraphs) and obtain a professional recommendation (someone that can attest to your academic performance or work ethic). Your professional recommendation should not be from your current instructor.</p> <p>Click on the section titled, “Recommendations” to create one. Your instructor will view the recommendation you provided.</p>
Networks	Follow at least three professional networks. Post or share at least two relevant posts.
Submission	You will submit the link to your LinkedIn account under the section titled, “Assignment 4B: LinkedIn” for credit.

Week 4 Resources

Recognize the difference between adaptations, modifications, and accommodations, including, assistive technologies.

Please select any of the resources below:

Articles

- [Modifications: What You Need to Know \(Understood\)](#)
- [The Difference Between Accommodations and Modifications \(Understood\)](#)
- [30+ Tools for Diverse Learners \(ISTE\)](#)
- [Assistive Technology for Learning: What You Need to Know \(Understood\)](#)
- [Accommodation, Modifications, and Assistive Technology \(TIKES\)](#)

Video

- [Accessibility - Unleashing the Power of Mobile Devices - Dr. Jennifer Courduff](#)

Presentation

- [Special Ed Differentiation Instruction & Strategies to Support It!](#)

Identify forms of evidence gathered during and after instruction.

Please select any of the resources below:

Articles

- [7 Smart, Fast Ways to Do Formative Assessment](#)
- [21 Ways to Check for Student Understanding \(informED\)](#)
- [Tips for Teachers Collecting and Using Anecdotal Records \(NCQTL\)](#)
- [Five Evidence Gathering Rounds](#)

Book

- [Handbook for Enhancing Professional Practice \(Chapter 1\) \(ASCD\)](#) -- Read the chapter preview.

How to use peer feedback to improve instruction

Please select any of the resources below:

Articles

- [Peer Review Done Right \(Edutopia\)](#)
- [Guiding Peer Feedback with a Feedback Chat \(Learning in Hand\)](#)
- [10 Tools for Effective Peer Feedback in the Classroom \(Ditch that Textbook\)](#)
- [Five Ways to Make Peer Feedback Effective Classroom \(EdSurge\)](#)

Videos

- [Module 3: Peer Assessment \(Michigan Virtual\)](#)
- [60-Second Strategy: Respond, Reflect, and Review \(Edutopia\)](#)

Course Outline

ITL 516 Mathematics: Integrative Design PK-6

Required Text

Gojak, L., Miles, R. H., & National Council of Teachers of Mathematics. (2016). *The common core mathematics companion: The standards decoded, grades K-5 : what they say, what they mean, how to teach them*. Thousand Oaks: Corwin. ISBN- 9781506333083

Dickenson, P., & Coddington, L., Teaching Outside the Box: Technology Infused Math Instruction. Kendall Hunt ISBN- 978-1-5249-6311-8

Suggested: not required/Pamphlet

Tomlinson, C., Understanding Differentiated Instruction, ASCD ISBN 978-1-4166-2422-6

For the correct edition of the textbook assigned to a specific class section, go to: [NU Text Direct](#)

Course Prerequisites Prerequisites *ITL 514 Language-Literacy Assessment* (with a passing grade of at least a B-)

Course Description

Understand how elementary children think and learn mathematics. Explore research-based approaches which enable students to think critically and develop math proficiency. Examine developmentally appropriate practices to design instruction in mathematics. Integrate visual and performing arts, history, and STEM to support students' conceptual understanding and procedural fluency in mathematics.

Additional Resources:

1. [Common Core Math Quick Links](#)
2. CA Department of Education: [CA Common Core State Standards for English Language Arts and Literacy in History/Social Sciences, Sciences, and Technical Subjects](#)
3. CA Department of Education: [CA Common Core State Standards for Mathematics](#)
4. CA Department of Education: [K12 Specific Content Areas--Standards and Frameworks](#)
5. CA Department of Education: [CCSS Resources](#)
6. Common Core State Standards Initiatives: [Mathematics Practice Standards](#)
7. Achieve the Core: [Progressions Documents for the Common Core State Standards for Mathematics](#)
8. Stanford Graduate School of Education: [Understanding Language](#): Supporting ELL's in Mathematics

Course Learning Outcomes (CLOs)

- Design an integrative approach to mathematics instruction utilizing how K-8 students acquire mathematical knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta-cognitive strategies.

- Synthesize a variety of evidence-based strategies used to design an integrative approach to teaching mathematics and representing conceptual understanding, procedural fluency, and multi-level instructional practices needed to engage K-8 students with diverse learning needs.
- Analyze an integrative approach to teaching mathematics, representing instructional practices and procedures needed to support a spiralized curriculum, foundational skills, progress monitoring, and developmentally appropriate adaptations and modifications for all learners.
- Design integrative mathematics instruction using principles of Universal Design for Learning (UDL) and the Learning Map model and reflecting an approach using culturally, developmentally appropriate, and linguistically based strategies to engage diverse elementary school learners.
- Reflect on instructional practices and beliefs needed for designing an integrative approach to teaching mathematics and ensuring for all learners socially-emotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.

Student Learning Outcomes (SLOs)

- Analyze and interpret student data to plan instructions that will support all learners.
- Understand how to read and interpret a Common Core Math Standard.
- Identify the concepts and skills addressed in a particular math standard and how you can integrate technology to support multiple representations and ways of expression.
- Observe and identify how math instruction facilitates how students acquire mathematical knowledge.
- Identify which Standards for Mathematical Practice you observed during your field work observation and how these standards promote metacognition and multiple methods of instruction.
- Analyze how the Learning Progressions develop throughout the K-6 grade span. Identify common student misconceptions, conceptual understandings, and instructional methods that support acquiring math knowledge.
- Observe and identify how math instruction is facilitated and how students acquire mathematical knowledge.
- Understand how Universal Design for Learning can be applied in the context of planning and teaching mathematical knowledge.
- Discuss strategies for differentiated instruction and how it can support all learners in the context of teaching math.
- Reflect on your observations of how cultural, development, and linguistic based strategies are used to engage diverse learners.
- Explore state standards frameworks in Physical Education and Social Science and discuss how this content areas can be used in mathematics.
- Create a project-based learning activity that integrates subject areas in the context of teaching math.
- Reflect on your peer's screencast lesson.

Course Specific Expectations

The Course Outline is your source for information concerning this course. Assignments with due dates are provided. Be sure to check Announcements frequently for updates from your instructor. Another resource for your use is the Course Calendar located in Course Resources. It provides a week-by-week map of the course. These documents are provided to help you plan your course study time.

ITL 516	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points
Week 1	Discussion 1A & 1B				3 pts each
	Assignment 1A: Assessment Analysis	Rubric Provided with Assignment		TPE7.7a Assess	10
Week 2	Discussion 2A & 2B	Rubric Provided with Assignment.			3 pts each
	Group Assignment 2A: Learning Map/Lesson Plan Part 1 and 2	Rubric Provided with Assignment		TPE 7.7/U7.7 a Introduced & Practice TPE 7.2 a Introduce & Practice	10
	Assignment 2B: Field Work Observation	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.		10
Week 3	Discussion 3A & 3B				3 pts each
	Assignment 3A: Learning Progression Slide Deck and Video Part 1 & 2	Rubric Provided with Assignment			10

Week 4	Discussion 4A & 4B	Rubric Provided with assignment			3 pts each
	Assignment 4A: Interactive Lesson	Rubric Provided with assignment			12
	Assignment 4B: Class Makeover				8
	Live Collaborate Attendance (1 pt each week)				4
Total Points					100

Detailed Course Assignments and Method of Assessment/Evaluation

Week 1

Discussion Board 1A: Candidates will introduce themselves to their instructor and classmates and share their beliefs about how children learn math. Candidates should also include their experiences about how they learned math and whether this approach was effective or ineffective. Candidates will discuss an "aha" moment they had when learning a math concept. They will describe their emotional connection to learning mathematics and how the cultural context shapes their learning experience (gender, high-stakes, and manipulatives). (3 pts.)

Discussion Board 1B: Candidates will select one standard at any grade level CCSS standard, unpack it, identify common misconceptions and share at least one technology resource you might use to teach it. (See Chapter 2 Teaching Outside the Box: Technology Infused Math Instruction) (3 pts.)

Assignment 1A: Pedagogical Practices Design Instruction **TPE7.7a Assess**

Instructions

In this assignment select at least two of the six videos to compare and analyze the teachers pedagogical practice that you observed in the video. Then review the research articles that shared research-based practices for elementary science teachers and determine the science teachers areas of strengths and growth. Your paper should have at least three references from the course readings. You will identify the discipline and core ideas of the lesson and summarize the teachers' approach to instruction and the students' level of engagement (from the required course resources). Provide at least three recommendations for improvement one of which must be from the Total Participation Techniques to engage Students folder and another from the course readings. Your paper must include a bibliography in APA format (see Course Resources for sample format paper) .

Videos

4th Grade Motion Science (31:50)

Direct Link: [4th Grade Motion Science](#)

Whole Brain Teaching: 3rd Grade, Science (14:03)

Direct Link: [Whole Brain Teaching: 3rd Grade, Science](#)

Science Lesson on Sound (26:45)

Direct Link: [Science Lesson on Sound](#)

Best Practices; 2nd Grade Inquiry Based Science (6:30)

Direct Link: [Best Practices; 2nd Grade Inquiry Based Science](#)

Amy Barsanti Teaching Sample 5th Grade Science (24:00)

Direct Link: [Amy Barsanti Teaching Sample 5th Grade Science](#)

ITL518 Week One Assignment Video List

Rubric for

Assignment Design Instruction Assessment Analysis: Pedagogical Practices

Criteria	Proficient (Points)	Acceptable (Points)	Developing (Points)	Emerging (Points)	Not Acceptable (Points)
Identify the discipline and core ideas of the lesson and summarize the teachers' approach to instruction and the students' level of engagement	3 Points: Clearly and accurately identifies the discipline and core ideas. Provides a detailed, insightful summary of the teacher's instructional approach and a nuanced analysis of student engagement, supported by specific observations.	2.5 Points: Identifies the discipline and core ideas. Summarizes the teacher's instructional approach and student engagement, but may lack some detail or depth in analysis.	2 Points: Identifies the discipline and core ideas, but summary of instructional approach or student engagement is general or incomplete.	1.5 Points: Vaguely identifies the discipline or core ideas. Summary of instructional approach and student engagement is superficial or inaccurate.	0 Points: Fails to identify the discipline or core ideas, or provides no summary of instruction/engagement.
Provide at least three recommendations for improvement one of which must be from the Total Participation Techniques to engage Students folder and another from the course readings.	4 Points: Provides at least three distinct, well-justified, and actionable recommendations for improvement. Explicitly includes one from "Total Participation Techniques" and one from course readings, with clear connections to the lesson analysis.	3 Points: Provides at least three recommendations, generally well-justified. Includes one from "Total Participation Techniques" and one from course readings, but connections may be less explicit or recommendations slightly less actionable.	2 Points: Provides at least two recommendations, but may miss the specific source requirements (TPT/course readings) or recommendations are not well-justified/actionable.	1 Point: Provides one recommendation, or recommendations are vague, irrelevant, or do not meet source requirements.	0 Points: Provides no recommendations or recommendations are completely inappropriate.
Overall Quality, APA style	3 Points: Exceptionally well-	2.5 Points: Generally well-organized and	2 Points: Shows some organization	1.5 Points: Poorly organized and	0 Points: Disorganized,

adherence, & Alignment to TPE7.7a (Organization, clarity, alignment to TPE7.7a)	organized, clear, and coherent. Adheres to APA style guidelines consistently. Demonstrates strong, explicit alignment to TPE7.7a throughout the analysis.	clear. Largely adheres to APA style with minor errors. Shows clear alignment to TPE7.7a.	and clarity but needs improvement. Contains several APA style errors. Alignment to TPE7.7a is inconsistent or unclear.	lacks clarity. Significant APA style errors. Minimal or no discernible alignment to TPE7.7a.	unclear, and shows no adherence to APA style or alignment to TPE7.7a.
TOTAL	10	8	6	4	0

Resources

This week's readings will help you understand the role of technology in math instruction and how the Common Core State Standards for Mathematics should be used in designing instruction. You will also learn about why students have difficulty learning mathematics and some specific strategies for supporting students with exceptionalities.

You will be expected to reference your course readings and lectures in this week's assignments.

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 1: The Case for Technology in the Math Classroom, pages 1–22
- Chapter 2: The Foundations and Principles of CCSS, pages 21–44
- Chapter 3: Understanding Design, pages 43–68

Suggested/Not Required

Textbook

- Gojak, L., Miles, R.H., & National Council of Teachers of Mathematics. (2016) ISBN: 9781506333083

Read the Following:

- Chapter: Introduction

Articles

- Anderson, R.K.; Boaler, J.; Dieckmann, J.A. Achieving Elusive Teacher Change through Challenging Myths about Learning: A Blended Approach. *Educ. Sci.* 2018, 8, 98.
- Stanford University Medical Center. (2018, January 24). Positive attitude toward math predicts math achievement in kids. *ScienceDaily*. Retrieved May 1, 2020 from www.sciencedaily.com/releases/2018/01/180124131736

Videos

- Dr. Jo Boaler, *Low Floor High Ceiling*

Websites

- [Common Core State Standards Initiative](#) — HTML Page
- [Number Sense: Rethinking Arithmetic Instruction for Students with Mathematical Disabilities](#) — HTML Page
- [Positive attitude towards math predicts math achievement in kids](#) — HTML Page
- [Brains of girls and boys are similar, producing equal math ability](#) — HTML Page

On the left-hand navigation, select the next content item to continue.

Week 2

Discussion Board 2A: Review the San Francisco Unified School District online curriculum for the Math Domain you are addressing in your group project. Explore how the standards in the domain are articulated across the grade span and briefly discuss how you see math instruction being designed for all learners. Consider the role of the learning progression in designing instruction and how technology is used to support students in developing conceptual understanding and procedural fluency. In addition, be sure to watch one of the Graham Fletcher Videos for the domain you are addressing in your Week 2 Group Assignment. Articulate how knowing about how the standards are developed across the grade span can support you in designing instruction. Reference: [Accessing Core Curriculum Units through the SFUSD Math Portals](#) (3pts.)

Discussion Board 2B: In Chapter 4 of Teaching Outside the Box, the authors contend that both procedural fluency and conceptual knowledge are equally essential in mathematics learning. In this video Professor Louanne Myers assesses a first-grade student in her addition facts. Determine the student's strengths, strategies and needs, then share how you would use the 7 Daily Routines from Teaching Outside the Box to develop students mathematical fluency. You may include videos or pictures to support how a particular routine addresses Common Core Math Standards and which Standards for Math Practice it would meet. (3pts)

Group Assignment 2A: Learning Map/Lesson Plan TPE 7.7/U7.7 a Introduce & Practice; TPE 7.2 a Introduce & Practice

Resources

- A Pathway to Equitable Math Instruction: [Math Equity Tool Kit](#)
- Learning Map Template: [Week Two Learning Map TEMPLATE](#)
- You will need to make a copy in order to edit and make your own.
- Read

- Assisting Students Struggling with Mathematics: [Intervention in the Elementary Grades - Institute of Education Sciences](#)
- In the subject line, please identify which option you are responding to.
- SFUSD Math: [Math Core Curriculum](#)

Group Assignment Part 2: Learning Map/Lesson Plan

Prompt

In Week One of the course, you analyzed assessment data based on learners' profiles. This week you will design instruction based on your learner's profiles and assessment results.

Your lesson plan should include instructional groupings to provide instruction in the specific skills students need, support and accommodations. You will create an action plan based on assessment data and what you have learned about Universal Design for Learning, Common Core Math, and MTSS. Describe **how you will create an environment that fosters students' oral and written language development, in Math**. In addition, be sure to address how your action plan is developmentally appropriate and include opportunities for students to use technology to achieve content-specific learning goal.

Then you can add your name and where you would like to save the file in your drive. Save your file as a PDF before you upload it to the course.

Assignment 2B: Field Work Observation

Candidates will use observation form and identify math practices observed in a K-6 public school settings and write a two-page report reflecting on your observations and highlighting the 8 mathematical practices as noted on the form. (10pts).

Include how the teacher:

1. Created a safe and positive learning space.
2. Sets clear expectations and connects students' prior knowledge.
3. Engaged students in higher-order thinking
4. Monitored and/or assessed student learning.

Resources:

Watch the following video to learn about the 8 Standards for Mathematical Practices.

Direct Link: [What are the 8 Standards for Mathematical Practice?](#) (10:00)

Read- Common Core State Standards: [Standards for Mathematical Practice](#)

Prompt:

What are the teacher moves and student actions that support classroom discourse and a student-centered mathematics classroom? This week you will conduct fieldwork observation of a math lesson in a K-8 classroom in a public school in California. Use the supplied form during your observation to record what you see happening during the lesson and include any anecdotal information. Be sure to submit your observation form with your

report. Pictures of student work or teacher instruction can be used, but you may not use student pictures without permission.

Template for Field Work Observation: [Field Work Observation TEMPLATE](#)

You will need to copy in order to edit and make your own.

[Engaging in the Mathematical Practices](#) - Word Document

Write a two-three page report reflecting on your observation and highlighting the eight mathematical practices as noted on the observation form. Be sure you explicitly share how the teacher:

1. Created a safe and positive learning space.
2. Set clear expectations and connect students' prior knowledge.
3. Engaged students in higher-order thinking
4. Monitored and/or assessed student learning.

**These are the four areas of video clips you will submit for CAL TPA CYCLE 1.*

COVID Restrictions no longer apply. All observations must be in person.

Direct Link: [How to Use Google Jamboard For Math](#) (59:44)

Week 2 Resources

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021).
ISBN: 978152496311-8

Read the Following:

- Chapter 4: Developing Daily Routines in Your Mathematics Practice, pages 69–117
- Chapter 5: Open-Ended Tasks, pages 119–162
- Chapter 8: Math Centers, pages 237–260

Suggested/Not Required

Textbook

- Gojak, L., Miles, R.H., & National Council of Teachers of Mathematics. (2016)
ISBN: 9781506333083

Read the Following:

- Select content based on your selected standard.
- Identify standards for your Flipped Video

Articles

- The Access Center: Improving Outcomes for All Students K-8: [Concrete Representational Abstract Instructional Approach](#)
- CRA Model: [Concrete - Representational - Abstract: An Instructional Strategy for Math](#)
- Colorin Colorado: [Math Instruction for English Language Learners](#)
- Jayanthi, M., Gersten, R., & Baker, S. (2008). [Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers](#) . Center on Instruction. <https://files.eric.ed.gov/fulltext/ED521882.pdf>

Week 3

Discussion Board 3A

In Chapter 5 of Teaching Outside the Box, you will learn how to rewrite a math task so that it is open-ended. Select a math task for the grade level you intend to work with and use either a Backwards approach or Adaptive approach to ensure equity and access for all learners in your math instruction. (3pts)

Discussion Board 3B

For this week's discussion board share a link to the Learning Progression assignment you created with your colleagues in Week 2. Address what you learned about how math content knowledge is developed and how the five key instructional practices can provide support towards conceptual understanding and procedural fluency. In addition, review the research articles provided on supporting English Language Learners, and Students with Learning Disabilities in math, and share what evidence you see of differentiation, UDL and MTSS in your colleagues' presentations. Provide feedback to at least two other groups and be sure to reference course readings and articles in your response. (3pts)

Assignment 3: Learning Progression Slide Deck and Video

Resources

- Zoom: free to start a meeting and record your screen
- [Screen Pay \(formerly Screencastomatic\)](#) is a web-based tool that will record your screen.
- Quicktime can be used to record videos on your mac. YouTube also has recording features and can be used to upload a video that can be shared with other users.
- Videos of teaching math: [Virtual Manipulatives](#)
- Achieve the Core: [Coherence Map](#)
- Google Slides: [Week Three Flipped Video Learning Progress TEMPLATE](#)

You will need to make a copy to edit and make your own.

Read

- National Council for Teachers of Mathematics: [To Flip or Not to Flip](#)
- Math Coach's Corner: [Why CRA?](#)

Prompt

Common Core calls for students to use concrete and visual models to solve problems and make sense of numbers and operations. This assignment has two parts that will allow you to see the progression of mathematics content knowledge across the grade span and provide you with an opportunity to practice teaching with the CRA model.

Part 1: Pick a standard and identify the skill you will explicitly teach (I.e. multiplying two-digit numbers with the area model) Create a video of yourself teaching a math concept in *two ways* (i.e. concrete manipulative, representational, or symbolic). The screencast should be no longer than eight minutes. You may use virtual manipulatives, visual representation, or concrete materials.

Part 2: Use the Math Learning Progression template and unpack the grade-level content standard for the concept/skill you selected. Use the *Achieve the Core Coherence Map* to identify the progression of the standard (i.e. what skill comes before and what skill comes next). Your slide deck should include the concept and skill from the previous grade and the concept and skills for the grade. Use the Achieve the Core Coherence Map to identify the progression of the standard you have selected to demonstrate.

Week 3 Resources

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 9, pages 261–298

Articles

- University of Arizona: [Progressions Documents for the Common Core State Standard for Mathematics](#)
- Achieve the Core: [Mathematics: Focus by Grade Level](#)
- Rittle-Johnson, B., Schneider, M., & Star, J. R. (2015). [Not a one-way street: Bidirectional relations between procedural and conceptual knowledge of mathematics](#). *Educational Psychology Review*, 27(4), 587-597.
- Coddington, R., Burns, M., & Lukito, G. (2011). [Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis](#). *Learning Disabilities Research & Practice*, 26(1), 36–47. <https://doi.org/10.1111/j.1540-5826.2010.00323.x>

Week 4

Discussion Board 4A

In Chapter 6 & 7 the authors discuss how Project-based and Problem-base instruction in math can be used to integrate content across the curriculum. Review the Physical Education and Social Studies frameworks and consider how you might integrate these standards in math instruction. Share the math standard you will address in your Week 4 Assignment and which Physical Education and Social Studies standards you are considering in your project-based or problem-based interactive lesson. Provide comments on your peers' ideas and include any additional ideas you may have for consideration. (3 pts)

Discussion Board 4B

Post a link to the Screencast video you created in Week 3 of the course. Reflect on what you learned in creating a Flipped Video about yourself as a teacher of mathematics. Provide feedback to at least two of your colleagues' videos this week and share your insight as to what you learned throughout the course that supports developing a growth mindset as a math teacher. (3pts)

Assignment 4A: Interactive Lesson

Resources

Common Core Math Standards: [How to Make A Digital Project](#)

Read

Chapter 7 & 8 Technology Infused Math Instruction

Prompt

In Chapter 7 & 8 of the course textbook "Teaching Outside the Box", the authors stress the importance of creating engaging math tasks that connect to students' lives and challenge students to express their mathematical thinking in multiple ways. Creating authentic tasks that are rooted in students' lives and allowing students to make connections between their informal and formal math strategies are critical components of an effective math task. In this week's lesson you will select a Common Core math standard and create a digital lesson using Google Slides that connects mathematics standards across the content areas. You must consider your students' assets and funds of knowledge when designing a lesson with technology. You can be creative and integrate digital tools in your slide deck that allow students to play, construct, create and synthesize their understanding of math concepts while building both procedural fluency and conceptual understanding.

Your Google Slide deck should meet the following criteria:

- Clearly identify the content standards and skills of the problem or project.
- Create a minimum of three activities that support the skills within the math standard.
- Create one activity that connects either Physical Education or Social Studies in a meaningful way.
- The project/problem is developmentally appropriate for all learners and provides access for students with students with exceptionalities and English language learners.

Interactive Lesson Template - [Week Four Interactive Lesson/Unit TEMPLATE](#)

You will need to make a copy in order to edit and make your own.

Select this link to view the [5th Grade Example: Camping Trip](#).

Select this link to view the [6th Grade Example: Design a Box](#).

Select these links to watch supporting videos:

- [Making Real Manipulatives Virtual with Google Slides for Remote Learning](#)
- [How to make a Math Project for Second Grade with Google Slides](#)

Assignment 4B: Class Makeover

After viewing the video "Dan Myer's Math Class Needs a Makeover" [VIDEO](#) and reading the Principles and Standards for School Mathematics by NCTM share your vision of the math classroom you want your students to be in.

1. Describe what you see the teacher doing and what the students are doing.
2. How are textbooks, technology and tools being used and what is the structure of the class and the tasks that students engage in? Include an illustration or a photo of your classroom as well.
3. Research suggests that teachers tend to teach the way they were taught what might you do differently to enact this vision, which standards and principles by NCTM will you need to continue to grow as a teacher of Mathematics.
4. In addition, review your Teacher Performance Expectations (TPE) and reflect where you have made the most growth throughout the course and,
5. What goals will you set to continue to grow in your practice.

Your paper should be no more than 5 pages and include a title page, bibliography and illustrations/photos to show your vision of the math classroom. You may also present your assignment as a Prezi, Infographic, or Slide Show.

Select these links to view valuable resources:

- [Teacher Performance Expectations \(TPE\)](#)
- [NCTM Principles and Standards](#)

Week 4 Resources

Required

Textbook

- Dickenson, P. & Coddington, L., Technology Infused Math Instruction: Teaching Outside the Box. Kendall Hunt. 2nd edition. (2021). ISBN: 978152496311-8

Read the Following:

- Chapter 6, pages 151–182
- Chapter 7, pages 183–221

Frameworks

In addition to the previously mentioned readings, please look at these frameworks:

- [History Social-Science Frameworks](#) - HTML Page
- [Physical Education Framework for California Public Schools](#) - PDF Document (3.77 MB)

Course Outline

SED 606 Health Care and Technology

Course Prerequisite – SED 605 Class/Behavior Management; ITL 608 Design and Process of Teaching

Course Description The course will address the legal responsibilities of teachers related to student health care plans to support a safe environment and implement specialized health care regulations and technology, including how to support movement, mobility, and sensory, procedures and assistive technology, augmentative and alternative communication (AAC). The course includes an introductory study of atypical development associated with various disabilities as well as resilience and protective factors. The course will utilize assessment data for planning and implementing appropriate transition options including issues related to traumatic brain injury and providing support for students with disabilities to acquire responsibility for learning and self-advocacy. This course will also include effective conflict resolutions 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.

Open Educational Resources Statement

The readings for your course have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, you will be able to:

1. Analyze factors associated with successful planning and implementation of appropriate transition options between academic levels (grade level to career, college, independent living and community participation) including strategies for children with disabilities to facilitate assuming increasing responsibility for learning and self-advocacy. (module 4)
2. Apply information from collaboratively developed individualized health plans (IHP) to support a safe environment including students with orthopedic impairment who may have a co-existing health impairment and or intellectual disability, to address the movement, mobility, sensory and or health care needs ensuring barrier free space, adequate storage and operation of medical equipment and other mobility sensory accommodations. (module 1)
3. Evaluate student's behavior to identify if the behavior is a manifestation of his or her disability, including students with extensive support needs. If so, develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of support to address with the understanding that behaviors are communicative and serve a function. (module 3)
4. Understand how to address the needs of the peers and family members of students with have a traumatic brain injury (as they transition to school and present a change in function) and or students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions and requiring the provision of appropriate supports and services. (module 2)
5. Apply knowledge of atypical development associated with various disabilities and risk conditions as well as resilience and protective factors and their implications for learning. (module 1)

6. Understand effective use of assistive technology, augmentative and alternative communication (AAC) including low and high -tech equipment and materials to facilitate communication, curriculum access, and skill s development of students with disabilities. (module 1)
7. Understand how to address core challenges associated with the neurology of open or closed head injuries to address unique profile of students who present with physical/medical access issues and demonstrate difficulty acquiring and retaining new information due to poor memory processing as well as neuro behavioral issues. (module 1)
8. Apply 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, 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities; and 7) to interpret and support the structure of functional hearing and vision assessment findings and guide program development. (module 3)
9. 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. (module 3)
10. Create a graphic organizer to explain historical interactions and contemporary legal, medical, pedagogical, philosophical models of social responsibility, and the federal, state, and local policies related to specialized health care in educational settings. (module 1)
11. Evaluate the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and assessing environments and the unique learning profiles and individualized instruction appropriate for students who are deafblind. (module 1)
12. Understand how to 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 instructing or supervising other personnel in such procedures. (module 1)
13. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate support to students with extensive support needs. (module 2)

Assignments, Points, and Due Dates

Module	Activities/Assignments	Points	Due Date
1	Student Introductions	0	Sunday
1	Discussion – Identify DHH & VI on the SEL Needs of the Individual Start by watching these two videos:	2	Thursday – initial post Sunday – reply posts

	<ul style="list-style-type: none"> • How Technology Has Changed What It's Like to be Deaf. (13:49) • Ron McCallum: How technology allowed me to read TED Talk <p>Include in your group discussion how what you learned from watching these videos can be applied to your own teaching and work with students who are deaf or hard of hearing, who are vision impaired, and who may just have unique and diverse learning needs.</p> <p>An alternative to posting questions and responses on the discussion board is to schedule a zoom session for your group to meet. Record your group discussion and post the link so your instructor can access the discussion for grading purposes. If your group chooses to meet virtually, the discussion should be between 30 and 45 minutes.</p>		
1	<p>Assignment 1: Identify Features of a Safe and Supportive Physical Classroom Environment (Fieldwork)</p> <p>You will need to visit and observe a physical classroom. The classroom you will observe can be an elementary classroom, a middle school classroom, or a high school classroom. It can be a general education classroom or a self-contained special education classroom.</p> <p>The purpose of your observation will be to identify the features that characterize the classroom as a safe and supportive physical classroom environment. For this assignment, you will be using the checklists developed by the California Center for School Climate that is a part of the California Safe and Supportive Schools. Pfister, Magby, and Betz (2023) designed the checklists around five guiding principles.</p> <p>Each guiding principle has its own checklist, and each guiding principle is based on current research.</p> <ul style="list-style-type: none"> • Guiding Principle #1: Uncluttered and Focused • Guiding Principle #2: Flexible and Adaptive • Guiding Principle #3: Warm and Calm • Guiding Principle #4: Supportive and Caring • Guiding Principle #5: Community Oriented <p>How to Use the Checklists</p>	5	Sunday

	<ol style="list-style-type: none"> 1. Use the prompts listed in the first column, <i>Features</i>, to think about what to observe in the classroom. 2. Note in the second column, <i>Observations</i>, what you are seeing in physical space. Pfister, Magby, and Betz (2023) suggest pretending you are a new student and seeing the room for the first time. 3. Use the third column, <i>Opportunities for Your Classroom</i>, to write down actionable ideas for your own classroom. Ask yourself how you can design your classroom to align with the guiding principles. <p>Checklists: Designing Safe and Supportive Physical Classroom Environments</p>		
1	<p>Assignment 2: Apply Your Knowledge of Students' Assets and Learning Needs to a Case Study (TPEs MM/EX 7.1 & 7.2)</p> <p>This is a three-part assignment about getting to know your students and the characteristics of Traumatic Brain Injury (TBI), Deaf/Hard of Hearing (D/HH), Vision Impaired (VI), and Orthopedically Impaired (OI). It is recommended that you complete the parts in order. You will need the information from part one to complete part two, and you will need the information from parts one and two to complete part three. Overall, this assignment is meant to give you an opportunity to build your knowledge of children and adults with the disabilities of TBI, D/HH, VI, and OI.</p> <p>Instructions</p> <p>Part I</p> <p>Click on the link below to access the table template. Complete the table template. You will need to provide information for each square. Use the readings, videos, and the resources linked below as needed to complete Part I of this assignment. You will need this complete table to do Part II.</p> <ul style="list-style-type: none"> • Assignment 2, Part I Table Template <p><u>Models of Disability</u></p> <ul style="list-style-type: none"> • Medical and Social Models of Disability from the Office of Developmental Primary Care • American Psychological Association: Conceptualizing Disability: Three Models of Disability • Legal Model: Guide to Disability Rights Law 	5	Sunday

	<ul style="list-style-type: none"> • Models of Disability • Stanford Encyclopedia of Philosophy, Disability: Definitions and Models <ul style="list-style-type: none"> o Use Section 2.1 of this resource, Philosophical Discussion of Official Definitions of Disability, to understand the philosophical model. <p>Part II</p> <p>Read the case study about Stefan. After reading the case study:</p> <ul style="list-style-type: none"> • Identify strategies you could suggest that would assist this young man with managing his High School Competency (HSC) studies. • Think about what he could do himself, what the school might be able to provide, and what changes may be needed at home. <p>Write your rationale for recommending the strategies you did. Show that the reasons for choosing these strategies are based on the assessment results and other evidence provided in Stefan's case study.</p> <p>Stefan Case Study</p> <p>Part III</p> <p>Record yourself explaining to Stefan's parents your recommended strategies and how your recommendations are supported by the assessment results.</p>		
1	Quiz – Matching Disability Categories	7	Sunday
2	<p>Discussion – Elaborate on Building Home-School Partnerships</p> <p>In your discussion group, respond to the three questions below. This discussion meets CLOs 4 and 13.</p> <ul style="list-style-type: none"> • What are the needs of peers and family members of students who have a traumatic brain injury, students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions? 	2	<p>Thursday – initial post</p> <p>Sunday – reply posts</p>

	<ul style="list-style-type: none"> • How can teachers form partnerships with families and help address some of their needs? • What are some barriers to forming partnerships with families? <p>An alternative to posting questions and responses on the discussion board is to schedule a zoom session for your group to meet. Record your group discussion and post the link so your instructor can access the discussion for grading purposes. If your group chooses to meet this way, the discussion should be between 30 and 45 minutes.</p>		
2	<p>Assignment 3 – Design a Professional Development Session to Foster Collaboration with Families/Guardians (TPE 7.10)</p> <p>To successfully complete this assignment, you will plan a 90-minute professional development session for the teachers at your school. Your session will</p> <ul style="list-style-type: none"> • identify the needs of the peers and family members of students who have a TBI (traumatic brain injury), students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions (e.g., Rhett Syndrome). • ask teachers to apply their understanding of the needs of the peers and family members of students who have a traumatic brain injury, students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions to their own work with parents and families. • Identify essential elements of supportive partnerships with parents, families, and other teachers. • ask your participants to apply their knowledge of the essential elements of supportive partnerships to develop a plan for building partnerships with the parents, families, and teachers they work with to provide instructional, behavioral, social, communication, sensory, and pragmatically 	7	Sunday

	<p>appropriate support to students with extensive support needs.</p> <p>The plan for your 90-minute professional development session should include these components.</p> <ul style="list-style-type: none"> • Title • A 150-word abstract about what your session is about and why this information is important for teachers to know • Three to four objectives for your session (What do you want the participants to learn or take away from your session)? This can be a bulleted list. • Details that create a mental picture showing the progression of the session for the teachers who will be giving up 90 minutes of their workday to learn from you. <ul style="list-style-type: none"> ○ Will participants be listening to your lecture for 90 minutes? ○ Will participants be working in small break-out groups? ○ Will you include activities and videos for the participants? ○ Explain how teachers after leaving the session will be able to use this new information. • Include material you will use (PowerPoint slides, videos, handouts, etc.) and material your participants use (readings, hands-on activities, prompts for table talks, etc.) 		
2	<p>Assignment 4 – Interview a Teacher or Parent (fieldwork)</p> <p>For this assignment, you will need to interview a teacher who works with students who have TBI, chronically ill students, hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. This person can be a general education teacher of any grade level, a special education teacher working in a self-contained classroom, or a resource teacher who may co-teach with a general education teacher. If you cannot identify a teacher who serves students with these types of extensive needs, you may instead</p>	5	Sunday

interview a parent(s) of a child with any one of these conditions.

Have the teacher or the parent you interview to respond to the three questions below. After asking the three questions, ask three more of your own. You will be asking and getting responses to at least six questions.

- What are the needs of peers and family members of students who have a traumatic brain injury, students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions?
- How can teachers form partnerships with families and help address some of their needs?
- What are some barriers to forming partnerships with families?

You may submit this assignment as a Word document. Please include each question immediately followed by a response. Also, include

- Your name
- The date you communicated with the teacher or the parent(s)
- The age of the child (children)
- The specific condition(s) for which the child (children) is treated

If you do not want to submit a Word document, you may instead interview the teacher or the parent via Zoom or another video conference platform. In this case, you will submit the link so your instructor can access the video. In addition to the responses to the three questions above and to the three questions of your own, the video needs to include the information below.

- Your name
- The date you communicated with the teacher or the parent(s)
- The age of the child (children)
- The specific condition(s) for which the child (children) is treated

	It is preferred that you did not complete this assignment via email. If the person is wary of appearing on video, they may keep their camera off.		
2	Quiz – Identifying Processes and Conditions	8	Sunday
3	<p>Discussion – How Do We Determine the Function of Behavior?</p> <p>Start by watching the video "Behavioral Theory I: How Do We Determine the Function of Behavior?" linked below.</p> <p>How Do We Determine the Function of Behavior? (11:02)</p> <p>Respond to these two prompts:</p> <ul style="list-style-type: none"> • How does an understanding of the context in which behavior occurs (ABC) help you develop interventions? • Share a time you think you have seen a mismatch between function and intervention. 	2	<p>Thursday – initial prompt</p> <p>Sunday – reply posts</p>
3	<p>Assignment 5 – Identify the Purpose and the Function of Behavior</p> <p>The steps to complete this assignment are below. The link to access the activity sheets is below. Your work should include a title page formatted to meet APA guidelines. This assignment addresses MLO 1, MLO 2, and CLO 3.</p> <ul style="list-style-type: none"> • Read pages 3-17 in <i>Practical Functional Behavioral Assessment Training Manual for School-Based Personnel: Participant's Guidebook</i>. The link for this guidebook is below under Additional Resources. It is also located above in the Required Resources section. • Complete Activity 1, Activity 2, Activity 3, and Activity 4. • Complete Checks for Understanding Check 1, Check 2, and Check 3. <p>Loman, S. & Borgmeier, C. (2010). Practical functional behavioral assessment training manual for school-based personnel: Participant's guidebook. Center on PBIS.</p>	5	Sunday

3	<p>Assignment 6 – Apply the Skilled Dialogue Framework to Your Collaboration with Parents, Teachers, Specialists, and Other Professionals (group assignment) (TPE 7.10)</p> <p>Your group for this assignment is your Module 3 Discussion Group. Follow the steps below to complete this assignment. The information you need to do this assignment is located under Additional Resources (see below).</p> <ul style="list-style-type: none"> • Read the document that explains Skilled Dialogue. • Watch the three videos that show the creators of Skilled Dialogue talking about how and why it was developed. • Watch the video Mock IEP Meeting. As you watch this video, consider the qualities and dispositions of Skilled Dialogue and identify which principles you see exemplified in the mock IEP meeting. • After you note the qualities and dispositions reflected in the IEP meeting, review the document that explains Skilled Dialogue. • Complete the table below (included as a separate attachment) by recording in each box a scene from the video that reflects the Skilled Dialogue quality and disposition. Be sure to also record in the correct column why you think this video scene reflects the particular quality and disposition. <p>Article</p> <ul style="list-style-type: none"> • Barrea, I. & Kramer, L. (2012). <i>Using Skilled Dialogue to Transform Challenging Interactions</i>. National Association for the Education of Young Children (NAEYC). • <ul style="list-style-type: none"> o Individual Education Plan (IEP) meetings can be contentious. The information in this brief article provides a framework for re-focusing and transforming challenging interactions with parents, administrators, teachers, and other individuals into constructive and productive meetings. <p>Videos</p> <ul style="list-style-type: none"> • What is the Skilled Dialogue approach to cultural diversity? (pt 1) 	5	Sunday
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	<ul style="list-style-type: none"> • What is the Skilled Dialogue approach to cultural diversity? (pt 2) • What is the Skilled Dialogue approach to cultural diversity? (pt 3) • Mock IEP Meeting: A Student with Special Needs Transcript <p>Table Template</p> <ul style="list-style-type: none"> • Skilled Dialogue and IEP Meetings Template 		
3	Quiz – FBA and Skilled Dialogue	8	Sunday
4	<p>Discussion – Explain Work-Based Transition Activities</p> <p>Start by watching the video "Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Support Needs" by selecting the link below.</p> <p>Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Support Needs</p> <p>Then, respond to these two prompts within your discussion group:</p> <ul style="list-style-type: none"> • Why should work-based transition activities be incorporated into the school day? • How can work-based transition activities be incorporated into the school day while balancing the needs of each student? 	2	<p>Thursday – initial response</p> <p>Sunday – reply to posts</p>
4	<p>Assignment 7 – Finding the Basics of Transition Planning-A Scavenger Hunt</p> <p>Complete the table below by adding the page number of each section and including a response to each question. To complete this assignment, you need to use the document Secondary Transition Planning: The Basics (2020), compiled by Sue Sawyer of the California Transition Alliance.</p> <p><i>Some of these questions may appear on the Module 4 Exam: Signature Assignment.</i></p>	7	Sunday

	Secondary Transition Planning: The Basics (2020), compiled by Sue Sawyer of the California Transition Alliance Finding the Basics: Scavenger Hunt Template		
4	<p>Assignment 8 – Explain the Basics of Transition Planning</p> <p>You will complete the module, Best Practices in Planning Transition, located on the Transition Coalition website. After you complete all the sessions in the module, a certificate of completion will be emailed to you from the Transition Coalition. It will go to the email you used when you opened your account. To receive credit for completing this assignment, you need to submit your Certificate of Completion to Brightspace. The link to the website is below, in the Additional Resources section. The directions for navigating the website and locating the module are included as an attachment below.</p> <p>Transition Coalition - Website</p> <p>Explain the Basics of Transition Planning - Job Aid</p>	10	Sunday
4	<p>Assignment 9 – Portfolium</p> <ul style="list-style-type: none"> • Review your work from SED 606. • Identify an assignment that you believe represents your knowledge and application of a specific concept, idea, or topic. • Consider all your work and not just the assignments that received high scores. Once you identify an assignment, upload it to your portfolio in Portfolium. • Include a short reflection that explains why you included that assignment and how it addresses one or more of the 13 Course Learning Outcomes. • Submit your personal Portfolium link in Brightspace so your instructor can access your portfolio. Remember, the correct link will have your name as part of the link. • Check with your instructor if you have questions. 	3	Sunday
4	Final Exam – Signature Assignment	17	Sunday

Course Outline

SED 607: Language/Literacy Basics

Course Description

Using research-based theories, methods, and strategies designed for students with disabilities, **aligned with CA-CCSS and the California ELA/ELD framework**, Education Specialist candidates will learn to assess, instruct, and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms. Candidates will also learn about the Science of Reading including use of structured literacy instruction. Skills covered will include focus on foundational literacy including phonological awareness, decoding, morphology, fluency, encoding, and comprehension.

Course Learning Outcomes

1. Investigate multisensory teaching strategies that build foundational skills such as phonemic and phonological awareness, concepts of print, alphabetic principles and decoding.
2. Integrate knowledge of language development into instruction for all learners, including English Learners, with varying levels of language proficiency and differences.
3. Examine key components of evidence-based literacy and language instruction (reading, writing, speaking, listening, viewing, and observing) for all learners.
4. Analyze a battery of literacy assessments situated within the socio-cultural and linguistic content and appropriate developmental capabilities and needs of each learner to develop appropriate language/literary goals within the IEPs for learners with MMSN and/or ESN.
5. Utilize comprehensive learner profile data for instructional planning to develop and attain short and long-term goals for language development, phonological awareness, decoding, vocabulary, fluency, listening and reading comprehension.

Introduction

Welcome to SED607: Language/Literacy Basics. The course content will provide you with the building blocks for teaching reading. This course is embedded with practical reading assignments and applications.

During this course, you will review all domain areas of reading instruction, including the science of reading and structured literacy, as well as assessments used for screening, progress monitoring and diagnostic assessments, to support reading instruction, instructional planning, and Individual Education Plan (IEP) goal development regarding foundational literacy.

Some of the concepts and topics covered in this course include:

- Review the domains of reading for all students.
- Analyze literacy assessments and implement research-based instructional strategies.
- Examine multisensory strategies for teaching reading.
- Determine various literacy skills required by students with special needs and develop appropriate instructional goals.
- Complete fieldwork experience including administering assessment and classroom observation.

- Develop an instructional lesson plan based on student present levels and model/teach the lesson developed.

By completing the work in this course, particularly the Signature Assignment, which is worked on in Modules 2, 3, and 4, you will be able to administer appropriate assessments, analyze, and use assessment data to design effective explicit instruction and create appropriate IEP goals in foundational literacy.

Remember that your instructor is here to support your success, as is an entire team on the other side of your screen. Let us know how we can help. If you have any questions as you move through the course, please contact the instructor. For any problems with course access, please contact technical support.

I would like to leave you with one more important thought. Being an effective reading teacher takes time, and this course is the beginning of your journey. You will need to keep a growth mindset when learning and applying that knowledge in reading instruction to support your students.

There is a lot to do, so let's get started!

Module 1: Language Development and Foundational Skills

Module 1 Introduction

This week, you will focus on early language development, foundational reading skills, decoding strategies, and English learners (ELs), particularly in the context of acquiring English and learning to read. The goal is to deepen your understanding of language development and the foundational skills essential for reading success. Additionally, you will explore the role of assessment in developing differentiated and equitable instruction.

Module 1 Required Reading and Video Content: **TPE 7.5 Introduce**

1. O'Connor, R. E. (2014). *Teaching word recognition* (2nd ed.). Guilford Publications.

Use this library link <https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1715302>

- Chapter 1: In the Beginning: Oral Language and Learning to Read Words
 - Chapter 2: Phonemic Awareness
 - Chapter 3: The Alphabetic Principle
2. Read Naturally. (n.d.). *Foundational reading skills*. <https://www.readnaturally.com/article/foundational-reading-skills-white-paper> pages 3-10; 12-13
 3. Institute of Education Science. (2020). *Foundations in emergent literacy instruction: Snapshot series* [Review of *Foundations in Emergent Literacy Instruction: Snapshot Series*]. Institute of Education Science. <https://ies.ed.gov/rel-southeast/2025/01/infographic-5> [5pp]
- This snapshot series focuses on four key emergent literacy building blocks and highlights evidence-based instructional strategies that support children's development in these areas.

4. California Department of Education. (2017). *California Dyslexia Guidelines*.
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
 - This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Chapters 1 & 4

5. **California Department of Education.** (2013). *California common core state standards English language arts & literacy in history/social studies, science, and technical subjects*.
<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>
 - This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Introduction pp. 7-14,
 - Standards K-5 pp. 15-49

6. English Language Development Standards. (2012). *California Kindergarten Through Grade 12*.
<https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf>
 - This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Chapter 3 pp. 34-129
 - Chapter 6 pp. 187-195

7. **ELA/ELD Framework** Published by the California Department of Education Sacramento, CA. (2014).
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf>
 - Chapter 9: Access and Equity pp. 888-895 & 920-929 [59pp]

Optional Resources

Institute of Education Sciences. (2016). *Educator's Practice Guide: A set of recommendations to address challenges in classrooms and schools WHAT WORKS CLEARINGHOUSE™ Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade NCEE 2016-4008 U.S. DEPARTMENT OF EDUCATION*.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

- The goal of this practice guide is to offer educators specific, evidence-based recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. [PDF also located in [Module 1 Resources](#)]

Friedberg, C. (n.d.). *Understanding academic language and its connection to school success*. Retrieved March 7, 2025 from
https://na.eventscloud.com/file_uploads/a1e40276a9de991e6639d99fb51ea96b_AcademicLanguageWhitePaper_FINAL.pdf [6pp]

California Department of Education. (2017). *California Dyslexia Guidelines*.
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

- This resource will support your completion of the Literacy Graphic Organizer Assignment.
- Appendix A and Glossary

Videos

CECE Early Childhood Videos at Eastern CT State U. (2021, March 18). *Supporting oral language development in a language rich environment* [Video]. YouTube. [www.youtube.com](https://www.youtube.com/watch?v=XJpKkKq2kik). <https://www.youtube.com/watch?v=XJpKkKq2kik> [9:32m] in Lesson 1

3 ALPHABETIC PRINCIPLES VIDEOS EMBEDDED IN LESSON 4 [37m total]

- [What Is The Alphabetic Principle?](#)
- [The Magic of the Alphabetic Principle](#)
- [The Alphabetic Principle: 5 Big ideas of Early Literacy](#)

WestEd. (2025). *Letters and sounds - The doing what works library*. Wested.org. <https://dwwlibrary.wested.org/resources/403> [2:35m] in Lesson 4

- Watch this kindergarten teacher demonstrate an effective classroom activity for teaching phonemic awareness, including a brief lesson on letter-sound correspondence.

Reading Rockets. (2019, Aug. 16). *Letter names with Reese, Kindergartener* [Video]. YouTube. <https://youtu.be/VKN3oJVBvEw?si=-XW6C9D9v--4mGZd> [15:44 m] in Lesson 4

Reading Rockets. (2019, Aug 16). *Blending sounds in syllables with Autumn, Kindergartner* [Video] YouTube. <https://youtu.be/HFw9cEEXjLE?si=TurrTtiuZGsSfiA8> [12:34m] in lesson 2

These are your Module 1 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Review Lesson 1: Language Development, Lesson 2: Phonological Awareness, Lesson 3: Phonemic Awareness, and Lesson 4: Concepts of Print and Alphabetic Principle.
- Participate in Discussion 1: Describe Strategies for Oral Language development
- Complete Assignment 1: Weekly Collaborate, Assignment 2: Complete the Literacy Graphic Organizer, and Assignment 3: Administer the Yopp Singer Assessment.

RISE Module Lessons

Lesson 1: Language Development: <https://rise.articulate.com/share/2u4KkNloMUI-R9j-x3PNMAGKSLyVr8ia>

Lesson 2: Phonological Awareness: https://rise.articulate.com/share/c_VR-mBRHpFQTIft7TPLyulpcsB1LtAS

Lesson 3: Phonemic Awareness: <https://rise.articulate.com/share/fPVR1-qBk0vhvyGSCm5x9q2Wfd8oGO6a>

Lesson 4: Concepts of Print and Alphabetic Principle:

<https://rise.articulate.com/share/RPlQd8RMtgOnNeLPWqtW2rGqz7D6X134>

Learning Activity 1 – Phonological Awareness, Phonemic Awareness vs. Phonics

(CLO: #1)

Instructions

Watch the [video](#) on phonological awareness, phonemic awareness, and phonics, then complete the matching activity for phonological awareness, phonemic awareness, and phonics.

Grading

This learning activity is ungraded and is due by [Sunday].

Sample Matching Quiz from Chat GPT:

Phonological Awareness, Phonemic Awareness, and Phonics Matching Quiz

Match the term or concept in Column A with the correct description in Column B.

Column A	Column B
1. Phonological Awareness	A. Individual sounds in words
2. Phonemic Awareness	B. Letter-sound correspondence
3. Onset	C. Larger units of sound in words
4. Rhyme	D. Beginning consonant sound or cluster
5. Phonics	E. Ending vowel and closing consonant sound
6. Syllabication	F. Combining individual sounds
7. Phoneme Isolation	G. Breaking words into syllable sounds
8. Phoneme Blending	H. Identifying individual sounds in words
9. Phoneme Substitution	I. Changing one sound in a word
10. Decoding	J. Using rules to assign sounds to letters

Assignment 1: Weekly Collaborate

(CLO: #1) 2 points

Instructions

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

1. Attending live sessions with the instructor.
2. Responding to questions/prompts via chat or using voice technology.
3. Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
4. Typing in a short (2 sentence) "aha" moment about something that struck you as important or something new you want to learn more about. Ask any questions you still have about the content in Module 1.

Participation via the Recording includes:

If you are unable to attend the live session on the assigned date do the following,

- View the recorded session.
- Write a half-page reflection paper including responses to all the questions and prompts posed by the instructor, a summary of the big ideas you gleaned because of the discussion, your opinions, questions, and what you learned from the session.

Grading

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week. (2 points)

Discussion 1: Describe Strategies for Oral Language Development (CLO: 1,2)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a "curiosity score" which is calculated based on the depth of thought put into a discussion post, strength of sources used in the post, formatting, and clarity of the post. This is important to note because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review the Module 1 resources and content information as well as the resources *linked below* to inform your discussion post. Be sure to cite all sources used in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of enhancing children's verbalizations during the school day.

3. **Contextualize Your Question:** Provide a description of your question and outline four strategies you could use to foster oral language development in your classroom daily. Note: Keep an eye on your Curiosity Score! You need a minimum of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*.

Resources:

Use the required Module 1 resources as well as the **optional** resources below:

- [Emergent Literacy Instruction Discussion 1 resources](#) [PDF from SP]
- [Language Based Reading Difficulties Discussion 1 resources](#) [PDF from SP]
- [Foundational Skills to Support Reading for Understanding in Kindergarten through Third Grade Discussion 1 resources](#) [PDF from SP]

Peer Response Guidance:

When responding to a peer you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 4 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. Reply posts are due by **Sunday at 11:59 p.m. (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Assignment 2: Complete the Literacy Graphic Organizer [Go React] - **TPE 7.5a Practice & Assess**

(CLO: 1)

Overview

In Modules 1 and 2, you will complete a literacy graphic organizer in a small group (collaboratively) and upload videos using GoReact individually. You will continue to acquire methods to assess, organize, and utilize evidence-based instruction to help all students learn. You are also learning to highlight aspects of reading and writing

instruction in ways that will help you become more proficient in assessment and instruction. Your goal is to have all columns completely addressed with samples and definitions.

You will need to individually upload a video modeling one of the activities included on the graphic organizer for one of the reading domains.

Instructions:

1. Use the resources from the course, including lessons, readings, and multimedia, as well as the Common Core State Standards to **complete the graphic organizer**. Note: This is a collaborative group assignment, so you will work in a small group to complete the graphic organizer.
2. After you complete the graphic organizer, use GoReact to upload a 5–10-minute video modeling one of the activities included on the organizer for one of the reading domains. Be sure to consult with your group to ensure you are each choosing a different domain area to model.
3. In GoReact, share your video with the other candidates in your collaborative group. Add a comment providing feedback after watching the video of your team members modeling of an activity from the organizer.

Graphic Organizer Reading Domains

- Oral Language including both Receptive language and Expressive language
- Language Differences, Language Delays, Language Disabilities or Disorders
- Early Literacy
- Concepts of Print
- Alphabetic Principle
- Phonological Awareness
- Phonemic Awareness

Resources

Template [Literacy Graphic Organizer Mod 1.docx](#)

Optional Resources:

- [Module 1 Resources](#) [PDFs in SharePoint – make these available to students as assignment resources – not required] (includes resource with strike thru below)
- U.S. Department of Education, Office of Elementary and Secondary Education, Office of English Language Acquisition. (2016, November). *Tools and resources for addressing English learners with disabilities* (Chapter 6 of the English Learner Tool Kit). U.S. Department of Education.
<https://www.ed.gov/sites/ed/files/about/offices/list/oela/english-learner-toolkit/chap6.pdf>
- **California Department of Education.** (2017). *California Dyslexia Guidelines*.
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

- Textbook: Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.
<https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb>
- The readings in this text will support your completion of the literacy graphic organizer assignment.
- Chapter 1: Overview of Reading Comprehension
- Chapter 2: Assessing Reading Comprehension
- Chapter 4: Instructional Practices that Promote Reading Comprehension
- Chapter 7: Intensive Interventions for Student with Significant Reading Comprehension Difficulties

Grading

This assignment is worth 8 points. The assignment is due on Sunday before 11:59 p.m. Refer to the rubric for more specific details on how this will be graded.

Rubric Literacy Graphic Organizer

Assess 7.5/U7.5 Foundational Skills

7.5a print concepts, including letters of the alphabet

7.5 b phonological awareness, including phonemic awareness

7.5c phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences

7.5 d.decoding and encoding, including morphological awareness

7.7b Models the how students will be coached in the creation of diverse print, oral, digital, and multimedia texts,

Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Provide clear accurate definitions	Graphic organizer definitions are accurate and clear; TPE 7 language includes print concepts, phonological awareness, phonics, spelling, word recognition (letter sounding, spelling sound, sound-symbol correspondences) decoding, encoding and	Graphic organizer definitions are accurate, most TPE 7 language areas are included.	Graphic organizer definitions are present but limited in the inclusion of TPE 7 language areas.	Definitions are missing or contain errors or omissions.

	morphological awareness.			
Identify additional terms (vocabulary) that apply to this topic.	Multiple additional terms (vocabulary) that apply to this topic are identified, the list is comprehensive.	Additional terms (vocabulary) that apply to this topic are identified, the list is substantial.	Additional terms (vocabulary) that apply to this topic are identified, the list may lack some relevant items.	Some terms (vocabulary) that apply to this topic are identified, the list is missing key items and/or is inaccurate.
Identify California Common Core Standards related to this topic and list the CCSS number	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is thorough and accurate.	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is accurate.	Most California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, some items are not listed.	Few California Common Core Standards that cover this topic are identified and few CCSS numbers are listed.
List assessments for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate selection of relevant assessments for each domain and a comprehensive rationale is included. Both MMSN and ESN are included.	Provided assessments for each domain and a thorough rationale. Both MMSN and ESN are included.	Provided assessments for most domains. Rationale is included but may have errors or omissions. Both MMSN and ESN are included.	Did not provide the required number of assessments. Did not provide an accurate rationale for each assessment and/or may not have provided assessments for both areas.
List an evidence-based strategy for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate and detailed evidence-based strategy and rationale for each domain. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for each domain. Some of the rationales are either missing or incomplete. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for some domains but not all. Rationales are incomplete or missing. Only MMSN or ESN is addressed but not both.	Selection of strategies may be incomplete and lack accuracy or may not have strategies listed for both MMSN and ESN areas. Missing rationales.
Criteria	Integrating/Innovative 1			Beginning 0
Collaborate with a group to complete the assignment.	Collaborated with a group effectively by meeting regularly and contributing to the graphic organizer.			Did not collaborate with group effectively by meeting regularly and contributing to

				the graphic organizer.
Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Create a Video to model an evidence-based strategy for one domain area of the literacy graphic organizer and uploaded the video to GoReact	Video uploaded with excellent modeling of the chosen evidence-based strategies; materials included to accurately model strategy. Models the how students will be coached in the creation of diverse print, oral, digital, and multimedia texts, addressing TPE 7.7b.	Video uploaded with good modeling of the chosen evidence-based strategy. Some modeling may be inaccurate, and materials may be missing, but references to TPE 7.7b are present.	Video uploaded with strategy (may not be evidence-based) modeled with many inaccuracies, no materials included. TPE 7.7b may be mentioned	Video uploaded describing the strategy instead of modeling the strategy.
Criteria	Completed 1			Not Completed 0
Comment on group members' videos providing feedback based on the literacy graphic organizer.	Commented on group members videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.			No comment added to group members videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.
Overall Score	Integrating/Innovative 8	Applying 6.5	Emerging 5	Beginning 1.5

Assignment 3: Administer the Yopp Singer Assessment (CLO: 1,4) Assess TPE 7.5b

Instructions

1. View the video on how to administer the Yopp Singer assessment. Lambert, Emily (2018, Sep 14) *Yopp-Singer Assessment (ITL 514)* [Video] YouTube. <https://youtu.be/EI4GKgLI4Zw?si=kCMJWDR9lt1XVIKz> [3:19]

2. Use the attached template and administer the Yopp-Singer assessment to any child (aged 5 and up) or any adult who is willing to take the test. **Note:** This test is for beginning readers; proficient readers need to “pretend” they cannot read.
3. Write your findings in a one-page summary using APA format.

Include the following when writing a one-page summary:

- What is the purpose of the Yopp Singer assessment?
- What type of information can you learn from this test?
- When should you use it?
- What were your results? Did you find any patterns?

Scan and include your assessment sheet with your paper.

RESOURCE: Directions for Administering the Yopp-Singer Test of Phoneme Segmentation

Insert from SharePoint: [YoppSingerTestPhonemeSeg-Grade1-Assessment \(3\).docx](#)

Grading

This assignment is worth 6 points and is due on [Sunday]. Refer to the rubric for more specific details on how this will be graded.

Rubric Module 1 Assignment 3: Yopp Singer Assessment Assess TPE 7.5 b

7.5/U7.5 Foundational Skills. Develop students’ skills:

b. phonological awareness, including phonemic awareness

Criteria	Integrating/Innovative 1.5	Applying 1	Emerging 0.5	Beginning 0.25
Administration	Candidate has correctly administered and scored the assessment.	Candidate has administered and scored the assessment; there may be 1-2 errors.	Candidate has administered and scored the assessment; there may be 3-4 errors.	Candidate has administered and scored the assessment with significant errors.
Error Analysis	Candidate thoroughly and skillfully analyzed the errors the student made.	Candidate skillfully analyzed the errors the student made.	Candidate analyzed the errors the student made. May not be as thorough as it could be.	Candidate analyzed the errors the student made. Analysis is incomplete and poorly done.

Pedagogical Test Analysis	Candidate expertly analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment, including detailed references to phonological awareness, including phonemic awareness.	Candidate analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment, with references to phonological awareness, including phonemic awareness.	Candidate analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment with some, limited references to phonological awareness, including phonemic awareness. Some information may not be clear.	Candidate analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment. Analysis is not well done and may contain incorrect conclusions.
Organization/Mechanics and Grammar/Citations	Very well organized, good development of ideas, strong sentences, and varied transitions. Flawless spelling, punctuation, and capitalization. Citations from the course readings are included and are cited correctly in APA format.	Logical paragraph order, clear and functional transitions, and good development of ideas. Few spelling and punctuation errors, includes citations from course readings and is in APA format.	Topics and ideas discussed somewhat randomly. Writing lacks clearly defined organization, ineffective paragraph orders. Some careless spelling and punctuation. Includes citation from course reading but is in APA format.	Writing is unstructured. Inconsistent paragraph order. Sentence fragments and/or run-on sentences. Many spelling and punctuation errors. No citation and not in APA format.
Overall Score	Integrating/Innovative 6	Applying 4	Emerging 2	Beginning 1

Assignment 4: Annotate a Video Clip in GoReact

(CLO 1,3)

Video link: <https://youtu.be/5CWILLYWxUw?si=cslShQVRKsM9PSuR> [3.06]

Overview

This activity will help you practice annotating videos in GoReact.

Instructions

Access GoReact and watch the video clip of a short reading lesson titled Phonemic Awareness Lesson (whole class).

While watching the video, add a comment (i.e., “tag”) using **one** of the following categories and add a short description (1-2 sentences) of how the teacher demonstrated the components of the selected category:

Creating a Positive and Safe Learning Environment. Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).

Establishing Expectations for Content-Specific Learning. Describe how the teacher established expectations for the students’ content learning in this lesson.

Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking. Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).

Monitoring Students’ Learning of Content. Explain how the teacher used informal assessment to check for students’ understanding of the content-specific learning goals throughout the lesson.

Grading

This assignment is worth 1 point. Due Sunday. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative	0
	0.5	
Add one tag/comment to the video using one of the four specific headings.	Accurately tagged the video in GoReact using one of the four headings.	Did not accurately tag the video in GoReact using one of the four headings.
Include a short description of how the teacher modeled one of the four areas.	Included at least one to two sentences describing how the teacher in the video modeled the skill tagged in the video.	No description was included.
Overall Score	Integrating/Innovative 1	Beginning 0

Module 1 Summary

This week, you have established a strong foundation for teaching beginning readers. You had the opportunity to administer a simple phonological assessment, which you may want to download and save for future use. Additionally, you explored key topics related to oral language, including expressive and receptive language, language differences, delays and disorders, early literacy, concepts of print, the alphabetic principle, phonological awareness, and phonemic awareness.

Next week, you will continue building on these concepts by completing another literacy graphic organizer focused on additional areas of reading. You will also begin Part 1 of the student case study, which serves as the signature assignment for this course.

Module 2: Beginning to Decode

Module 2 Introduction

After reading and reviewing the textbook chapters, articles, lessons, and videos in Module 2, you will be prepared to complete the literacy graphic organizer. In this module, you will learn about the science of reading, structured literacy, and the reading domain areas needed to support students who are learning to read. You will also begin the Signature Assignment by completing part 1 of the student case study. The background material you have gained will also assist you in examining strategies and methodologies for teaching reading to students on the autism spectrum as well as other disability areas.

Required Reading and Video Content

Armbruster, B. B., Lehr, F., Osborn, J. (2006). *Put reading first*. National Institute for Literacy.

https://resources.nu.edu/ld.php?content_id=74401267. **Read pages 11-17. Research regarding building blocks in reading.**

LINK: <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

*Check page numbers to ensure they align

Farrell, L., Hunter, M., & Osenga, T. (2022). *A new model for teaching high frequency words*. Reading Rockets.

https://resources.nu.edu/ld.php?content_id=74401268

[7pp]

Integrating high-frequency words into phonics lessons allows students to make sense of spelling patterns for these words. To do this, high-frequency words need to be categorized according to whether they are spelled entirely regularly or not. This article describes how to “rethink” teaching high-frequency words.

Phonics Intervention Strategy - Sound (Elkonin) Boxes

https://resources.nu.edu/ld.php?content_id=74401270

A phonics teaching strategy to assist students in learning sound patterns. Learning to use Elkonin boxes helps students to hear individual sounds.

Autism Classroom. (2024). *6 easy to implement strategies for teaching a child with autism to read*.

Autismclassroom.com. <https://www.autismclassroom.com/blog/teaching-a-student-with-autism-to-read>

Teaching Children with Nonverbal Autism to Read. (n.d.). Autism Speaks. <https://www.autismspeaks.org/expert-opinion/five-tips-teaching-nonverbal-children-read>

Videos

Zaner-Bloser. (2020, October 15). *The science of reading basics, part 3: Scarborough's reading rope* [Video].

YouTube. [www.youtube.com. https://www.youtube.com/watch?v=JR7GbAHntQ4](https://www.youtube.com/watch?v=JR7GbAHntQ4) [1:31m]

- This model illustrates that as decoding subskills become increasingly automatic and language comprehension subskills become increasingly strategic, skilled reading occurs.

Reading Rockets. (2019, Aug. 19). *Mastering short vowels and reading whole words with Calista, first grader* [Video]. YouTube.

<https://youtu.be/kJMsWoVeBjk?si=BEUs0HZZvQ9a8KA8> [:51] [added to lesson 7]

Susan Jones Teaching. (2021, April 18). *How to teach sight words – Science of Reding/Sight word activities for struggling readers* [Video]. YouTube. <https://youtu.be/dRuuvC-vmU4?si=3Vqyg72erPgV5mIM> [:30] [added to lesson 8]

Optional Resources

National Center on Improving Literacy. (n.d.). *Alphabetic principles & phonics*.

<https://improvingliteracy.org/kit/alphabetic-principle-phonics/>

LINK: https://www.honeycombcollaborative.com/_ncil-orig/main-site/kit/alphabetic-principle-phonics/

Top 6 Websites Offering Free Leveled Reading Passages.

(2024). California Casualty. <https://mycalcas.com/2018/09/top-6-websites-offering-free-leveled-reading-passages/>

Leveled Reading Passages. (2017, October 2). RIF.org. <https://www.rif.org/literacy-central/collections/leveled-reading-passages>

- <https://improvingliteracy.org/kit/alphabetic-principle-phonics/>
- LINK: https://www.honeycombcollaborative.com/_ncil-orig/main-site/kit/alphabetic-principle-phonics/

Video:

Reading Rockets. (2019, Sep. 5). *Learning ‘b’ and ‘d’ and reading short vowel words with Aiko, second grader* [Video]. YouTube.

<https://youtu.be/apQ2-dwu4AE?si=cBdSBWfpDzBAGbal>

Weiland, G. (2022, Oct. 29). *Structured literacy lesson small group* [Video]. YouTube.

<https://youtu.be/Kj39iKIU2bk>

What is an IRI:

McGraw Hill PreK-12. (2013, Apr 4). *Response to intervention (RTI): Informal reading inventories (IRI)* [Video]. YouTube. https://youtu.be/dKG8156AYJo?si=whPCGc_yVJLVd9wn

How to administer an IRI:

McGraw Hill PreK-12. (2013, April 4). *How to administer an informal reading inventory* [Video]. YouTube. <https://youtu.be/nJ42T4Jv2X4?si=FDTab6JbUnlBV3IP>

Running record:

The Teacher Track. (2015, Apr 21). *Running record demo clip* [Video]. YouTube. <https://youtu.be/7C30JUucJiE?si=w-EvPK0mPGmA9BYG>

Running Records: Assessing and Improving Students' Reading Fluency and Comprehension:

The Balanced Literacy Diet. (2011, Nov 27). *Running records: Assessing and improving student's reading fluency and comprehension* [Video]. YouTube. https://youtu.be/ZO-4OYiJiUA?si=OCEQd6xKD_7fd8UI

Benchmark Assessment Overview and Oral Running Records Demonstration:

Capstone. (2016, Feb. 1). *Benchmark assessment overview and oral running records demonstration* [Video]. YouTube. <https://youtu.be/Wn1BqAZwWMU?si=BBJ-DR5vsFV37-rT>

IRI example with 3rd grade:

acpluskc. (2015, Sep 13). *Carpenter IRI assessment video* [Video]. YouTube. <https://youtu.be/HQkXWc4oydk?si=uT-7fHQhEzGXCAEy>

Running Record Assessment with a 6-Year-Old Boy:

EHE Distance Education and Learning Design. (2014, Aug 20). *Running record assessment with a 6-year-old boy* [Video]. YouTube. <https://youtu.be/dQtLFZHWP88?si=s9TyWeu--scqR9vT>

Task List

These are your Module 2 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Complete Learning Activity 2: Components of the Science of Reading.
- Review Lesson 7: Phonics and Decoding, Lesson 8: Sight Words and High Frequency Words, Making the Shift, and Lesson 10: Structured Literacy.
- Participate in Discussion 2: Describe Strategies to Teach Reading to Students on the Autism Spectrum.
- Complete Assignment 4: Weekly Collaborate.
- Complete Assignment 5: Complete the Literacy Graphic Organizer: Part 2.
- Complete Assignment 6: Create Signature Assignment: Part 1 – Case Study.

RISE Modules

Lesson 7: Phonics and Decoding <https://rise.articulate.com/share/SIJ3WsMUztFWWpkFFnHfurVL8zN1xEvt>

Lesson 8: Sight Words and High Frequency Words

https://rise.articulate.com/share/S_Ndc0ScRPvMRqMyTDJufJ4cO3AjLeRd

Lesson 9: Structured Literacy <https://rise.articulate.com/share/QNrMkgXL37u6mvRHpOnX6owkjCYnRMZG>

Learning Activity 2: Components of the Science of Reading

Zaner-Bloser. (2020, October 15). *The science of reading basics, part 3: Scarborough's reading rope*.

[Www.youtube.com. https://www.youtube.com/watch?v=JR7GbAHntQ4](https://www.youtube.com/watch?v=JR7GbAHntQ4)

Have the Scarborough rope graphic with the headings: Word Recognition, Language Comprehension, Skilled Reading on the image.

Students need to drag and drop the randomly mixed terms listed below to the appropriate section

A non-graded knowledge check for formative feedback, yet this needs to be a forced completion...they cannot move on in the module until it is completed.

Instructions

Sorting activity- Take the following terms and concepts and place them in the correct section of the major components of beginning literacy instruction.

Word Recognition (Bottom Left part of the rope):

- Phonological awareness
- Decoding
- Alphabetic principle
- Letter-sound correspondences
- Sight recognition

Language Comprehension: Upper Left section

- Background knowledge
- Vocabulary
- Language structures
- Verbal reasoning
- Literacy knowledge

Grading

This learning activity is ungraded and is due by Sunday and must be completed accurately to continue in this module.

Assignment 5: Weekly Collaborate - (CLO: 1) 2 points

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

- Attending live sessions with the instructor.
- Responding to questions/prompts via chat or using voice technology.
- Demonstrating collaboration and being respectful of colleagues and instructors' opinions and ideas.
- Typing in a short (2 sentence) "aha" moment about something that struck you as important or something new you want to learn more about. Ask any questions you still have about the content in Module 2.

Reflection Paper:

If you are unable to attend the live session on the assigned date, you can write a half-page reflection to receive full credit, which includes the following:

- Response to all questions and prompts posed by the instructor.
- Summary of big ideas you gleaned because of the discussion.
- Your opinions, questions, and what you learned from the session.

Grading

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week. This assignment is worth 2 points.

Discussion 2: Describe Strategies to Teach Reading to Students on the Autism Spectrum. (CLO: 4)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a "curiosity score" which is calculated based on the depth of thought put into a discussion post, strength of sources used in the post, formatting, and clarity of the post. This is important to note because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review Module 2 resources and content information as well as the resources *linked below* to inform your discussion post. Be sure to cite all sources in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of strategies and or methodologies used to teach reading to students on the Autism Spectrum.
3. **Contextualize Your Question:** Provide a description of your question and outline some of the strategies in detail. Note: Keep an eye on your Curiosity Score! You need a minimum score of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*.

Resources

Use the required Module 2 resources as well as the optional resources below:

- AutismCRC. (2017, Nov 6). *Early literacy predictors for young children on the Autism Spectrum* [Video]. YouTube. <https://youtu.be/4qcDksXtfVE?si=ti9Xn3CnoqFAY1Ls>
- Reading Horizons. (2019, Apr 25). *Podclassed S2:E5 | Supporting students with Autism in reading and writing* [Video]. YouTube. <https://youtu.be/EVxppQQQKIQ?si=g3GHmwvOXjL9pxMs>
- Rippel, M. (2016, May 2). *Teaching reading and spelling to autistic children—6 great tips!* All about Learning Press. <https://blog.allaboutlearningpress.com/teach-reading-autistic-child/>
- Autism Classroom. (2024). *6 easy to implement strategies for teaching a child with autism to read.* Autismclassroom.com. <https://www.autismclassroom.com/blog/teaching-a-student-with-autism-to-read>
- *Teaching Children with Nonverbal Autism to Read.* (n.d.). Autism Speaks. <https://www.autismspeaks.org/expert-opinion/five-tips-teaching-nonverbal-children-read>

Peer Response Guidance:

When responding to a peer you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 4 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. Reply posts are due by **Sunday at 11:59 p.m. (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Rubric will be in Packback

Assignment 6: Complete the Literacy Graphic Organizer, Part 2. Assess TPE 7.5 a, b, c, d Practice TPE 7.5e

(CLO: 1)

Overview:

In Modules 1 and 2, you will complete a literacy graphic organizer in a small group (collaboratively) and upload videos using GoReact individually. You will continue to acquire methods to assess, organize, and utilize evidence-based instruction to help all students learn. You are also learning to highlight aspects of reading and writing instruction in ways that will help you become more proficient in assessment and instruction. Your goal is to have all columns completely addressed with samples and definitions.

You will need to individually upload a video modeling one of the activities included on the graphic organizer for one of the reading domains.

Instructions:

- Use the resources from the course, including lessons, readings, and multimedia, as well as the Common Core State Standards to **complete the graphic organizer**. **Note:** This is a collaborative group assignment, so you will work in a small group to complete the graphic organizer.
- After you complete the graphic organizer, you will use GoReact to upload a video modeling one of the activities included on the organizer for one of the reading domains. You will need to work with your group to ensure you are each choosing a different domain area to model.
- You will then need to share your video with the other candidates in your collaborative group (in GoReact) and add a video comment adding feedback after watching the video of your team members modeling of an activity from the organizer.

Graphic Organizer Reading Domains

- Phonics
- Multisyllabic Words, Syllabic Analysis
- Morphology, Structural Analysis
- Orthographic Knowledge, Spelling
- Multisensory reading instruction
- Fluency
- Comprehension: Narrative
- Comprehension: Informational

Required Reading for Assignment 6:

California Department of Education. (2017). *California Dyslexia Guidelines*.

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Optional Resources:

Textbook: Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.

<https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb>

- Chapter 4

Textbook: O'Connor, R.E. (2014). *Teaching word recognition: Effective strategies for students with learning difficulties* (2nd ed.). The Guilford Press. <https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1715302>

- This textbook will support the completion of the literacy graphic organizer.
- Chapter 4: Beginning to Decode
- Chapter 5: Word Patterns
- Chapter 6: Developing Sight Words
- Chapter 7: Reading Multisyllabic Words
- Chapter 8: Using Morphology to Read Words
- Chapter 9: Reading Words Fluently

Grading

This assignment is worth 8 points and is due on [Sunday]. Refer to the rubric for more specific details on how this will be graded.

Rubric Literacy Graphic Organizer Assignment 6

Assess 7.5/U7.5 Foundational Skills

7.5a print concepts, including letters of the alphabet

7.5 b phonological awareness, including phonemic awareness

7.5c phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences

7.5 d. decoding and encoding, including morphological awareness

Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Provide clear accurate definitions	Graphic organizer definitions are accurate and clear; TPE 7 language includes print concepts (7.5a), phonological awareness, phonemic awareness (7.5b) phonics, spelling, word recognition (letter sounding, spelling sound, sound-symbol correspondences)	Graphic organizer definitions are accurate, most TPE 7 language areas are included.	Graphic organizer definitions are present but limited in the inclusion of TPE 7 language areas.	Definitions are missing or contain errors or omissions.

	(7.5c) decoding, encoding and morphological awareness.(7.5d)			
Identify additional terms (vocabulary) that apply to this topic.	Multiple additional terms (vocabulary) that apply to this topic are identified, the list is comprehensive.	Additional terms (vocabulary) that apply to this topic are identified, the list is substantial.	Additional terms (vocabulary) that apply to this topic are identified, the list may lack some relevant items.	Some terms (vocabulary) that apply to this topic are identified, the list is missing key items and/or is inaccurate.
Identify California Common Core Standards related to this topic and list the CCSS number	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is thorough and accurate.	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is accurate.	Most California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, some items are not listed.	Few California Common Core Standards that cover this topic are identified and few CCSS numbers are listed.
List assessments for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate selection of relevant assessments for each domain and a comprehensive rationale is included. Both MMSN and ESN are included.	Provided assessments for each domain and a thorough rationale Both MMSN and ESN are included.	Provided assessments for most domains. Rationale is included but may have errors or omissions. Both MMSN and ESN are included.	Did not provide the required number of assessments. Did not provide an accurate rationale for each assessment and/or may not have provided assessments for both areas.
List an evidence-based strategy for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate and detailed evidence-based strategy and rationale for each domain. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for each domain. Some of the rationales are either missing or incomplete. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for some domains but not all. Rationales are incomplete or missing. Only MMSN or ESN is addressed but not both.	Selection of strategies may be incomplete and lack accuracy or may not have strategies listed for both MMSN and ESN areas. Missing rationales.
Criteria	Integrating/Innovative			Beginning
	1			0

Collaborate with a group to complete the assignment.	Collaborated with a group effectively by meeting regularly and contributing to the graphic organizer.			Did not collaborate with group effectively by meeting regularly and contributing to the graphic organizer.
Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Create a Video to model an evidence-based strategy for one domain area of the literacy graphic organizer and uploaded the video to GoReact	Video uploaded with excellent modeling of the chosen evidence-based strategies; materials included to accurate model strategy.	Video uploaded with good modeling of the chosen evidence-based strategy. Some modeling may be inaccurate, and materials may be missing.	Video uploaded with strategy (may not be evidence-based) modeled with many inaccuracies, no materials included.	Video uploaded describing the strategy instead of modeling the strategy.
Criteria	Completed 1			Not Completed 0
Comment on group members' videos providing feedback based on the literacy graphic organizer.	Commented on group members videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.		No comment added to group members videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.	
Overall Score	Integrating/Innovative 8	Applying 6.5	Emerging 5	Beginning 1.5

Assignment 7: Create Signature Assignment Part 1 – Case Study – **Assess TPE 7.5 b, c, d, e, h**

Overview

The student case study is the signature assignment in this course. The case study will be done in 3 parts. This is Part 1 (Module 2); Part 2 will be in Module 3, and Part 3 (the conclusion) is in Module 4.

Instructions:

Please follow these steps to utilize informal and formal reading assessments with a student. **Note:** Contact the instructor if you are unable to find a student to assess

- *[Audio CORE assessments Joshua](#) + [Joshua Case Study.docx](#)

Step I: Read Introduction to Assessing Reading Multiple Measures:[assessing-reading-rev-2nd-edition-sample-pages](#) [PDF]

Step II. Open and review the [linked template](#) for the case study which includes sections for data collection and analysis for Modules 2 and 3.

Step III. Select and administer the CORE Reading Assessments and collect data.

- Determine which CORE reading assessments to administer with your student. Use page 12 for Grades K through 3 or page 13 for Grades 4 through 12 to follow the Assessment Sequence. [assessing-reading-rev-2nd-edition-sample-pages](#)

Resource links for possible CORE Reading Assessments to be given:

- **Phonological Awareness:**
 - CORE Phonological Segmentation Test [Core phonological segmentation test](#)
- **Decoding and Word Attack:**
 - CORE Phonics Survey [core_phonics_survey](#)
 - CORE Graded High-Frequency Word Survey (Grades K-4) [core-high-freq-word-survey](#)
 - San Diego Quick Assessment of Reading Ability (Grades K-11) [san_diego_quick_assessment](#)
- **Fluency:**
 - MASI-R Oral Reading Fluency Measures (Grades 1-6) [CORE MASI-R Fluency Test2](#)
 - [Acaidence](#) or [DIBELS](#)
- **Vocabulary and Comprehension:**
 - CORE Vocabulary Screening (Grades 1-8) [CORE-Vocab-Screening-6-20](#)
 - CORE Reading Maze Comprehension Test (grades 2-10) [core-reading-maze-comprehension-test_2](#)

Step IV. First gather background information about the student you have selected for your case study. Then, enter results for the CORE assessments administered on the case study assignment template in the column labeled, “Part 1 – Collect Data (Module 2)”.

Please note this assignment is a 2-part assignment divided as follows:

On this assignment (Module 2), you will focus on **data collection**. You will be required to gather background information in **COLUMN 1** on the template and submit it for a grade.

In the next assignment (Module 3), you will focus on **data analysis**. You will be required to submit **column 2** on the template with analysis of the data as well as summarize the student's areas of strength and challenges based on data analysis. Lastly, you will make recommendations for the home, school, and future assessments to be given, and write IEP goals based on the areas of challenge. These IEP goals will be used in Part 3 (in Module 4) to create a lesson plan.

Resources:

Signature Assignment Template: [Signature Assignment Case Study Template_M2-3.docx](#)

Grading

This assignment is worth 10 points and is due on [Sunday]. Refer to the rubric for more specific details and how you will be graded.

Rubric Signature Assignment 7- Administer CORE assessment

Assess 7.5/U7.5 Foundational Skills

7.5 b phonological awareness, including phonemic awareness

7.5c phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences

7.5 d.decoding and encoding, including morphological awareness

7.5e text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

7.5 h.Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Criteria	Integrating/Innovative 2.5	Applying 2	Emerging 1.5	Beginning 1
Data Collection/ Phonological Awareness	Accurate information taken in a systematic manner, with references specific to phonological awareness, phonemic awareness, phonics, spelling, word recognition (letter-sound, spelling sound, and sound-symbol correspondence) fluency, semantics and morphology and TPE 7.5.	Accurate information taken in a systematic manner, may have missed one or two items. Some references to some aspects of TPE 7.5 are included.	Accurate information taken but not systematically, several errors. Very few references to TPE 7.5 aspects are included.	Information taken, much of the information is not accurate.

Data Collection/ Decoding & Word Attack	Accurate information taken in a systematic manner.	Accurate information taken in a systematic manner, may have missed one or two items.	Accurate information taken but not systematically, several errors.	Information taken, much of the information is not accurate.
Data Collection/ Vocabulary & Comprehension-	Accurate information taken in a systematic manner.	Accurate information taken in a systematic manner, may have missed one or two items.	Accurate information taken but not systematically, several errors.	Information taken, much of the information is not accurate.
Data Collection/ FLUENCY-	Observations are carefully done and reading calculation rate is accurate	Observations are carefully done and reading calculation rate is accurate, may have missed one or two items.	Observations are done and reading calculation rate attempted, several errors made.	Observations not carefully done and reading calculation rate is not accurate
Overall Score	Level 4 10	Level 3 8	Level 2 6	Level 1 4

Assignment 8: Annotate Video Clip in GoReact

(CLO 1,3)

Video: Blending Sounds to Read Words with Short Vowels <https://youtu.be/Z5RrWD-LOzg> [5:45]

Overview

This activity will help you practice annotating videos using specific tags.

Instructions

Access GoReact and watch the posted video clip of a short reading lesson. While watching the video, add a comment (i.e., “tag”) using **one** of the following categories and add a short description (1-2 sentences) of how the teacher demonstrated the components of the selected category:

- **Creating a Positive and Safe Learning Environment.** Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).
- **Establishing Expectations for Content-Specific Learning.** Describe how the teacher established expectations for the students’ content learning in this lesson.

- **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking.** Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).
- **Monitoring Students' Learning of Content.** Explain how the teacher used informal assessment to check for students' understanding of the content-specific learning goals throughout the lesson.

Grading

This assignment is worth 1 point. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative	0
	0.5	
Add one tag/comment to the video using one of the four specific headings.	Accurately tagged the video in GoReact using one of the four headings.	Did not accurately tag the video in GoReact using one of the four headings.
Include a brief description of how the teacher modeled one of the four areas.	Included at least one to two sentences describing how the teacher in the video modeled the skill tagged in the video.	No description was included.
Overall Score	Integrating/Innovative	Beginning
	1	0

Module 2 Summary

The knowledge you've acquired about the early stages of reading will be crucial when working with students who are just beginning to read. This understanding will enable you to identify areas where students struggle and develop effective strategies to address their challenges. Additionally, you may find it beneficial to download and save some of these articles for future reference in your teaching career.

Module 3: Fieldwork Observation and Assessment Analysis

Module 3 Introduction

This week, you will observe students with MMSN and/or ESN in grade range of K to fifth grades in a foundational skills reading lesson, for example, a Tier 2 or Tier 3 Reading Group. You will complete part 2 of the student case study signature assignment where you will analyze the data collected in Module 2 and use your data analysis to summarize student's areas of strength and challenge and make recommendations to support your student. You will also create SMART goals based on your student's areas of challenge. You will learn more about multisensory reading instruction and get to practice ensuring that you are saying the "sounds" correctly and understanding the terminology learned in Modules 1 and 2.

Required Reading and Video Content

Textbook: O'Connor, R.E. (2014). *Teaching word recognition: Effective Strategies for students with learning difficulties* (2nd ed.). The Guilford Press. <https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1715302>

- Read Chapter 10: Teaching Students Who Are English Learners.

Textbook: Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press. <https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb> [33pp]

This textbook will support your completion of Discussion 3 in Packback.

- Chapter 3: Vocabulary Instruction
- Chapter 8: Supporting English Language Learners with Learning Difficulties

California Department of Education. (2017). *California dyslexia guidelines*.

https://resources.nu.edu/ld.php?content_id=74401274

- California's dyslexia guidelines provide up-to-date information for special educators while building on hard-won knowledge confirmed over decades of research.
- **Chapters 5 & 6**

The California Department of Education. (2019-2020). The reading brain. *The EDge Literacy*, 33(3).

https://resources.nu.edu/ld.php?content_id=74401275

- **The Reading Brain pp. 4-7**
To teach all our children to read fluently—with both understanding and a love for reading—our teaching methods need to incorporate knowledge to help create a reading brain.

The California Department of Education. (2019-2020). UDL and literacy. *The EDge Literacy*, 33(3).

https://resources.nu.edu/ld.php?content_id=74401275

- **UDL and Literacy pp. 8-9**
How to tap into the Universal Design for Learning model when teaching reading.

Task List

These are your Module 3 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Review Lesson 11: Multi-Sensory Reading Strategies and Lesson 12: Writing SMART IEP Goals.
- Participate in Discussion 3: Reading Strategies to Support English Learners with Reading Difficulties.
- Complete Assignment 7: Weekly Collaborate.
- Complete Assignment 8: Create Signature Assignment Part 2: Case Study – Data Analysis.
- Complete Assignment 9: Observe and Reflect on a Foundational Reading Lesson.

Lesson 11: Multi-Sensory Reading Strategies

<https://rise.articulate.com/share/QUqUIwtEKYm9SgC6XfbXeOW0YtRmEYLS>

Lesson 12: Writing SMART IEP Goals https://rise.articulate.com/share/RPPL4Ynz9Ht9743qLPBSJ0qG_xPKbAFM

Assignment 9: Module 3 Weekly Collaborate **TPE 7.5a Practice**

(CLO: 1) 2 points

Instructions

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

- Attending live sessions with the instructor.
- Responding to questions/prompts via chat or using voice technology.
- Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
- Typing a short “aha” moment about something that struck you as important or something new you want to learn more about. (2 sentences) Ask any questions you still have about the content in Module 3.

Reflection Paper and Video:

If you are unable to attend the live session on the assigned date, you can write a half-page reflection to receive full credit, which includes the following:

- Create video modeling 6-8 consonant names and sounds and all 5 vowel sounds. Say the letter, keyword and sound, select two examples in each of the following areas: silent e, consonant digraph, vowel digraph, vowel diphthong, r-controlled to model.
- Refer to pages 171 and 173 from the course text for examples.
- Response to all questions and prompts posed by the instructor.
- Summary of big ideas you gleaned because of the discussion.
- Your opinions, questions, and what you learned from the session.

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week.

Grading

This assignment is worth 2 points and is due on [Sunday].

Discussion 3: Reading Strategies to support English Learners with reading difficulties (CLO: 3)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a “curiosity score” which is calculated based on the depth of thought put into a discussion post, strength of sources cited in the post, formatting, and clarity of the post. This is important because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review your readings from O’Connor (2014) Chapter 10; and Vaughn, Boardman, and Klinger (2024) Chapters 3 and 8. Be sure to cite all sources in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of strategies and/or methodologies used for teaching reading to English learners with learning difficulties.
3. **Contextualize Your Question:** Provide a description of your question and discuss some of the strategies and/or methodologies used for teaching reading to English learners. **Note:** Keep an eye on your Curiosity Score! You need a minimum of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*.

Peer Response Guidance:

When responding to a peer you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 2 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. The reply posts are due by **Sunday at 11:59 pm (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Assignment 10: Signature Assignment – Part 2 – Case Study Data Analysis TPE 7.5 b, c, d, e, h

Overview

In Module 2, you completed Part 1 of the Signature Assignment by administering multiple reading assessments and recording the data in the first column of the provided template. In this module, you will analyze that data to identify patterns and trends in the student's performance.

Your task is to:

- Complete **Column 2** of the template by analyzing the assessment data.
- Summarize the student's **areas of strength** and **areas of challenge** based on your analysis.
- Provide **recommendations** for the home, school, and future assessments.
- Develop **IEP goals** that address the student's areas of challenge. These IEP goals will be used in **Module 4 (Part 3)** to create a lesson plan.

Instructions

1. **Analyze the Data:** Review the data you recorded in Part 1 (Module 2) and complete **Column 2** of the template with your analysis. Identify patterns, trends, and key takeaways.
2. **Summarize Strengths and Challenges:** Based on your analysis, write a brief summary highlighting the student's strengths and areas that need improvement.
3. **Develop Recommendations and IEP Goals:**
 - Provide recommendations for **home** and **school** to support the student's progress.
 - Suggest **future assessments** that would help further evaluate the student's needs.
 - Write **IEP goals** tailored to the student's challenges. These goals should be measurable and will be used in Module 4 to design a lesson plan.

Make sure your analysis is **clear, data-driven, and well-organized** to ensure meaningful insights and recommendations.

Resources:

Assignment template: [Signature Assignment_Case Study Template_M2-3.docx](#)

Optional Resources to use for the recommendations section of case study:

Home:

Literacy at Home | Reading Rockets. (n.d.). <https://www.readingrockets.org/literacy-home>

Resources for Parents and Families - Child Development (CA Dept of Education). (2018). Ca.gov. <https://www.cde.ca.gov/sp/cd/re/parentresources.asp>

School: Reading Rockets. (2019). *Reading Rockets | Launching Young Readers*. Reading Rockets | Launching Young Readers. <https://www.readingrockets.org/>

Great Early Reading Resources. (n.d.). Common Sense Education. <https://www.commonsense.org/education/lists/great-early-reading-resources>

Assessments:

California, O. (n.d.). *Assessing Reading Multiple Measures. Revised Second Edition*. <https://corelearn.wpeninepowered.com/wp-content/uploads/2018/09/assessing-reading-rev-2nd-edition-sample-pages.pdf>

Sedita, J. (2022, July 24). *Reading Assessment Basics*. Keys to Literacy. <https://keystoliteracy.com/blog/reading-assessment-basics/>

Grading

This assignment is worth 10 points and is due on [Sunday]. Refer to the rubric for more specific details on how this will be graded.

Rubric Assignment 10 Analyze Assessment Results

Assess 7.5/U7.5 Foundational Skills

7.5 b phonological awareness, including phonemic awareness

7.5c phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences

7.5 d. decoding and encoding, including morphological awareness

7.5e text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

7.5h Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Criteria	Integrating / Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Completes student case study profile with background information	Provides details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.	Provides most details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.	Provides some details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.	Provides minimal details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.
Criteria	Integrating / Innovative 3	Applying 2.25	Emerging 1.5	Beginning 0.75
Analyzes the meaning of data	Expertly analyzed the meaning of the data for each	Analyzed the meaning of the data from for each	Analyzes the meaning of the data from for each assessment administered	Analyzes the meaning of the data from for each assessment

	assessment administered in Module 2.	assessment administered in Module 2.	in Module 2. May have weak observations.	administered in Module 2. May miss numerous areas or have incorrect observations.
Summarize the data based on the student's strengths and challenges	Clear and accurate interpretation of analysis of each reading area – justifies observations based on data. Detailed reference to TPE 7 aspects including: Phonological awareness, phonemic awareness (7.5b), phonics, spelling, word recognition (letter - sound, spelling-sound, sound symbol correspondence)(7.5c) decoding, encoding, morphological awareness(7.5d) text reading fluency (accuracy, prosody and rate) (7.5e) and instruction in text reading (7.5h)	Good interpretation of each reading area-justifies observations based on data. Some detailed references to some elements of TPE 7.5 are presented.	Some confusion in interpreting data into a report, observations on data may have some errors. Limited references to TPE 7.5 are included.	Significant issues with Interpretation of data, incorrect or minimal response.
Make recommendations for the three requested categories and write SMART IEP goals for every challenge area	Offers 3 detailed recommendations that includes apps, timeline for future testing and well written SMART IEP goals for every challenge area.	Offers 2-3 general recommendations, timeline, and somewhat SMART IEP goals.	Recommendations made do not align with scores, not all challenge areas addressed with an IEP goal, need more specificity.	Interprets incorrectly or does not write goals based on the challenge areas.

Overall Score	Integrating / Innovative	Applying	Emerging	Beginning
	10	7.25	5	2.5

Assignment 11: Observe and Reflect on a Foundational Reading Lesson

(CLO: 1)

Instructions

Field Work: Observation (choose either an MMSN or ESN setting). The lesson you observe must be a foundational reading lesson (You must observe a lesson that focuses on phonological awareness, decoding, or fluency). Please use the attached form to document your observations. Not all items will be observed. Write a 2 to 3-page paper analyzing your observation and describe the lesson and the foundational skills you observed. Include all details about the classroom, what you believe worked, and one suggestion for improvement. Recommendation: Use the rubric Criteria as the headings for your paper to ensure you include all areas in your paper.

Scan and submit the completed template with your paper:

SED 607 Class Observations [Assignment 11-Class Observation Template.docx](#)
Grading

This assignment is worth 10 points and is due on [Sunday]. Refer to the rubric for more specifics on how this will be graded.

Criteria	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5
Pre-observation Data	Comprehensive and clear description of pre-observation information. (Classroom structure, demographics, etc.)	Clear description of pre-observation information.	Description of pre-observation information	Minimal description of pre-observation information
Lesson Structure	Comprehensive and clear description of how the lesson is structured. Includes how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted.	Comprehensive description of how the lesson is structured. Includes how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted.	Description of how the lesson is structured. Includes partial explanation of how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted.	Description of how the lesson is structured. Includes partial explanation of how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted. Parts of the observation are incomplete or confusing.
Class Management	Comprehensive and clear description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual.	Comprehensive description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual.	Description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual.	Description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual. Parts of the observation are incomplete or confusing.
Materials Used	Comprehensive and detailed notation of materials, technology, hands on, textbooks, etc.	Detailed notation of materials, technology, hands on, textbooks, etc.	Notation of materials, technology, hands on, textbooks, etc.	Notation of materials, technology, hands on, textbooks, etc. Parts of the observation are

				incomplete or confusing.
Reading Activities Observed	Comprehensive and clear description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).	Clear and clear description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).	Description and clear description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).	Minimal description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).
Overall Score	Level 4 10	Level 3 7.5	Level 2 5	Level 1 2.5

Assignment 12: Annotate Video Clip in GoReact

(CLO 1, 3)

Overview

This activity will help you practice annotating videos using specific tags.

Instructions

1. Watch a video clip of a short reading lesson in GoReact.
2. Search for specific areas based on the list provided below and “tag” those specific points in the video with a comment on where you are observing the specific area.

Use ONE (1) of the following headings for your comment “tags” and add a short description of how the teacher demonstrated each area:

- **Creating a Positive and Safe Learning Environment:** Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).
- **Establishing Expectations for Content-Specific Learning:** Describe how the teacher established expectations for the students’ content learning in this lesson.
- **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking:** Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).

- **Monitoring Students' Learning of Content:** Explain how the teacher checked for students' understanding, using informal assessment, of the content-specific learning goals throughout the lesson.

GoReact Video Information/Access:

Viewing the following video: [A Teaching Routine for Academic Vocabulary in Grades PreK-1 \[9:08\]](#)

Grading

This assignment is worth 1 point. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative	0
	0.5	
Add one comment to the video using one of the four specific headings.	Candidate has correctly tagged the video in GoReact using one of the four headings.	Candidate did not tag the video in GoReact using one of the four headings.
Add a brief description of how the teacher modeled one of the four areas.	Candidate included at least one to two sentences describing how the teacher in the video modeled the skill the candidate tagged in the video.	No description was included.
Overall Score	Integrating/Innovative 1	Beginning 0

Module 3 Summary

Observing a classroom is one of the best ways to learn how to teach. Your observation should have provided new ideas for teaching beginning reading. Now, by completing **Part 2** of the student case study, you are prepared to create a lesson plan tailored to your case study student's specific challenges in reading.

Module 4: Lesson Planning

Introduction

In this module, you are putting it all together! This week, you will develop a detailed instruction plan for a student with special needs by applying your knowledge of phonemic awareness, phonics, encoding, fluency, comprehension, and SMART goals to create a structured literacy lesson plan and completing the discussion using Packback. You will also research additional strategies to teach reading to students with Extensive Support Needs. Your lesson plan assignment will conclude the student case study signature assignment.

Required Reading and Video Content

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices. *Teaching Exceptional Children*, 51(3). https://resources.nu.edu/ld.php?content_id=75173516

The International Dyslexia Association. (IDA). (2012). Understanding Dysgraphia. https://resources.nu.edu/ld.php?content_id=75173554

This article discusses Dysgraphia, what it is, and how to diagnose and remediate it.

Spelling. (n.d.). International Dyslexia Association. <https://dyslexiaida.org/spelling-2/> [website – 3 scrolls]

Encoding and dictation and why it matters. (2021, October 13). Literacy Edventures. <https://www.literacyedventures.com/blog/encoding-dictation> [blog – 5 scrolls]

admin. (2024, February 27). *Expert Strategies for Teaching Encoding and Decoding Skills*. Orton Gillingham for All. <https://ogforall.com/expert-strategies-for-teaching-encoding-and-decoding-skills/>

California Department of Education. (2017). *California Dyslexia guidelines*. https://resources.nu.edu/ld.php?content_id=74401274

- **Chapter 11 pp. 64-75**
California's dyslexia guidelines provide up-to-date information for special educators while building on hard-won knowledge confirmed over decades of research.

Optional Resources

Textbook: O'Connor, R.E. (2014). *Teaching word recognition: Effective Strategies for students with learning difficulties* (2nd ed.). The Guilford Press. <https://research.ebsco.com/linkprocessor/plink?id=9099ec4d-fca0-399b-83da-b55668113df5>

ISBN: 9781462516193

Chapter 11: Older Students with Reading Difficulties

Textbook: Vaughn, V., Boardman, A., & K. Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.

<https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb>

Chapter 8: Multicomponent Approaches to Strategy Instruction

Dictation | Reading Rockets. (n.d.). <https://www.readingrockets.org/classroom/classroom-strategies/dictation>

Kearns, D. M. (2020). Does English have useful syllable division patterns? *International Literacy Association Reading Research Quarterly*, 55(S1). https://resources.nu.edu/ld.php?content_id=75173467

- **Syllabication patterns and how to divide them.**

These are your Module 4 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Review lesson 13: Encoding and Dictation, Lesson 14: Comprehension, Lesson 15: Fluency.

- Participate in Discussion 4: Description of Structured Literacy and Creating Lesson Plans.
- Complete Assignment 13: Weekly Collaborate, Assignment 14: Describe Strategies and or Methodologies used to Teach Reading to Students with Extensive Support Needs, Assignment 15: Create Signature Assignment: Part 3 – Case Study Lesson Plan and Assignment 16: Annotate a Video Clip in GoReact.

RISE Modules

Lesson 13: [Encoding and Dictation](#) LINK TO RISE:

<https://rise.articulate.com/share/aDKjhGE1d9MkBP64OWr9oc3pInjnd16G>

Lesson 14: [Comprehension](#) LINK TO RISE: <https://rise.articulate.com/share/5kR7hCPEPRMHXVKEgV2LCQrH-yUjFLbN>

Lesson 15: [Fluency](#): LINK TO RISE: https://rise.articulate.com/share/tmBriKo47WmE7dSmahOtAwF-dvuxd_VL

Assignment 13: Weekly Collaborate

(CLO: 1) 2 points

Instructions

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

- Attending live sessions with the instructor.
- Responding to questions/prompts via chat or using voice technology.
- Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
- Typing a short “aha” moment about something that struck you as important or something new you want to learn more about. (2 sentences) Ask any questions you still have about the content in Module 4.

Reflection Paper:

If you are unable to attend the live session on the assigned date, you can write a half-page reflection to receive full credit, which includes the following:

- Response to all questions and prompts posed by the instructor.
- Summary of big ideas you gleaned because of the discussion.
- Your opinions, questions, and what you learned from the session.

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week. (2 points)

Grading

This assignment is worth 2 points and is due on [Sunday].

Discussion 4: Description of Structured Literacy and Creating Lesson Plans **Practice TPE 7.5 g, h**

(CLO: 3)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a “curiosity score”, which is calculated based on the depth of thought put into a discussion post, strength of sources used in the post, formatting, and clarity of the post. This is important to note because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review the Module 4 resources and content information as well as the resources *linked below* to inform your discussion post. Be sure to cite all sources in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of structured literacy.
3. **Contextualize Your Question:** Provide a description of your question and discuss the components of structured literacy and strategies that can be used to create a structured literacy lesson plan for diverse learners. **Note:** Keep an eye on your Curiosity Score! You need a minimum of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*

Resources:

Use the required Module 4 resources as well as the optional resources below:

- Center for Dyslexia MTSU. (2019, May 23). *An overview of structured literacy* [Video]. YouTube. <https://youtu.be/CcsXZ9MLMNs?si=h-kEw9DUxxdkw6Gf>
- Spear-Swerling, L. (2018). Structured literacy and typical literacy practices. *Teaching Exceptional Children*, 51(3). https://resources.nu.edu/ld.php?content_id=75173516
- Learning Without Tears. (2024, November 19). *Language, learning, and the reading brain with Dr. Carolyn Strom – S3EP11* [Video]. YouTube. <https://www.youtube.com/watch?v=kqHPsAC7qPU>

When responding to a peer, you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 4 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. The reply posts are due by **Sunday at 11:59 p.m. (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Assignment 14: Describe Strategies and/or Methodologies to Teach Reading to Students with Extensive Support Needs

(CLO: 3)

Instruction

Describe strategies and or methodologies you would use to teach reading to students with Extensive Support Needs. Write a 2-page paper describing the methods you would use, how you would evaluate the student's progress and what data collection method you may use. This paper should be written in APA format, including a title page and reference page.

Additional Optional Resources

Whitebread, K.M., Knapp, S.L., & Bengtson, M. (2021). Teaching foundational reading skills to students with intellectual disabilities. *Teaching Exceptional Children*, 53(6). <https://nationalu.brightspace.com/content/enforced/37772-SED607-Dev/Module%204/Files%20for%20Assignment%2011/Teaching%20Foundational%20Reading%20Skills%20to%20Students%20with%20Intellectual%20Disabilities.pdf>

- Knowing how students with ID take in, interpret, store, and retrieve information is crucial for teachers planning literacy assessments and instruction.

Lemons, C.J., Allor, J.H., Otaiba, S.A., & LeJeune, L.M. (2016). 10 researched-based tips for enhancing literacy instruction for students with intellectual disability. *Teaching Exceptional Children*, 90(4). <https://nationalu.brightspace.com/content/enforced/37772-SED607-Dev/Module%204/Files%20for%20Assignment%2011/10%20Researched-Based%20Tips%20for%20Enhancing%20Literacy%20Instruction%20for%20Students%20with%20Intellectual%20Disability.pdf>

- This article offers 10 research-based tips for special education teachers, general education teachers, and other members of IEP teams to consider when planning literacy instruction for students with ID.

Johnston, S.S, O'Keeffe, B.V., & Stokes, K. (2018). Early literacy support for students with physical disabilities and complex communication needs. *Teaching Exceptional Children*, 51(2). <https://nationalu.brightspace.com/content/enforced/37772-SED607-Dev/Module%204/Files%20for%20Assignment%2011/Early%20Literacy%20Support%20for%20Students%20With%20Physical%20Disabilities%20and%20Complex%20Communication%20Needs..pdf>

- This article discusses the use of augmentative communication devices in teaching reading and writing.

Grading

This assignment is worth 10 points and is due on Saturday. For more specific details on how this will be graded, refer to the rubric.

Rubric

Criteria	Integrating / Innovative 3	Applying 2	Emerging 1	Beginning 0.5
Description of strategies and or methodologies	Excellent and thorough description of strategies and or methodologies. Quality details give important information that goes beyond the average.	Thorough description of strategies and or methodologies. Details give important information that goes slightly beyond the average.	Description of strategies and or methodologies. Details give average information.	Description of strategies and or methodologies are poor. Details give below average information.
Evaluation of student progress.	Clear and comprehensive methods of evaluation of student progress are present.	Comprehensive methods of evaluation of student progress are present.	Comprehensive methods of evaluation of student progress are present but may not be clear.	Methods of evaluation of student progress are present but are not clear or well thought out.
Data Collection	Data collection is described in detail. Method of collection is clear and appears to be easy to implement.	Data collection is described well. Method of collection is and appears to be easy to implement.	Data collection is described but may not be clear. Method of collection may be difficult to implement.	Data collection is described but description is poor. Method of collection not practical to implement.
	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Organization Mechanics and Grammar and Citations (when required)	Very well organized, good development of ideas, strong sentences, and varied transitions. Flawless spelling, punctuation, and capitalization. Three citations from the course readings are included and are cited correctly in APA format, citations are from multiple outside sources.	Logical paragraph order, clear and functional transitions, good development of ideas. Few spelling and punctuation errors, Citation includes 2 citations from course readings and one other outside source and is in APA format.	Topics and ideas discussed somewhat randomly. Writing lacks clearly defined organization, Ineffective paragraph orders. Some careless spelling and punctuation. Citation includes one citation from course reading but is in APA format.	Writing is unstructured. Inconsistent paragraph order. Sentence fragments and/or run-on sentences. Many spelling and punctuation errors. Citation is minimal and not in APA format.
Overall Score	Integrating / Innovative 10	Applying 6.75	Emerging 3.5	Beginning 1.75

Assignment 15: Signature Assignment – Part 3 – Case Study Lesson Plan [Go React]- Assess TPE 7.5 b, c, d, e, g, h; 7.8 c; MM/EX 7.3

Overview: For parts 1 (Module 2) and 2 (Module 3) of the Signature Assignment, you have assessed a student using various assessments from the CORE Multiple Measures Assessments and then analyzed the data collected to make recommendations for future instruction and created IEP goals based on areas of reading challenges. You will now use that information to create structure literacy lesson plan and record yourself teaching that lesson. You will also add a comment to your video as a self-reflection of your teaching.

Instructions

Refer to Parts 1 and 2 of your Signature Assignment/Case Study completed in Modules 1 and 2 and use the provided template [Assignment 16-Module 4-Reading Lesson plan Template Structured Literacy.docx](#)

1. Create a lesson plan using the template to incorporate structured literacy instruction designed to help remediate the student's weaknesses in reading.
2. Create a video using GoReact to model or teach the lesson plan that you created and add a video comment providing a self-reflection on the modeling of the lesson.

Grading

This assignment is worth 10 points and is due on Saturday. Refer to the rubric for more specific details on how this will be graded.

Rubric Assignment 15: Structured Literacy Lesson plan Assess TPE 7.5 b, c, d, e, g, h; 7.8 c

7.5b phonological awareness, including phonemic awareness

7.5c phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences

7.5d decoding and encoding, including morphological awareness

7.5e text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

7.5g connected, decodable text

7.5h Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

7.8 c.Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom 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.

Criteria	Integrating / Innovative	Applying	Emerging	Beginning
	2	1.5	1	0.5
SMART/IEP Goal	Expertly created 2-3 IEP goals that are Specific,	Created 1-2 IEP goals that are Specific,	Created 1 IEP goal that is Specific,	Created 1 IEP goal that is Specific,

	Measurable, Achievable, Results-Oriented and Time-Bound and precisely targets needed student skills in either text reading fluency, including accuracy, prosody, rate, or connected, decodable text 7.5e 7.5g	Measurable, Achievable, Results-Oriented and Time-Bound and targets needed student skills in either text reading fluency, including accuracy, prosody, rate, or connected, decodable text 7.5e 7.5g.	Measurable, Achievable, Results-Oriented and Time-Bound in either text reading fluency, including accuracy, prosody, rate, or connected, decodable text 7.5e 7.5g. Several of the SMART criteria are not well written or slightly miss the targeted skill.	Measurable, Achievable, Results-Oriented and Time-Bound in either text reading fluency, including accuracy, prosody, rate, or connected, decodable text 7.5e 7.5g. Many of these criteria are not well written and miss the targeted skill.
Pre-Lesson Planning: Prior Knowledge, Standards, Objective, Materials, Collaboration	Expertly completed each section including information relating to prior knowledge of letter formation/printing, spelling and syllable patterns, semantics, morphology, and syntax , standards, objectives, materials, and collaboration. 7.5h 7.8 c	Completed each section including information relating to prior knowledge of letter formation/printing, spelling and syllable patterns, semantics, morphology, and syntax , standards, objectives, materials, and collaboration. 7.5h 7.8 c	Completed each section including information relating to prior knowledge of letter formation/printing, spelling and syllable patterns, semantics, morphology, and syntax , standards, objectives, materials, and collaboration some elements may be missing. 7.5h 7.8 c	Completed each section including information relating to prior knowledge , standards, objectives, materials, and collaboration Skills such as of letter formation/printing, spelling and syllable patterns, semantics, morphology, and syntax , are not completely defined, parts are missing. 7.5h 7.8 c
	Integrating / Innovative 3	Applying 2	Emerging 1.5	Beginning 1
Teach and Assess	Expertly detailed all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear in the day-to-day supplemental instruction and/or	Detailed all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear in the day-to-day supplemental instruction and/or intensive	Included all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear in the day-to-day supplemental instruction and/or intensive	Included all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear in the day-to-day supplemental instruction and/or intensive

	intensive intervention in literacy MM/EX 7.3	intervention in literacy MM/EX 7.3	intervention in literacy MM/EX 7.3 . Some parts may be missing.	intervention in literacy . MM/EX 7.3 Many parts may be missing, information may be unclear.
	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5
Go React – Upload Video to GoReact of Lesson being taught to student(s)	Expertly modeled the lesson (matches the lesson plan) and uploaded the video to GoReact.	Modeled the lesson created in the lesson plan. May have not modeled all parts of the lesson plan. Video was uploaded into GoReact.	Modeled the lesson created in the lesson plan. May have not modeled all parts of the lesson plan. Video was uploaded into GoReact.	Did not model the lesson created in the lesson plan. May have described rather than modeled the lesson. Video was uploaded into GoReact.
	Completed 1		No Submission 0	
Self-Reflection: Upload Video to GoReact	Uploaded a video comment reflecting on the modeling of the lesson. Discussed how the lesson went, if all aspects of the lesson plan were modeled or if there were areas for improvement.		Did not upload a video with required commentary.	
Overall Score	Integrating/Innovative 10	Applying 7.5	Emerging 5	Beginning 2.5

Assignment 16: Annotate a Video Clip in GoReact

(CLO 1, 3)

Overview

This activity will help you practice annotating videos using specific tags.

Instructions

1. Watch a video clip of a short reading lesson in GoReact.
2. Search for specific areas based on the list provided below and “tag” those specific points in the video with a comment on where you are observing the specific area.

Use **one** (1) of the following headings for your comment “tags” and add a short description of how the teacher demonstrated each area:

- **Creating a Positive and Safe Learning Environment:** Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).
- **Establishing Expectations for Content-Specific Learning:** Describe how the teacher established expectations for the students' content learning in this lesson.
- **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking:** Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).
- **Monitoring Students' Learning of Content:** Explain how the teacher checked for students' understanding, using informal assessment, of the content-specific learning goals throughout the lesson.

GoReact Video Information/Access:

Viewing the following video: **Running Records: Assessing and Improving Students' Reading Fluency and Comprehension:** <https://www.youtube.com/watch?v=ZO-4OYjiUA>

[2:21]

Grading

This assignment is worth 1 point. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative	0
	0.5	
Add one comment to the video using one of the four specific headings.	Candidate has correctly tagged the video in GoReact using one of the four headings.	Candidate did not tag the video in GoReact using one of the four headings.
Add a brief description of how the teacher modeled one of the four areas.	Candidate included at least one to two sentences describing how the teacher in the video modeled the skill the candidate tagged in the video.	No description was included.
Overall Score	Integrating/Innovative	Beginning
	1	0

Course Outline

SED 609 Lang & Lit Case Studies

Prerequisite: SED 607

Duration: 4 Modules

Course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMSN and ESN. Through a case study, candidates will administer and analyze a variety of reading/writing assessments, develop IEP goals specific to data from the assessments and plan lessons that promote student access and achievement in mastering literacy standards.

Course Learning Outcomes:

1. Analyze (level 4) a battery of literacy, reading and writing formative assessments from case studies addressing language/literacy/writing SMART goals, objectives and evidence-based interventions to enable MMSN and ESN students to progress with their reading and/or proficiency skills.
2. Applying (level 3) knowledge of reading standards, assessments and evidence-based interventions in language, literacy and writing, candidates examining the 20 domains of language, literacy and writing.
3. Design (level 6) comprehensive language/literacy/writing intervention strategies to address the social, cultural, and multilingual performance of MMSN/ESN students in the academic content areas.
4. Utilize (level 6) case studies MMSN/ESN who are English learners, student with learning disabilities, intellectual delays and are adolescents developing an explicit plan of structured literacy instruction to support students become independent or functional readers/writers.
5. Incorporate (level 6) technology and assistive technology for MMSN/ESN students, for digital literacy skills and strategies for interconnectedness of language/literacy/writing in the academic content areas.
6. Formulate (level 6) a comprehensive explicit and sequential lesson plan for either MMSN or ESN students inclusive of the state standards and evidence-based interventions.

Course Specific Expectations

- Candidates are expected to attend all class sessions, participate in all class activities, and complete assessment measures/assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Course Assignments The following learning activities are designed to develop further your knowledge of language, literacy, and reading and assessment and interventions for struggling readers and students whose reading levels vary from survival to proficient.

Assignments/ Required Readings /Discussion Board/
Lectures & PPT / Text
CDE REQUIRED RESOURCES:

California Department of Education. (2019). *California Dyslexia Guidelines*. Retrieved from <https://research.ebsco.com/c/udgvh3/search/details/bozghr4qwr?db=nlebk>

English Language Development Standards. (2012). *California Kindergarten Through Grade 12*. Retrieved from <https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf>

California Commission on Teacher Credentialing. (2022). *Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials*. Retrieved from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

California Department of Education (2019). *California practitioner's guide for educating English learners with disabilities*. Retrieved from <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Commission on Teacher Credentialing (2016, June). *California teaching performance expectations/standards for educator preparation*. Retrieved from <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

California Department of Education. (2019). *Special Education*. Retrieved from <https://www.cde.ca.gov/sp/se/>

California Commission on Teacher Credentialing (CTC) (2019). *Credential information*. Retrieved from <https://www.ctc.ca.gov/>

Park, S., Martinez, M., Chou, F. (2017). *CCSSO English learners with disabilities guide*. Washington DC: Council of Chief State School Officers. Retrieved from <https://ccsso.org/resource-library/ccsso-english-learners-disabilities-guide>

SIP. (2018). *Supporting inclusive practices*. Retrieved from <https://www.sipinclusion.org/>.

Wrightslaw. (2019). *Topics A-Z*. Retrieved from <http://www.wrightslaw.com/topics.html>

Reading Rockets: High-Leverage and Evidence-Based Practices: A Promising Pair for all Learners <https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair>

Universal Design Learning <https://udlguidelines.cast.org/>

Module 1: Case Study Student with Intellectual Delay, Reading Skills Levels, Word Study, Adolescent Reading, AAC
REQUIRED READINGS:

TPE 7.5/U7.5 i Introduce	TEXT Fisher, D. & Frey, N. (2020). Improving Adolescent Literacy: Content Areas Strategies at Work (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V
	Text: Chapter 1 – Ensuring All Students, Read, Write. Think and Learn
TPE 7.8/U7.8	TEXT Chapter 6 – Speaking Volumes: Using Collaborative Conversation to Build Students’ Content Knowledge
	Text Chapter 7 - Picture This Graphic Organizers in the Classroom
Recommended Resources:	
	<p>Teaching Reading</p> <p>Adolf, S. M., & Hogan, T. P. (2019). If we don’t look, we won’t see: Measuring language development to inform literacy instruction. Policy Insights from the Behavioral and Brain Sciences. https://doi.org/10.1177/2372732219839075</p> <p>This article validates the need for oral language instruction to support literacy development.</p> <p>Moats, L. C. (2020). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. American Educator, 44 (2), 4-39. https://www.readingrockets.org/resources/resource-library/teaching-reading-rocket-science-2020-what-expert-teachers-reading-should</p> <p>This article describes the knowledge base that is essential for teacher candidates and practicing teachers to master if they are to be successful in teaching all children to read well.</p> <p>Academic Language</p> <p>Barth, A. E., Ankrum, E. R., & Newman Thomas, Cath (2024). Inference instruction for students with reading disabilities. Rural Special Education Quarterly, 43(4), 225-234.</p> <p>This article details the explicit instruction process for addressing inference in textbooks.</p> <p>Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359</p> <p>This article is about the role of academic language in understanding text.</p> <p>Toews, S., Zimmerman, K., Kurth, J., & Crump, N. (2025). Comparison of using modified and nonmodified books on comprehension of students with extensive support needs. Remedial and Special Education, 46(1), 53–65.</p> <p>This article demonstrates the value of text modifications in shared reading for ESN students.</p> <p>Adolescent Literacy</p> <p>Adolescent Literacy – What’s Technology got to do with it? https://www.adlit.org/topics/technology/adolescent-literacy-whats-technology-got-to-do-it</p> <p>This article focuses on the use of technology to support adolescent reading.</p>

Intensifying Reading Instruction for Students Who are Not Making Desired Progress.
<https://improvingliteracy.org/code-assets/briefs/intensifying-reading-instruction.pdf>

Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunariningsingh, K., Mogge, S., Headley, K. N., Ridgeway, V. G., Peck, S., Hunt, R., & Dunston, P. J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent & Adult Literacy*, 50(5), 378–396.

This article describes ways to get adolescents motivated to read.

Sedita, J. (2011). *Adolescent Literacy: Addressing the Needs of Students in Grades 4–12*. In Birsh, J. R. *Multisensory Teaching of Basic Language Skills*. (3rd ed.). Brookes Publishing

<https://keystoliteracy.com/wp-content/uploads/2012/08/Adolescent-Literacy-addressing-the-needs-of-students.pdf#page=2.01>

Teaching Adolescents to Read: It's not too Late The Top Ten Things New High School Teachers Need to Know About Servicing Students with Special Needs <https://milnepublishing.geneseo.edu/steps-to-success/chapter/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/>

This article describes 10 researched based tips for supporting students with extensive support needs in literacy instruction.

Augmentative and Alternative Communication

Leonet, O., Orcasitas-Vicandi, M., Langarika-Rocafort, A., Mondragon, N.I., & Etxebarrieta, G.R. (2022, July 6). A systematic review of augmentative and alternative communication interventions for children aged from 0 to 6 years. *Language, Speech, and Hearing Services in School*, 53(3), 894-920. doi: 10.1044/2022_LSHSS-21-00191. Epub 2022 Jun 27. PMID: 35759607.
<https://pubmed.ncbi.nlm.nih.gov/35759607/>

This systematic review evaluates the latest available evidence regarding augmentative and alternative communication (AAC) interventions in children from 0 to 6 years old diagnosed with various disabilities.

Walker, V.L., & Chung, Y.C. (2022, January 5). Augmentative and alternative communication in an elementary school setting: A case study. *Language, Speech, and Hearing Services in School*, 53(1), 167-180. doi: 10.1044/2021_LSHSS-21-00052. Epub 2021 Dec 13. PMID: 34902289.
<https://pubmed.ncbi.nlm.nih.gov/34902289/>

This case study examines the use of Augmentative and Alternative Communication in a school setting.

Intellectual and Developmental Disabilities

Duffy, M. A., (2016). *Literacy Instruction for Students with Intellectual and Developmental Disabilities*. Chapter 9. In Munger, K.A. (Ed). *Steps to Success: Crossing the Bridge Between Literacy Research and Practice*. <https://milnepublishing.geneseo.edu/steps-to-success/chapter/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/>

Intensifying Reading Instruction for Students Who are Not Making Desired Progress.
<https://improvingliteracy.org/code-assets/briefs/intensifying-reading-instruction.pdf>

This article is about intensifying instruction for students who are not making progress in instruction.

Johnston, S. S., O, K. B. V., & Stokes, K. (2018). Early Literacy Support for Students with Physical Disabilities and Complex Communication Needs. *Teaching Exceptional Children*, 51(2), 91–99. <https://doi.org/10.1177/0040059918802808>

Supporting student with physical disabilities with reading

Lemons, C. J., Allor, J. H., Al Otaiba, S., & LeJeune, L. M. (2018). 10 research-based tips for enhancing literacy instruction for students with intellectual disability. *Teaching Exceptional Children*, 50(4), 220–232. <https://doi.org/10.1177/0040059918758162>

Developing Reading Goals and Programs for student with intellectual delays

Teaching Adolescents to Read: It's not too Late The Top Ten Things New High School Teachers Need to Know About Servicing Students with Special Needs <https://milnepublishing.geneseo.edu/steps-to-success/chapter/9-literacy-instruction-for-students-with-intellectual-and-developmental-disabilities/>

This article describes 10 researched based tips for supporting students with extensive support needs in literacy instruction.

Whitbread, K. M., Knapp, S. L., & Bengtson, M. (2021). Teaching foundational reading skills to students with intellectual disabilities. *Teaching Exceptional Children*, 53(6), 424–432. <https://doi.org/10.1177/0040059920976674>

Word Study

Curriculum Vocabulary Learning of Fourth Graders Using the Vocabulary Scenario Technique <https://pubmed.ncbi.nlm.nih.gov/33826414/>

This article focuses on the importance of vocabulary instruction using the Vocabulary Scenario technique.

Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work <https://pubmed.ncbi.nlm.nih.gov/31600467/>

This clinical focus article will highlight the importance of vocabulary instruction.

The Role of Instruction for Spelling Performance and Spelling Consciousness <https://www.tandfonline.com/doi/full/10.1080/00220973.2017.1315711>

This study examined the role of instruction for spelling performance and spelling consciousness in the Dutch language. Spelling consciousness is the ability to reflect on one's spelling and correct errors.

Wanzek, J., Wood, C., & Schatschneider, C. (2023, September 13). Teacher Vocabulary Use and Student Language and Literacy Achievement. *Journal of Speech, Language, and Hearing Research*, 66(9), 3574–3587. doi: 10.1044/2023_JSLHR-22-00605. Epub 2023 Aug 4. PMID: 37541302. <https://pubmed.ncbi.nlm.nih.gov/37541302/>

This article summarizes the benefits of teacher talk on the reading achievement of students.

	<p>Word Study Instruction in the K-2 Classroom https://www.readingrockets.org/topics/curriculum-and-instruction/articles/word-study-instruction-k-2-classroom</p> <p>This article describes nine tips for implementing a word study program in your classroom</p> <p>High Leverage Practices, Evidence Based Practices and Bloom’s Hierarchy of Learning</p> <p>McCray, E., Brownell, M., Kamman, M., Robinson, S., & Cedar Center. (n.d.). High leverage and evidence-based practices: A promising pair for all learners. Reading Rockets. https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair</p> <p>High Leverage Practice and Higher Order Thinking</p> <p>High Leverage Practices for Students with Disabilities https://cedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf</p> <p>Higher Order Thinking https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking</p> <p>Universal Design for Learning: https://universaldesign.ie/about-universal-design/the-7-principles Website about Universal Design for Learning</p> <p>Oxford Owl: https://www.oxfordowl.co.uk/ Free online books for students</p> <p>Online Resources</p> <p>Epic: https://www.getepic.com/educators Teacher resource for online books</p> <p>Unite for Literacy: https://www.uniteforliteracy.com/ Free online books for students</p> <p>World reader: https://www.worldreader.org/booklists/ Free online books for students.</p> <p>IBBY https://www.ibby.org/ Free online books for kids</p> <p>Videos</p> <p>Center for Dyslexia MTSU. (2025, January 23). Reading instruction from students with intellectual disabilities [Video]. YouTube. https://www.youtube.com/watch?v=ePdeV6v5FHg</p> <p>Cincinnati Children’s. (2025, January 23). What is AAC? Augmentative and alternative communication [Video]. YouTube. https://www.youtube.com/watch?v=r3m8_YmTDDM</p>
CDE REQUIRED RESOURCES: Focus on Standards for Intellectual Delayed Students	
	<p>ELA Reading Standards: Literature: Kindergarten pp 11-12</p> <p>ELA Reading Standards: Informational Text pp14 -15,</p> <p>ELA Reading Standards: Foundational Skills pp 17-19</p> <p>ELA Reading Standards: Speaking & listening Kindergarten pp 27-28.</p> <p>ELA Language Standards: Kindergarten pp 32 -35</p>

CA Dyslexia Guidelines Chapter 12 Assistive Technology pp 75-80
ELD Glossary pp 190-194

Module 1 Activities

**TPE 7.5/U 7.5
(d) Introduce**

Lecture 1 & PPT: Reading Skill Levels
 Lecture 2 & PPT: Word Study
 Lecture 3 & PPT: Assistive Technology

Assignment #1

Check for Understanding: Report on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.

**TPE 7.5/U7.5 f
Assess**

**MM/EX 7.1
Assess**

Assignment # 2

CASE STUDY: High school student with Intellectual Delays (ID)

After completing the required reading resources, you will be able to:

- Review a case study of an ESN student and determine the student's strengths and barriers,
- On the study template, using the ELA standards write a SMART goal(s) and objectives for the student in word study, comprehension, and writing.
- Develop evidence-based interventions to address the student's academic performance in word study, comprehension, and writing.
- Identify resources for supporting teachers.
- Provide parents with reading materials to use at home.

Rubric Module 1 Assignment 2 Case Study.: High school student with Intellectual Delays (ID)

Assess TPE 7.10; 7.10a

Criteria	Integrating	Applying	Emerging	Beginning
Evidence-based Interventions	Evidence -based interventions appropriately address a high school student with intellectual delays academic performance in word study, comprehension and writing skills.	Evidence-based interventions are mentioned to support academic performance in word study, comprehension and writing skills.	Interventions are included, but may not be evidence-based or appropriate for a high school student	Interventions do not address the needs of a high school student with intellectual delays
Resources for Supporting	The case study provides details	The case study provides details	The case study provides limited	The case study does not

	Teachers and Family Collaboration	to support both teachers and the collaboration with specialists, families and guardians. The plan includes articulated methods 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. (TPE 7.10c)	to support both teachers and the collaboration with specialists, families and guardians. The plan may include methods to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; or to plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive	details to support both teachers and the collaboration with specialists, families and guardians.	adequately address collaboration among stakeholders in support of the high schools student.
TPE 7.7/U7.7 Practice TPE 7.7a Practice TPE 7.7b Practice	Assignment #3 LITERACY GRAPHIC ORGANIZER (LGO): Part 1 , these components/domains/skills are listed on the left side of the template: Motivating adolescents for literacy, Word Study, Academic Language, Figurative and Conversation Skills. Using the template, address the following categories.				
	How would you define this term?	What is the CCSS/ELA for this domain?	What is an evidence-based intervention strategy for ESN students and the one for MMSN students?	How would you completely monitor progress in this domain?	
	Part 2 Select one of the components/domains/skills. Using go React develop a video teaching a 5-minute lesson on an evidence-based strategy. You can use a student in your class or general education.				
	Discussion Board 1: using PackBack				

	After reading Chapter 6 Productive Group Work Routines and Chapter 7 Types of Graphic Organizer, develop a probing question to share with your peers.
Module 2: English Learner with Dyslexia, Academic Reading	
Required Readings:	
7.5/U7.5 (i) Practice	<p>COURSE RESOURCES (LIBGUIDE) Fisher, D., & Frey, N., (2020). Improving Adolescent Literacy: Content Areas Strategies at Work (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V</p> <ul style="list-style-type: none"> Chapter 2: Setting the Stage: Building and Activating Prior Knowledge Chapter 3: Word for Word: Vocabulary Development Across the Curriculum Chapter 4: Well, read: Promoting Comprehension Through Read-Aloud, Shared Readings and Close Reading
Recommended Resources:	
	<p>Academic Language:</p> <p>Barth, A. E., Ankrum, E. R., & Newman Thomas, C. (2024). Inference instruction for students with reading disabilities. <i>Rural Special Education Quarterly</i>, 43(4), 225-234.</p> <p>This article details the explicit instruction process for addressing inference in textbooks.</p> <p>Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359</p> <p>This article is about the role of academic language in understanding text.</p> <p>Toews, S., Zimmerman, K., Kurth, J., & Crump, N. (2025). Comparison of using modified and nonmodified books on comprehension of students with extensive support needs. <i>Remedial and Special Education</i>, 46(1), 53–65. This article demonstrates the value of text modifications in shared reading for ESN students.</p> <p>Academic Language</p> <p>Barth, A. E., Ankrum, E. R., & Newman Thomas, C. (2024). Inference instruction for students with reading disabilities. <i>Rural Special Education Quarterly</i>, 43(4), 225-234. This article details the explicit instruction process for addressing inference in textbooks.</p> <p>Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359 This article is about the role of academic language in understanding text.</p> <p>Toews, S., Zimmerman, K., Kurth, J., & Crump, N. (2025). Comparison of using modified and nonmodified books on comprehension of students with extensive support needs. <i>Remedial and Special Education</i>, 46(1), 53–65. This article demonstrates the value of text modifications in shared reading for ESN students.</p>

Dyslexia

Dawson, K., Antonenko, P., Lane, H., & Zhu, J. (2019). Assistive Technologies to Support Students with Dyslexia

October 2018. Teaching Exceptional Children 51(4):004005991879402.

<https://go.openathens.net/redirector/nu.edu?url=https%3A%2F%2Fjournals.sagepub.com%2Fdoi%2F10.1177%2F0040059918794027>

English Language Development Standards. (2012). California Kindergarten Through Grade 12. Retrieved from <https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf>

Herbert, M., Kearns, D., Baker Hayes, J., Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. Language, Speech & Hearing Services in Schools, 49(4), 843-863. <https://pubmed.ncbi.nlm.nih.gov/30458545/>

Johnston, V. (2019). Dyslexia: What reading teachers need to know. The Reading Teacher, 73(3), 339-346.

<https://research.ebsco.com/c/yi2or4/viewer/pdf/n6gk5xxtqb>

Kearns, D., Hancock, R., Hoeft, F., Pugh, K., & Frost, S. (2019). The Neurobiology of Dyslexia, 175-188.

<https://journals.sagepub.com/doi/10.1177/0040059918820051>

Lama, A. (2019). Difficulties in English language learning for students with dyslexia. SEEU Review, 14(1), 196-

206 https://www.researchgate.net/publication/335064945_Difficulties_in_English_Language_Learning_for_Students_with_Dyslexia

Lindstrom, J. (2019). Dyslexia in the schools: Assessment and identification. Teaching Exceptional Children, 51(3), 189-200.

https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_2170256605

Michigan Handbook on Dyslexia: A guide to Accelerating Learner Outcomes in Literacy V. 1.0 August, 2022

https://www.michigan.gov/mde/-/media/Project/Websites/mde/Literacy/Lit-in-MI-and-Essential-Practices/MDE_Dyslexia_Handbook.pdf

High Leverage Practices

McCray, E., Brownell, M., Kamman, M., Robinson, S., & CEEDAR CENTER. (n.d.). High leverage and evidence-based practices: A promising pair for all learners. Reading Rockets.

<https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair>

High Leverage Practices for Students with Disabilities <https://cedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf>

	<p>Thomas, A. & Thorne, G. Comprehension: Higher Order Thinking https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking</p> <p>Videos:</p> <p>Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ</p> <p>The Power of Assistive Technology https://www.youtube.com/watch?v=upL-3PYaPSM</p> <p>Dr. Anita Archer- Vocabulary Instruction https://www.youtube.com/watch?v=DC0HNtvxuRg</p>
CDE REQUIRED RESOURCES: Focus on Student with Dyslexia	
TPE 7.10 (a) Practice	<p>CA Dyslexia Guideline: Chapter 1 A Twenty-First-Century Definition of Dyslexia (pp 3-4)</p> <p>CA Dyslexia Guideline: Chapter 2 Neuroscience of Dyslexia (pp. 6 –9)</p> <p>CA Dyslexia Guideline: Chapter 3 Dyslexia as a Language-Learning Disability (pp. 9 – 13)</p> <p>CA Dyslexia Guidelines: Chapter 4 Characteristics of Dyslexia by Age Group (pp. 14 – 23)</p> <p>CA Dyslexia Guidelines: Chapter 5 Socioemotional Factors of Dyslexia (pp. 24 - 25)</p> <p>CA Dyslexia Guidelines: Chapter 6 When the Concern May Not Be Dyslexia (pp. 26-32)</p> <p>CA Dyslexia Guideline: Chapter 9 Screening and Assessment for Dyslexia (pp. 42 – 58)</p> <p>CA Dyslexia Guidelines Chapter 12 Assistive Technology (pp. 75 - 80)</p> <p>CA Language K – 5 (pp. 32 – 39)</p>
Module 2 Activities	
7.6/U7.6 Introduce	<p>LECTURES & PPTs</p> <p>Lecture & PPT 4 - Introduction to Dyslexia</p> <p>Lecture & PPT 5 -Idioms & Figurative Language</p> <p>Lecture & PPT 6 - Academic Reading</p> <p>Lecture & PPT 7 The Five Domains of Reading</p>
	<p>Assignment # 4</p> <p>CHECK FOR UNDERSTANDING Report on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.</p>
TPE 7.5/U7.5 f Assess	<p>Assignment # 5</p> <p>CASE STUDY: High school student with Learning Disabilities and Dyslexia</p>

**TPE 7.10 a
Practice**

**TPE 7.10 b
Practice**

**TPE 7.10 c
Practice**

Instructions

This assignment requires you to carefully review the source documents, including the student's history and academic performance.

After reviewing the document, respond to the prompts in the case study template. Make sure the goals you provide are written using the SMART goal format, and the recommendations for the classroom and parents are specific.

After completing the required reading resources, you will be able to:

- Review a case study of an ESN student and determine the student's strengths and barriers to language, literacy and writing.
- On the study template, using the CCSS and ELA standards write a SMART goal(s) and objectives for the student in word study, comprehension, and writing.
- Develop evidence-based interventions to address the student's academic performance in word study, comprehension, and writing.
- Identify resources for supporting teachers.
- Provide parents with reading materials to use at home using CA Dyslexia Guidelines pp 81-94

Rubric Case Study – High School Student with Learning Disabilities and Dyslexia

Assess TPE 7.5/U7.5 f, 7.10c

Criteria	Integrating	Applying	Emerging	Beginning
Analysis of Strengths and Barriers to Language, Literacy, and Writing (2 pts)	Insightful, detailed analysis with strong evidence and clear connections to learning/literacy development.	Clear and accurate analysis with some connection to academic impact.	Some strengths and barriers identified; lacks clarity or depth.	Superficial or incomplete analysis; no connection to learning.
SMART Goals & Objectives Using CCSS/ELA Standards (2 pts)	Three individualized, measurable SMART goals aligned with standards; objectives are scaffolded and clear.	Three mostly SMART goals, aligned with standards; objectives generally clear.	Goals lack clarity or alignment; objectives vague or underdeveloped	Goals missing or not measurable; objectives unclear or incomplete
Evidence-Based Interventions (2 pts)	Highly relevant, research-based strategies tailored to student needs with clear rationale specifically addressing interventions aligned to TPE 7.5 developing students' skills in print	Appropriate strategies supported by research with general rationale, addressing interventions aligned to TPE 7.5.	Loosely supported strategies; rationale is vague. Limited alignment to TPE 7.5	Unclear, unsupported, or irrelevant interventions.

		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.			
	Resources for Supporting Teachers (1 pt)	Specific, practical teacher tools aligned to best practices and student needs. (TPE 7.10)	Useful supports for instructional needs.	Limited or general suggestions with weak alignment.	Unclear or missing suggestions.
	Resources for Parents (CA Dyslexia Guidelines pp. 81–94) (1 pt)	Collaboration with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district is detailed 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. (TPE 7.10) Clearly drawn from guidelines; practical and specific with explanation.	Relevant and accurate resources provided in support of collaboration with teachers, specialists, other professionals, and administrators from the school or district is detailed to facilitate comprehensive assessment for disabilities in English and as appropriate	Limited or loosely connected suggestions.	No resources or irrelevant suggestions.

7.6/U7.6 Practice	<p>Assignment # 6</p> <p>LITERACY GRAPHIC ORGANIZER (LGO):</p> <p>Part 1, these components/domains/skills are listed on the left side of the template: Dyslexia, Story Grammar, Text Genres, Narrative Comprehension and Expressive Comprehension</p> <p>Using the template, address the following categories.</p> <table><tr><td>How would you define this term?</td><td>What is the CCSS/ELA for this domain?</td><td>What is an evidence-based intervention strategy for ESN students and the one for MMSN students?</td><td>How would you completely monitor progress in this domain?</td></tr></table> <p>Part 2 Select one of the components/domains/skills and develop a video teaching a 5-minute lesson using an evidence-based strategy. You can use a student in your class or general education. Using GoReact teach, tag/ annotate & evaluate your teaching strategies.</p>	How would you define this term?	What is the CCSS/ELA for this domain?	What is an evidence-based intervention strategy for ESN students and the one for MMSN students?	How would you completely monitor progress in this domain?
How would you define this term?	What is the CCSS/ELA for this domain?	What is an evidence-based intervention strategy for ESN students and the one for MMSN students?	How would you completely monitor progress in this domain?		
	<p>Assignment #2</p> <p>DISCUSSION BOARD:</p> <p>Examine the Strategies at Work for English, Social Studies and Mathematics. Using PlayBack Develop 2 questions from each area to share with your peers.</p>				
	<p>Assignment # 7</p> <p>TECHNOLOGY TOOLKIT: Developed from the CA Dyslexia Guideline Appendix B pp103</p> <p><u>Part 1</u> EXAMINING APPS FOR WORD This toolkit will require searching apps that address the reading areas of word study, comprehension, and writing/notetaking for students with dyslexia. In each of those areas identified in the template, determine:</p> <p>Reading domain/skill addressed</p> <p>Appropriate age/grade for use with students</p> <p>Cost of the app</p> <p><u>Part 2:</u> APPLICATION OF TOOLBOX TO STUDENT WITH DYSLEXIA</p> <p>Then, the student will select apps for a 6th-grade student with dyslexia who is 3 years behind in reading, spelling, writing and provide a rationale for that selection.</p> <p>The candidate will review apps for iPads in the areas of Spelling Tools, Reading Tools, Writing/Notetaking Tools, and Applications.</p> <p>Then select and purchase materials for a student with dyslexia who is 3 years behind grade level in spelling, reading, and writing and provide a rationale for that selection.</p>				
	<p>Assignment # 1 QUIZ on Dyslexia</p>				
<p>Module 3: English Learner with Learning Disabilities, Literature, and Informational Text</p>					

Required Reading: COURSE RESOURCES (LIBGUIDE) : Fisher, D., & Frey, N. (2020). Improving adolescent literacy: Content areas strategies at work (5th ed.). Pearson Education. ISBN: X004G1HQ6V

- Read Chapters 5 and 8.

Recommended Resource:

**7.6/U7.6(a)
Practice**

Learners of the English Language

ELL vs. Learning Disability Chart. Resource File see sharepoint

[IRIS Teaching English Language Learners: Effective Instructional Practices](https://iris.peabody.vanderbilt.edu/module/ell/)

<https://iris.peabody.vanderbilt.edu/module/ell/>

**TPE 7.10 (b)
Introduce**

This module presents multiple strategies to support ELL students with special needs, including sheltered instruction, vocabulary, and comprehension.

Boon, R. T., & Barbetta, P. M. (2017). Reading interventions for elementary English language learners with learning disabilities: A review. *Insights into Learning Disabilities*, 14(1), 27–52.

Hall, C., Steinle, P. K., & Vaughn, S. (2019). Reading instruction for English learners with learning disabilities: What do we already know, and what do we still need to learn? *New Directions for Child and Adolescent Development*, 2019(166), 145–189. <https://doi.org/10.1002/cad.20302>

Lama, A. (2019). Difficulties in English language learning for students with dyslexia. *SEEU Review*, 14(1), 196-206 https://www.researchgate.net/publication/335064945_Difficulties_in_English_Language_Learning_for_Students_with_Dyslexia

Irujo, S. (n.d.). What does research tell us about teaching reading to English language learners? Reading Rockets. Retrieved from <https://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

Comprehension Resources:

CSR:A Reading Comprehension Strategy <https://iris.peabody.vanderbilt.edu/module/csr/>

Dr. Shanahan: What's Disciplinary Literacy

<https://www.shanahanonliteracy.com/publications/what-is-disciplinary-literacy-and-why-does-it-matter>

Dr. Deshler Disciplinary Strategies for Content Literacy

<https://cedar.education.ufl.edu/portfolio/dr-don-deshler-disciplinary-literacy-strategies/>

High Leverage Practices

- McCray, E., Brownell, M., Kamman, M., Robinson, S., & CEEDAR CENTER. (n.d.). *High leverage and evidence-based practices: A Promising pair for all learners*. Reading Rockets. <https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/high-leverage-and-evidence-based-practices-promising-pair>

	<ul style="list-style-type: none"> • High leverage practices for students with disabilities https://cedar.education.ufl.edu/wp-content/uploads/2024/03/High-Leverage-Practices-for-Students-with-Disabilities-updated.pdf • Higher Order Thinking https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking <p>Videos</p> <p>Reading Rockets. (2019, Aug. 19). <i>Reading multisyllable words with Xavier, third grade</i> [Video]. YouTube. https://youtu.be/5xXEWm-6bnE?si=4EycSkFtHrN76eR</p> <p>The IRIS Center Video Collection. (2018, May 4). <i>English language learners: Sheltered instruction</i> [Video]. YouTube. https://youtu.be/jkw_wZtJ6hY?si=T6mw6G9Utcw-rJXj</p>
CDE REQUIRED RESOURCES	
	<p>California Department of Education. (2019). California Dyslexia Guidelines. https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf</p> <p>These guidelines are to assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting. students with Dyslexia.</p> <ul style="list-style-type: none"> • Required to read Chapter 7 pages 33-58. <p>CA Practitioners' Guide for Educating English Learners with Disabilities https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</p> <ul style="list-style-type: none"> • Chapter 2: Support for English Learners with a Multi-Tier System and Support pp. 43 – 103 <p>English Language Development Standards. (2012). California Kindergarten Through Grade 12. https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf</p> <p>This resource describes the key knowledge, skills, and abilities that students who are learning English as a new language need to access, engage with, and achieve in grade-level academic content.</p> <ul style="list-style-type: none"> • Required reading Chapters 2 and 3 <p>Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials</p> <p>https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12</p> <p>The literacy standards and the Teaching Performance Expectation for the new California Multiple Subject and Single Subject credentials outline the knowledge, skills, and competencies that a teacher candidate must present to effectively teach literacy to all students. Emphasis in this area focuses on foundational reading skills, comprehension strategies, writing development, and</p>

	<p>language acquisition, with social justice, diversity, and inclusion being its underlying values, correlating itself with the California Comprehensive State Literacy Plan.</p> <ul style="list-style-type: none"> • Required Reading pages 1-13
Module 3 Activities	
7.6/U7.6 Introduce 7.7/U7.7c Introduce	LECTURES <p>Lecture & PPT 9 Supporting the English Learner in Learning to Read</p> <p>Lecture & PPT 10 Reading Intervention for Narrative Comprehension</p> <p>Lecture & PPT 11 Reading Intervention for Expository Comprehension</p>
	<p>Assignment # 8</p> <p>CHECK FOR UNDERSTANDING Report on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.</p>
TPE 7.10 (b) Practice and Assess TPE 7.10 c Practice and Assess	<p>Assignment # 9</p> <p>CASE STUDY: English Learning student with a learning disability</p> <p>Instructions</p> <p>This assignment requires you to carefully review the source documents, including the student's history and academic performance.</p> <p>After reviewing the document, respond to the prompts in the case study template. Make sure the goals you provide are written using the SMART goal format, and the recommendations for the classroom and parents are specific.</p> <p>After completing the required reading resources, you will be able to:</p> <ul style="list-style-type: none"> • Review a study of a dyslexia student and determine the student's strengths and weaknesses, • On the study template, using the ELD and EL A standards write a SMART goal(s) and objectives for the student in word study, comprehension, and writing. • Develop evidence-based interventions to address the student's academic performance in word study, comprehension, and writing. • Identify resources for supporting teachers. • Provide parents with reading materials to use at home. <p>Case Study Rubric – High School Student with Learning Disabilities and Dyslexia</p>
	<p>Assignment # 10</p>

7.7/U7.7 c Introduce and Practice	LITERACY GRAPHIC ORGANIZER (LGO):				
	Part 1, these components/domains/skills are listed on the left side of the template: of Writing, Writing Organization, Writing Conventions, Translanguaging. Using the template, address the following categories.				
	How would you define this term?	What is the CCSS /ELD for this domain?	What is an evidence-based intervention strategy for ESN students and the one for MMSN students?	How would you completely monitor progress in this domain?	
	Part 2 Select one of the components/domains/skills and develop a video teaching a 5-minute lesson on an evidence-based strategy. You can use a student in your class or general education. Using GoReact evaluation your teaching.				
7.8/U7.8 a Practice and Assess	Rubric Module 3 Assignment 10				
	Criteria	Integrating	Applying	Emerging	Beginning
	Writing Organization, Writing Conventions, Translanguaging	The graphic organizer explicitly provides strategies to guide 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. (TPE 7.8 a)	The graphic organizer lists strategies to guide 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.	The graphic organizer contains limited strategies to address TPE 7.8a	The graphic organizer does not address writing organization, writing conventions or translanguaging
7.5/U 7.5 f Assess	Signature Assignment # 14 Sections 1- 4				
	Overview				
	<div>1. Select a special needs student from your class and complete Section 1 and 2 in the Signature Assignment Lesson Plan Template including UDL, MTSS, Engagement Strategies, Differentiation, and Higher Order Thinking Skills.</div> <div>2. In the template, write three SMART Goals that focus on word study, comprehension, and writing.</div>				
7.2 a Practice & Assess	Instructions				

1. Use the lesson planning template for sections 3 and 4 to develop a word study, writing, or reading comprehension lesson. Sections 3 and 4 will be completed individually.
2. Use GoReact to videotape yourself teaching the lesson to a special needs student. The lesson must be no more than 15 minutes long.
3. After you record the lesson, review, and annotate the video within GoReact using the following annotation titles:
 - a. **Creating a Positive and Safe Learning Environment:** Explain why you chose the strategies you used to establish a positive and safe learning environment.
 - b. **Establishing Expectations:** Describe how you established expectations for the student's content learning in the lesson.
 - c. **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking:** Explain why you implemented learning activities and used instructional strategies (e.g., resources, materials, and/or educational technology) to provide access and engage students in challenging content-specific learning using higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer).
 - d. **Monitoring for Student's Understanding:** Explain how you checked for student's understanding using informal assessment of the content specific learning goals throughout the lesson.
4. Write a 100-word reflection including:
 - a. What worked well in the lesson?
 - b. Were the students able to meet the objective(s)?
 - c. What changes could you make to improve the content, presentation, student engagement and understanding for the student?

Signature Assignment #14 Rubric – Sections 1–4 (Lesson Plan, Video, Reflection)

Criteria	Integrating / Innovative	Applying	Emerging	Beginning	Points
Sections 1 & 2 of Lesson Plan Template (UDL, MTSS, Strategies, etc.) (2 pts)	Lesson plan deeply integrates UDL, MTSS, engagement, differentiation, and higher-order thinking with thoughtful justification.	Includes key elements with adequate detail and appropriate application.	Addresses most elements, but lacks depth or clarity.	Few elements addressed or unclear/missing details.	___ /2
SMART Goals for Word Study, Comprehension, and	All three SMART goals are clear, measurable, targeted, and relevant to	Goals are specific and mostly measurable; mostly aligned to	Some goals are vague or lack measurable components of text	Goals are missing, unclear, or not relevant and do not contain text	___ /1.5

	Writing (1.5 pts)	text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). 7.5e	student needs in text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 7.5e	reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 7.5e	reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 7.5e	
	Lesson Plan Development – Sections 3 & 4 (2 pts)	Detailed, student-centered lesson that aligns with SMART goals and includes strong strategies and scaffolding.	Lesson adequately addresses goals with appropriate strategies.	Lesson has partial alignment or lacks clarity in structure.	Lesson is weak, vague, or misaligned.	___ /2
	GoReact Video Annotations (1.5 pts)	Annotations are clear, insightful, and demonstrate deep reflection on strategies, environment, engagement, and assessment.	Annotations are present and clearly explain instructional choices.	Some annotations lack clarity or depth.	Annotations are missing or too vague.	___ /1.5
	Instructional Delivery in Video (2 pts)	Instruction is engaging, student-centered, and promotes higher-order thinking with effective pacing and environment.	Lesson is clear and appropriately paced with age-appropriate strategies.	Some evidence of effective instruction; minor issues with clarity or pacing.	Lesson lacks engagement, clarity, or is developmentally inappropriate.	___ /2
	Monitoring Student Understanding (1 pt)	Effective and varied informal assessments used throughout the lesson.	Uses appropriate informal assessments to check understanding.	Limited or inconsistent informal assessment.	No clear assessment of understanding.	___ /1
	Written Reflection (100 words) (1 pt)	Reflection is thoughtful, specific, and includes	Reflects clearly on student performance	General reflection with minimal insight.	Vague or missing reflection.	___ /1

		actionable next steps based on outcomes.	and possible improvements.			
Module 4: Writing and Lesson Delivery						
Recommended Readings:						
	<p>Burke, L., Poll, G., & Fiene, J. (2017). <i>Response to an expository writing strategy across middle school RtI tiers. Learning Disabilities: A Contemporary Journal</i>, 15(1), 85–101. https://files.eric.ed.gov/fulltext/EJ1141987.pdf</p> <p>Digital Storytelling: Extending the Potential for Struggling Writer https://www.readingrockets.org/topics/common-core-standards/articles/digital-storytelling-extending-potential-struggling-writers</p> <p>How Does Writing Fit into the ‘ Science of Reading?’ https://www.edweek.org/teaching-learning/how-does-writing-fit-into-the-science-of-reading/2023/01</p> <p>Puranik, C., & Koutsoftas, A. (2024, July). Writing in elementary students with language-based learning disabilities: A pilot study to examine feasibility and promise. <i>Language, Speech & Hearing Services in Schools</i>.</p> <p>LINK: https://research.ebsco.com/linkprocessor/plink?id=77729730-7f76-399e-8915-c0940c75eff3</p> <p>6 + 1 Trait Writing Rubrics for K – 2 https://www.readingrockets.org/resources/resource-library/61-trait-writing-rubrics-grades-k-2</p> <p>Teaching Writing to Diverse Student Populations https://www.readingrockets.org/topics/writing/articles/teaching-writing-diverse-student-populations</p> <p>Writer’s Checklist: Procedural Support for Struggling Writing https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1802.</p>					
	<p>TEXT Fisher, D. & Frey, N. (2020). <i>Improving Adolescent Literacy: Content Areas Strategies at Work</i> (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V</p> <p>Chapter 9: Powerful Lines: Writing to Learn Content</p>					
CDE REQUIRED RESOURCES:						
	ELA Writing Standards; Writing K – 5 pp 21 -25					

	ELA Writing Standards Writing 6 - 12 pp 56 - 69
Module 4 Activities	
7.7/U7.7 a Introduce 7.8/U7.8 c Introduce	LECTURES & PPTs Lecture & PPT 12 The Writing Challenge
	Assignment # 12 FIELDWORK Observation: Select a classroom of special needs students learning to read. Complete the Template for the Observation for Classroom Management, Instructions Practices, and the Reading Domains. under Course Assignment header. Complete the Comments section and if it was not observed, provide information on how you would address that reading area.
	Assignment # 13 FIELDWORK Interview: The interview with an administrator of reading programs acquaints the Candidate with the dynamics of teaching MMSN and ENS students.
7.5/U7.5 f Assess 7.2 a Assess 7.6 a Assess	Signature Assignment # 14 Sections 1- 4 Lesson Plan Overview <ol style="list-style-type: none"> 1. Select a student with special needs from your class and complete Section 1 and 2 in the Signature Assignment Lesson Plan Template including UDL, MTSS, Engagement Strategies, Differentiation, and Higher Order Thinking Skills. 2. In the template, write three SMART Goals that focus on word study, comprehension, and writing. Instructions <ol style="list-style-type: none"> 1. Use the lesson planning template for sections 3 and 4 to develop a word study, writing, or reading comprehension lesson. Sections 3 and 4 will be completed individually. 2. Use GoReact to videotape yourself teaching the lesson to a special needs student. The lesson must be no more than 15 minutes long. 3. After you record the lesson, review, and annotate the video within GoReact using the following annotation titles: <ol style="list-style-type: none"> a. Creating a Positive and Safe Learning Environment: Explain why you chose the strategies you used to establish a positive and safe learning environment. b. Establishing Expectations: Describe how you established expectations for the student's content learning in the lesson. c. Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking: Explain why you implemented learning activities and used instructional strategies (e.g., resources, materials, and/or educational technology) to provide access and engage students in challenging content-specific learning using higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer). d. Monitoring for Student's Understanding: Explain how you checked for student's understanding using informal assessment of the content specific learning goals throughout the lesson.

	<p>4. Write a 100-word reflection including:</p> <ol style="list-style-type: none"> What worked well in the lesson? Were the students able to meet the objective(s)? What changes could you make to improve the content, presentation, student engagement and understanding for the student.
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Signature Assignment #14 Rubric – Sections 1–4 (Lesson Plan, Video, Reflection)

Assess TPE 7.2 a Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;

Assess 7.5 f Provide instruction that is structured and organized as Module well as direct, systematic, and explicit

Assess TPE 7.6 a 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.

Criteria	Integrating / Innovative	Applying	Emerging	Beginning	Poi nts
Sections 1 & 2 of Lesson Plan Template (UDL, MTSS, Strategies, etc.) (2 pts)	Lesson plan deeply integrates UDL, MTSS, engagement, differentiation, and higher-order thinking with thoughtful justification. (TPE 7.2a)	Includes key elements of UDL, MTSS, engagement, differentiation and higher order thinking with adequate detail and appropriate application.	Addresses most elements, but lacks depth or clarity.	Few elements addressed or unclear/missing details.	— /2
SMART Goals for Word Study, Comprehension, and Writing (1.5 pts)	All three SMART goals are clear, measurable, targeted, and relevant to the student's learning profile.	Goals are specific and mostly measurable; mostly aligned to student needs.	Some goals are vague or lack measurable components.	Goals are missing, unclear, or not relevant.	— /1.5
Lesson Plan Development – Sections 3 & 4 (2 pts)	Detailed, student-centered lesson that aligns with SMART goals and includes strong strategies and scaffolding. Instruction is structured and organized as well as direct, systematic, and explicit (TPE 7.5f)	Lesson adequately addresses goals with appropriate strategies. Some evidence of instruction structure and organization is apparent.	Lesson has partial alignment or lacks clarity in structure and organization.	Lesson is weak, vague, or misaligned.	— /2
GoReact Video Annotations (1.5 pts)	Annotations are clear, insightful, and demonstrate deep reflection on strategies, environment, engagement, and assessment.	Annotations are present and clearly explain instructional choices.	Some annotations lack clarity or depth.	Annotations are missing or too vague.	— /1.5
Instructional Delivery in Video (2 pts)	Instruction is engaging, student-centered, and promotes higher-order thinking with effective pacing and environment.	Lesson is clear and appropriately paced with age-appropriate strategies.	Some evidence of effective instruction; minor issues with clarity or pacing.	Lesson lacks engagement, clarity, or is developmentally inappropriate.	— /2

Monitoring Student Understanding (1 pt)	Effective and varied informal assessments used throughout the lesson.	Uses appropriate informal assessments to check understanding.	Limited or inconsistent informal assessment.	No clear assessment of understanding.	— /1
Written Reflection (100 words) (1 pt)	Reflection is thoughtful, specific, and includes actionable next steps based on outcomes.	Reflects clearly on student performance and possible improvements.	General reflection with minimal insight.	Vague or missing reflection.	— /1

Course Outline

MMS 617 Introduction to Assessment, Collaboration, and Instruction

Course Description

The course provides the knowledge and skills required for assessing the learning strengths and needs of children and youth with mild to moderate support needs. Candidates examine multiple sources of information to create an individualized comprehensive learner profile. A comprehensive profile is required for linking assessment findings to instructional planning including the development, implementation, and communication of the individualized education program (IEP). Candidates reflect on formative assessment data to determine the academic progress of students receiving special education to achieve the California Common Core Standards in comparison to their non-disabled, grade-level peers. Throughout MMS617 and MMS620 emphasis is placed on the use of multiple formal and informal assessments to inform instructional decision-making for students with mild to moderate support needs.

OER Statement

The course readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Required Textbook

Spinelli, C. G. (2012). *Classroom assessment for students in special and general education* (3rd ed.). Pearson.

eText ISBN: 9780133467536

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, candidates will:

CLO 1: Understand appropriate uses of different types of assessment to determine students; academic needs; for service eligibility, progress monitoring, and to create short- and long-term goals for IEP/ITP for students to access grade level requirements per core curriculum

CLO 2: Apply knowledge of appropriate ethical administration of assessment according to protocols and students' academic and communication needs including accommodations and/or AAC on assessments for students with disabilities.

CLO 3: Create and coordinate collaborative plan for differentiated instruction with Paraprofessionals and other service providers to ensure compliance with IEP/ITP to access students the LRE.

CLO 4: Create a safe and appropriate environment to accommodate and support students; needs including those who present with physical/medical access issues; long short-term memory issues; movement mobility; sensory; and/or specialized health care needs in addition to appropriate medical equipment required for students to participate fully in classrooms, schools, and the community.

CLO 5: Understand evidence-based support strategies for families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

CLO 6: Evaluate appropriate short- and long-term for IEP and instruction goals for students with mild to moderate disabilities with atypical language development, communication skills, social programmatic, language skills (e.g.,

executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

Course Expectations

Requirements

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded to meet the requirements of the course. Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

Course Specific Expectations

- Candidates are expected to: actively participate in weekly online sessions or view the recordings and complete a summary; and complete assessment measures and assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments

Please email your instructor directly with any questions about your fieldwork requirement.

Course grade definition and definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the “Our Programs” tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

The final grade evaluation in this course will be based on points as follows:

Assignments		Points
Collaboration – Weekly synchronous and asynchronous opportunities to collaborate through Brightspace, a virtual learning management platform facilitated by the instructor.	3 pts x 4	12
Discussion Forum Threads – Candidates engage with peer-reviewed articles designed to promote higher order thinking and meaningful interactions between online learners.	5 pts x 4	20
Activity – Designed to access, analyze, and synthesize course readings, media, and other resources to demonstrate application of course concepts using a variety of mediums.	1 x 05 1 x 10 1 x 05 1 x 05	25
Field Work – Designed to provide hands-on opportunities to learn about students with special needs to make connections between course offerings to actual real-life situations.	1 x 07 1 x 08 1 x 10	25
QUIZ - Check for Understanding of Formative Assessments, Ethical Practices, and Supports	05 pts	05
Signature Assignment – Designed to access candidate’s mastery of core concepts covered in collaboration sessions, discussions, presentations, and assigned readings and resources.	1 x 13	13
Total		100

Weeks at a Glance

Summary: Assignments and Preservice Hours/Field Experiences

1 Introduction to Assessments – A Foundational Role in Special Education		
Assignments	Poin ts	Due Date
1 Weekly Collaborate – Describe Assessments to Develop a Comprehensive Learner Profile <ul style="list-style-type: none"> Identify types of assessment used in special education. 	03	Sunday

	<ul style="list-style-type: none"> ○ Define the purposes of formal and informal assessments. ○ Articulate the role in conducting comprehensive educational evaluations. 		
1	<p>Discussion Forum – Articulate familiarity of multiple sources of assessment used to develop a comprehensive profile.</p> <p>TPE 7.10 Introduce</p> <p>Download and read HLPs in Special Education Assessment Research Synthesis. Focusing on HLP4:</p> <p>Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. (pp. 2-3).</p> <p>Post an initial response to the following questions:</p> <ol style="list-style-type: none"> 1. Which variety of assessments are most familiar to you? Explain why. Heard of them. Administered them? 2. What ones are least familiar to you? Have you heard of them, haven't heard of them? 3. Ponder the tenets of assessment literacy argued by CEC and CEEDAR (McLesky et al., 2017). Argue how gaining assessment literacy sets expectations in your role as an education specialist. Give specific example from your personal experiences. <p>References</p> <p>McLeskey, J., Barringer, M. D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheler, M.C., Winn, J., & Ziegler, D. (2017). <i>High leverage practices in special education: Assessment Research Synthesis</i>. Arlington, VA: Council for Exceptional Children & CEEDAR Center. https://highleveragepractices.org/four-areas-practice-k-12/assessment</p> <p>Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education. <i>Teaching Exceptional Children</i>, 50(1), 20-27. https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_crossref_primary_10_1177_0040059917724412</p> <p>Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson.</p> <ul style="list-style-type: none"> • Chapter 3 – Standardized assessment types, scores, and accommodations, pp. 53-94. 	05	Sunday*
1	<p>Activity 1: Record information from statistical concepts and scoring terminology.</p> <ul style="list-style-type: none"> ○ Descriptive statistics and scoring terminology used frequently in special education. ○ Select key vocabulary words from the color-coded chart, Basic Statistical Concepts and Scoring Terminology Handout ○ Create digital vocabulary cards using the provided Frayer Model template. 	05	Sunday

<p>1 Activity 2 - Complete steps to administer a standardized academic achievement test.</p> <p>TPE 7.10.a. Assess</p> <ul style="list-style-type: none"> Preparation to administer a standardized academic achievement test – WJIV <p><u>Completion of WJIV Tutorials</u></p> <ol style="list-style-type: none"> Go to WJIV-Riverside Publishing Test of Achievement – https://vimeo.com/showcase/6928712 Password: WJTraining32820 Watch ALL videos for the administration of the assessment. Where applicable, pay close attention to basal and ceiling and suggested starting points. Capture screen shots of at least 4 completed tutorials as evidence of completion. (These will be uploaded as part of the assignment into Brightspace.) Reflecting on the application of the test for students with various mild to moderate support needs (e.g., specific learning disabilities, emotional disturbance, physical and other health impairments, mild intellectual disabilities, and autism spectrum disorders) <p>Answer ALL reflection questions.</p> <ol style="list-style-type: none"> What information gained from observing the student during the administration of the test will add to the formal testing? What are the advantages and disadvantages of using age and grade equivalent scores on standardized tests? What factors should be considered in the decision making? What should you do when setting up the testing environment to allow for a student's behavioral issues and/or health/medical issues? What procedures illustrate best practices? What can you do to ensure the assessment is consistent with appropriate ethical conduct expected from professionals? Explain. When a student does not get a basal score in a subtest, what does that mean about the student's standard score and percentile rank in that area? <p>Optional Resources</p> <p>Mather, N., & Wendling, B. J. (2015). <i>Essentials of WJIV test of achievement assessment</i>. Hoboken, NJ: John Wiley & Sons. https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1895609</p> <ul style="list-style-type: none"> Review as needed Chapters 2 – How to administer; 3 – How to score, and 4 – How to interpret, pp. 21-158. The achievement assessment guide provides additional step-by-step information about the parts of standardized assessments, terminology, purposes, and analysis. It is designed to be used in tandem with online tutorials. <p>Mindrila, S. (2017). <i>Standardized assessments</i> [Video]. YouTube. https://www.youtube.com/watch?v=QlNm-81yw-o</p>	10	Sunday
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2 Considerations for Selection, Administration, and Evaluation of Accommodations		
Assignments	Poin ts	Due Dates
<p>2 Weekly Collaborate – Explore Guidelines for Accommodations</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of selecting, administering, and evaluating accessibility tools for instruction and testing. 2. Clarify teacher and support staff roles in instruction and assessment of student progress. 3. Conduct an ecological assessment as an evaluation tool to learn the demands of inclusive settings to support IEP goals. 	03	Sunday
<p>2 Discussion Forum – Demonstrate knowledge of accommodations.</p> <p>Read the peer-reviewed article by Edgemon et al. (2006). Then take the quiz posted in Module 2 (Accessibility Tools). Keep track of your score – what tools were unfamiliar to you?</p> <p>Post an initial response:</p> <ol style="list-style-type: none"> 1. How would you use the decision-making process (Fig. 1) for accommodations developed by Edgemon et al. (2006, p. 10) during an IEP meeting with parents and other members when selecting accommodations for a student with MMSN? 2. Take the quiz, Accessibility Tools. How familiar are you with the testing accommodations allowed for the SBAC. Share your score. 3. What will you do to move forward to build your knowledge of accessibility tools for both assessment and instruction to optimize access to the curriculum and SBAC tests for students with MMSN? <p>References</p> <p>Edgemon, E. A., Jablonski, B. R., & Lloyd, J. W. (2006). Large-scale assessments: A teacher's guide to making decisions about accommodations. <i>Teaching Exceptional Children</i>, 28(3), 6-11.</p> <p>https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_201145140</p> <p>The Regents of the University of California. (2023, July 29). Usability accessibility and accommodations guidelines.</p> <p>https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf</p>	05	Sunday*
<p>2 Fieldwork 1– Conduct an ecological assessment</p> <p>Instructions</p>	07	Sunday

	<p>Candidates conduct an ecological assessment within a school or community domain. Select a focus student with mild/moderate support needs. Provide a brief description of the focus student and rationale for the domain, setting, and skill selected.</p> <ul style="list-style-type: none"> School examples - Classroom, recess area, auditorium, administration building/office, library, cafeteria, track, or gymnasium. Community examples - Library, recreation center, theatre, church, or park. Select areas that are frequently utilized by your focus student. <p>Resources to get you started.</p> <p>Murphy, M., & Beam, H. (2021, Feb. 19). Four tips for self-contained classroom. https://www.edutopia.org/article/4-tips-successful-self-contained-classroom</p> <p>Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson.</p> <ul style="list-style-type: none"> Figure 4-20 – Class/School Environmental Checklist, p.119. 		
2	<p>Fieldwork 2 – Identify accessibility supports</p> <p>TPE 7.8b Practice and Assess</p> <ol style="list-style-type: none"> Select a focus student with mild to moderate support needs. Identify and describe the focus student's characteristics. <p>Grade Level; Disability (disabilities); Language proficiency (applicable to all students, not just ELs); Accessibility supports (universal tools, designated supports, and accommodations) used in the classroom and assessments listed on the student's IEP. (Some students may not have identified accessibility support listed on their IEPs.)</p> <ol style="list-style-type: none"> Categorize the accommodations by the type (e.g., presentation, response, setting, timing/scheduling). Refer to the following resource for support; Section 7: Accommodations for Testing (Spinelli, 2012, pp.77-87) Use the questions and adapt as appropriate to identify various types of presentation, responses, setting, and timing/scheduling accommodations for your focus student. Complete the tool with your focus student. Reflection: Share what you learned from this activity. <p>What surprised you?</p> <p>What would be your next steps to ensure the selection, administration, and evaluation of accommodations for instruction and assessment of students with disabilities is conducted with fidelity?</p> <p>Was the student aware of his/her accommodations and/or able to tell you when he/she uses it and if is purposeful?</p> <ol style="list-style-type: none"> Upload the focus student's responses and your reflection using the template. <p>References</p> <p>Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., & Touchette, B. (2016, August). <i>CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students</i>. Washington, DC: CCSSO. http://dataserver.lrp.com/DATA/servlet/DataServlet?fname=CCSSO+Accessibility+Manual(0).pdf</p> <p>Smarter Balanced. (2023, July). <i>Usability, accessibility, and accommodations implementation guide</i>. https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf</p>	8	Sunday

Thompson, S. J., Morse, A. B., Sharpe, M., & Hall, S. (2005, August). Accommodations manual: How to select, administer, and evaluate the use of accommodations for instructions and assessment of students with disabilities.

<https://osepideasthatwork.org/sites/default/files/AccommodationsManual.pdf>

Rubric: Fieldwork 2 – Identification of Accessibility Supports

Aligned to TPE 7.8b:

Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

RUBRIC - FIELDWORK 2	Integrating / Innovative	Applying	Emerging	Beginning
Focus Student Profile & Description	Provides a rich and nuanced profile of the focus student, including grade level, disability/disabilities, language proficiency, and learning characteristics. Describes how these intersect with the student's needs in writing, communication, and use of assistive technology or multimedia supports.	Clearly identifies the focus student's key characteristics and provides some connection to how these impact learning, including use of writing tools, spelling, or technology.	Identifies the focus student's characteristics with minimal discussion of their relevance to learning or access needs.	Student profile is missing key information or lacks clarity. No connection made to writing, presentation, or access needs.
Identification & Categorization of Accessibility Supports	Accurately identifies and categorizes all accessibility supports (universal tools, designated supports, accommodations), including those related to writing, keyboarding, spelling, multimedia, and language conventions. Demonstrates how supports align with individual needs and promote student independence in writing and presentations.	Identifies most relevant supports and categorizes them by type (presentation, response, setting, timing/scheduling), including some consideration of supports for writing, spelling, and multimedia.	Identifies limited supports or inaccurately categorizes them. Overlooks writing or multimedia supports.	Accessibility supports are missing or misidentified. No attempt to categorize or connect to writing or technology tools.
Use of Tools & References	Expertly applies course readings and external resources (e.g., Spinelli, CCSSO Manual, Smarter Balanced Guide). Cites relevant examples of accommodations and discusses best practices for integrating technology and multimedia in supporting writing and access.	Appropriately applies course materials and tools to support analysis of accommodations. Shows adequate understanding of integrating writing, keyboarding, or presentation supports.	References are minimally applied. Limited analysis of how tools relate to accommodations for writing or technology use.	No clear use of required resources or guidance. Little to no connection made to writing, keyboarding, or assistive tools.
Reflection & Next Steps	Deep, reflective analysis showing growth in understanding accessibility, accommodations, and the purposeful integration of	Reflects meaningfully on the process and considers student voice.	Reflection is present but lacks depth or specificity.	Minimal or missing reflection. No evidence of planning next steps.

	technology, spelling, and multimedia supports. Identifies specific next steps to evaluate and implement writing and assessment accommodations with fidelity. Student awareness and feedback are clearly incorporated.	Next steps are appropriate and show an understanding of accommodations for writing and access.	Discussion of student awareness or future planning is limited or vague.	Student feedback is not included.		
Documentation & Submission	All components (student tool, categorized accommodations, reflection, student responses) are submitted using the template. Work is polished, professional, and integrates references to writing support tools, technology, or multimedia where applicable.	Most required components are complete and organized using the template. References writing or multimedia accommodations.	Some components are missing or incomplete. Organization impacts clarity. Limited reference to writing/tech supports.	Work is incomplete, disorganized, or off-topic. No reference to template or support tools for writing and presentations.		
3 Introduction to Criterion-Referenced Assessments						
Assignments					Points	Due Dates
3 Weekly Collaborate – Examine Rubrics as Criterion-Referenced Assessments					03	Sunday
<ul style="list-style-type: none"> ○ Define elements and types of progress monitoring tools. ○ Create a criterion-referenced assessment for an academic growth measure that aligns with IEP goals for students with MMSN. ○ Facilitate a safe and appropriate environment to promote student independence and interdependence with peers. ○ Analyze strategies to promote students' ability to self-monitor their own progress. 						
3 Discussion Forum – Communicate recommendations to support paraprofessionals.					05	Sunday*
Instructions <ul style="list-style-type: none"> • Watch the video, <i>Rethinking the role of educational assistants</i> (https://youtu.be/UIH7Dz3wMpQ) (Alberta Schools, 2018). • Jot down key takeaways. • Read the article, <i>The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to be Supported</i> (Causton-Theoharis, 2009). • Think about the scenarios shared and the suggested strategies to fade away support to encourage independence and interdependence of students with disabilities during school. • Place yourself in the student's shoes and share a similar situation as a paraeducator or former educator, or working with a paraeducator where you observed unnecessary 						

	<p>dependence by adults such as interference with peer interactions, or interference with creativity or interference with teacher contact and instruction.</p> <ul style="list-style-type: none"> Respond to the following questions: <ol style="list-style-type: none"> Describe the situation, the actions taken. What actions could have been taken to support interdependence and independence of the student(s)? <p>References</p> <p>Alberta Schools (2018, April 10) <i>Rethinking the role of educational assistants</i> [Video]. YouTube. https://www.youtube.com/watch?v=Ulh7Dz3wMpQ</p> <p>Causton-Theoharis, J. N. (2009). The golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported. <i>Teaching Exceptional Children</i>, 42(2), 36–43. https://doi.org/10.1177/004005990904200204</p> <p>https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_201168209</p>		
3	<p>Activity 3 – Paraphrase the types and purposes of progress monitoring.</p> <p>TPE 7.10 Practice</p> <p>Instructions</p> <p>Review the rubric and Word Document worksheets attached prior to beginning the activity.</p> <ol style="list-style-type: none"> Complete the following IRIS Center modules on Progress Monitoring: <ol style="list-style-type: none"> Progress Monitoring: Reading (https://iris.peabody.vanderbilt.edu/module/pmr/#content) Progress Monitoring: Mathematics (https://iris.peabody.vanderbilt.edu/module/pmm/#content) Allow for 2-3 hours to complete the modules. Since some of the information is the same in both modules, you should be able to complete both modules within 3 hours or less. The section <i>Perspectives and Resources</i> has several practice activities. Take 3-4 screenshots during the completion of those activities to submit as evidence of completing the modules. Pay close attention to the formulas to determine the baseline and projection of growth to determine if the student is making adequate progress. Refer to the resources attached for the established range of scores to calculate growth, benchmarks, and goal setting. Complete the Assessment given at the end of each module. Assessment templates for both mathematics and reading are provided for you in the attached Word Document to complete the Assessments. Submit the screenshots and the completed Assessments into Brightspace. 	05	Sunday

References			
The IRIS Center. (2005), Rev. 2019). Progress monitoring: Reading. https://iris.peabody.vanderbilt.edu/module/pmr/			
The IRIS Center. (2019). Progress monitoring: Mathematics. https://iris.peabody.vanderbilt.edu/module/pmm/			
3	Fieldwork 3 – Practice designing a rubric as a self-assessment tool. Select a focus student with mild/moderate support needs. TPE MM/EX 7.1 Practice Develop a lesson plan that teaches a small group of students (3-4) how to use a rubric. (Select one of the students as your focus student.) Read the article, <i>Chocolate Chip Cookies and Rubrics</i> (Hall & Salmon, 2012). Be creative to design a practice exercise that is engaging to your targeted participants. Decide on the content that is familiar to the students. See examples. Remember you are teaching them how to use a rubric – that is the focus of the lesson. References Hall, E. W., & Salmon, S. J. (2003). Chocolate chip cookies and rubrics. <i>Teaching Exceptional Children</i> , 35(4). 8-11. https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_201104204 Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3 rd ed.). Pearson. Rubrics - How and why to use a rubric, pp.135-138.	10	Sunday
4 Interpret & Communicate Assessment Information Data with IEP Team			
Assignments		Poin ts	Due Date
4	Weekly Collaborate – Synthesize Multiple Data Sources to Compile a Comprehensive Learner Profile. <ul style="list-style-type: none">Articulate assessment data to the IEP team members.Practice interpreting and communicating assessment information to IEP team members.Communicate a collaborative plan for instruction.Depict safe and appropriate environments to support student learning.Express strategies for families of students with chronic illness and degenerative conditions.Justify responses to scenarios focusing on assessments.	03	Saturday **

<p>4 Discussion Forum – Justify responses to scenarios about assessments.</p> <p>Read the vignettes focusing on assessment. Select ONE to post an initial response to share what you would do to resolve the issue/problem and justify your decisions and/or actions.</p> <ul style="list-style-type: none"> • Jess • Enrique • Kaden <p>First response – Respond to a candidate’s initial post that selected a different student scenario than yours.</p> <p>Second response – Respond to a candidate’s initial post that selected a different student scenario. Essentially, each candidate is contributing to all 3 scenarios.</p> <p>Cite the specific references provided below each scenario.</p>	05	Saturday **
<p>4 Quiz - Check for Understanding of Formative Assessments, Ethical Practices, and Supports TPE MM/EX 7.1 Introduce and Practice</p> <p>Timed – One attempt is allowed</p>	05	Saturday **
<p>4 Activity 4 – Develop and implement high-quality educational programs</p> <p>TPE 7.10 Assess</p> <p>TPE MM/EX 7.1 Introduce and Practice</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Go to the Learning Modules Library from the PROGRESS Center and National Center on Intensive Intervention Website https://courses-studentprogress.org/ 2. Scroll down to the Module: Path to PROGRESS: Developing and Implementing High-Quality Educational Programs. 3. Register for a free account. Some of you already have one from previously taken coursework. 4. Complete the module. The module does not have to be completed in one session. Progress towards completing each section can be saved to allow for continuous attempts until completion. It should take approximately 30 minutes to complete. 5. Upload your Certificate of Completion into Module 4 Assignment 4 as evidence of successfully completing the module. 6. Reflect on the activity in the learning module, aligning to TPE 7.10 <i>monitoring students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</i> <p>TPE 7.10 Assess</p> <p>Rubric Activity 4: Develop and implement high-quality educational programs</p>	05	Saturday **

Criteria	Integrating	Emerging		
Certificate of Completion	Certificate uploaded	Certificate mentioned, but not evident		
Reflection	Reflection of learning module experiences addresses all aspects of monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. (TPE 7.10)	Reflection of learning module experiences addresses limited aspects of monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.		
4 Signature Assessment – Analyzing and Sharing Data with the IEP Team Candidates will be given a WJIV Score Report and a CAASPP Score Report for ELA and Math of an elementary age student with MMSN. Candidates will analyze, interpret, and summarize assessment information based on norm referenced and criterion referenced assessments. <ol style="list-style-type: none"> 1. Write a professional report describing the student's overall level of achievement. <ol style="list-style-type: none"> a. Note any discrepancies found between the WJIV and CAASPP results. 2. Provide a visual tool, Bell Curve, in preparation to share and explain the results to the IEP team. 3. Propose 3-4 IEP goal areas aligned to CA-CCSS based on data. 			13	Saturday **

Course Outline

MMS 620 Assessment and Differentiation

Course Prerequisite – MMS617 Introduction to Assessment, Collaboration, and Instruction

Course Description

Emphasize is placed on the use of formal and informal assessments and curriculum-based measures to determine the learning strengths/challenges of students with mild to moderate support needs (MMSN). Candidates examine the appropriate selection of assessment tools and methods, administration, and analysis of data to determine the present level of performance, write IEP goals aligned to the California Common Core State Standards, and plan instruction for students with MMSN.

OER Statement

The course readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Required Textbook

Spinelli, C. G. (2012). *Classroom assessment for students in special and general education* (3rd ed.). Pearson.

eText ISBN: 9780133467536

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, candidates will:

CLO 1: Assess K-12 learners with mild to moderate support needs in a comprehensive manner within the breadth of the credential authorization. (BL 5)

CLO 2: Use multiple sources of assessment data and information to develop IEP and monitor the progress of K-12 learners with mild to moderate support needs. (BL 3)

CLO 3: Identify appropriate assessments for K-12 learners with mild to moderate support needs from culturally and linguistically diverse backgrounds with varying language, communication, and cognitive skills. (BL 1)

CLO 4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments to develop IEP/ITP goals and identify accommodations, modifications, and its implications for the instruction of K-12 learners with mild to moderate support needs. (BL 3)

CLO 5: Utilize assessment data to identify effective interventions and supports, implement instruction for communicative competencies, and address the needs of K-12 learners with mild to moderate support needs. (BL 6)

Course Expectations

Requirements

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded to meet the requirements of the course.

Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

Course Specific Expectations

- Candidates are expected to: actively participate in weekly online sessions or view the recordings and complete a summary; and complete assessment measures and assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments

Please email your instructor directly with any questions about your fieldwork requirement.

Course grade definition and definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the “Our Programs” tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

The final grade evaluation in this course will be based on points as follows:

Assignments		Points
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Collaboration – Weekly synchronous and asynchronous opportunities to collaborate through Brightspace, a virtual learning management platform facilitated by the instructor.	3 pts x 4	12
Discussion Forum Threads – Candidates engage with peer-reviewed articles designed to promote higher order thinking and meaningful interactions between online learners.	5 pts x 4	20
Activities – Designed to access, analyze, and synthesize course readings, media, and other resources to demonstrate application of course concepts using a variety of mediums.	1 x 08 1 x 06	14
Field Work – Designed to provide hands-on opportunities to learn about students with special needs to make connections between course offerings to actual real-life situations.	1 x 05 1 x 05 1 x 10 1 x 10 1 x 05	35
QUIZ - Check for Understanding	05	05
Signature Assignment – Designed to assess candidate's mastery of core concepts covered in collaboration sessions, discussions, presentations, and assigned readings and resources.	1 x 14	14
TOTAL		100

WEEKS AT A GLANCE

Assignments		Points	Due Dates
1	Examine Informal Components to develop a comprehensive learner profile		
1	Weekly Collaborate – Confirm informal assessment contributions to develop the PLAAFP	03	Sunday
1	Discussion Forum – Examine the development of the PLAAFP to build IEPs Read two peer reviewed articles by Goran et al. (2020) and Harmon et al. (2020). Post an initial response to the following questions: 1. In what ways does learning about the development of the PLAAFP extend your understanding of your role to improve academic outcomes for students with MMSN?	05	Sunday*

	2. What challenges do you think education specialists might encounter? Provide an example.		
1	Fieldwork 1: Compile data to construct a focus student comprehensive profile Complete the student information template composed of demographic information such as family history, health screening, support services, standardized test scores, current IEP goals and progress, accommodations, and academic achievement.	05	Sunday
1	Activity 1 – Explore Planning for Instruction: What Teachers Need to Know TPE 7.2.a. Practice Complete the self-paced module from PROGRESS Center and explore the library collection of resources for HLP 11, 12, & 13	08	Sunday
2	Examine Math CBMs and Interest Inventories as Informal Assessment Components		
Assignments		Points	Due Dates
2	Weekly Collaborate – Engage in knowledge of CBMs and CMAs as ways to monitor progress TPE 7.10.a. Introduce	03	Sunday
2	Discussion Forum – Critique Mathematics Dynamic Assessment (MDA) as a process to support students with MMSN Mathematicians Allsopp et al. (2008) developed the mathematics dynamic assessment (MDA) as an informal assessment that integrated four research supports practices: <ul style="list-style-type: none"> • Assessment of students' interests • Concrete-representational-abstract assessment within authentic contexts • Error pattern analysis • Flexible interviews Read the article and address the following questions: <ol style="list-style-type: none"> 1. Are any of these four research-supported practices familiar to you? Give examples. 2. Which of the four practices would you like to try to implement for students with MMSN? Explain why and provide examples. What was a key takeaway for you as a special education teacher?	05	Sunday*

2	Fieldwork 2 – Validate the use of student interest inventories. Develop a student-friendly interest inventory to your focus student. All questions should consider student’s readiness, interests, and learning profile.	05	Sunday
2	Fieldwork 3 – Administer a CBM in mathematics to the focus study student.	10	Sunday
3	Explore progress monitoring through performance feedback and CBMS in Reading		
Assignments		Points	Due Dates
3	Weekly Collaborate – Explore CBMs in reading and utilizing feedback	03	Sunday
3	Discussion Forum – Query knowledge of progress monitoring performance feedback Instructions <ul style="list-style-type: none"> • Watch the Six-Step Protocol for engaging students in progressing monitoring (The PROGRESS Center 2021). • Jot down key takeaways. • Respond to the following questions: <ol style="list-style-type: none"> 1. In what ways does learning about progress monitoring through performance feedback and goal setting extend your understanding of ways to improve academic outcomes for all students with MMSN? 2. What benefits do you perceive about implementing this practice? 	05	Sunday*
4	Analyze Assessment Data to compose a learner profile		
Assignments		Points	Due Date
4	Weekly Collaborate – Analyze assessment data to compose a learner profile.	03	Saturday**
4	Discussion Forum – Defend the use of evidence-based decision- making and high-leverage practices Read Addressing Barriers to Evidence-based practices (Scheibel, 2003). Review the steps proposed in Fig. 1. Post an initial response: Most teachers would agree that students need support to develop executive functioning skills. After reading the scenario with Mr. Kuman and Mr. Lucas and reviewing Fig. 2 Millie’s check in sheet:	05	Saturday*

	<p>1. What are your thoughts on the usefulness of teachers considering the adaptation of non-EBPs using HLPs? Give an example.</p> <p>2. What has been your experience using check-in sheets?</p> <p>Scheibel (2023) cautions “when selecting an intervention, educators should have a clear understanding of the students’ self-determination, their unique set of strengths and needs, the context where services are received, and the desired outcomes of the intervention” (p.9).</p> <p>1. Do you agree or disagree, why or why not, provide examples.</p>		
4	<p>Fieldwork 5: Validate the application of student-centered progress monitoring.</p> <p>Administer the Six-Step Protocol to the focus student.</p>	05	Saturday**
4	<p>QUIZ – 10 True/False questions to check understanding of CBMs</p>	05	Saturday**
4	<p>Signature Assessment – Compile a profile to make IEP decisions and recommendations</p> <p>TPE MM/EX 7.1 Assess</p> <p>TPE MM/EX 7.2 Assess</p> <p>Complete a comprehensive student profile of the focus student. Utilizing the data collected, propose and draft SMART IEP goals, suggest accommodations, provide recommendations for SDI, and differentiate instruction.</p>	14	Saturday**

*Initial discussion forum thread and response postings are due as specified by instructor.

**Module 4 assignments are due Saturday unless otherwise specified by the instructor.

Rubric: MMS 620 Signature Assignment – Compile a Profile to Make IEP Decisions and Recommendations

Aligned to:

TPE MM/EX 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.

TPE MM/EX 7.2 – Interpret assessment results and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

RUBRIC – MMS 620 SIGNATURE ASSIGNMENT	Integrating / Innovative	Applying	Emerging	Beginning
Comprehensive Student Profile	Provides a thorough and insightful profile using multiple sources of assessment data (screening, informal, formal,	Creates a complete profile with relevant assessment data and interprets how it informs instructional	Profile includes some relevant assessment data but lacks depth, synthesis, or	Incomplete or vague profile. Limited or missing use of assessment data. There is no clear

	diagnostic). Synthesizes academic, linguistic, social-emotional, and behavioral data to fully understand student assets and needs. Clearly identifies how the profile informs literacy instruction decisions.	decisions. Shows understanding of how data connect to student needs in literacy.	connection to instructional planning.	connection to instruction.
Use and Interpretation of Assessment Data	Skillfully interprets screening, informal, formal, and diagnostic assessment data. Identifies specific literacy needs and explains how data guide Tier 2 and Tier 3 decisions. Clearly considers students with dyslexia or related disabilities when planning supports.	Accurately interprets most assessment data and makes reasonable instructional decisions for literacy interventions and support. Recognizes literacy impact for students with disabilities.	Uses some assessment data, but interpretation lacks clarity or accuracy. Connections to literacy needs or disability-specific concerns are limited.	Data interpretation is minimal or inaccurate. Does not connect data to literacy needs or disability-related challenges.
IEP Goal Development (SMART Goals)	Develops highly individualized, measurable, and aligned SMART goals based on assessment data. Goals clearly address literacy development and include progress monitoring plans.	Writes clear SMART goals aligned with student needs and data. Includes literacy-based focus with some mention of monitoring.	Goals are present but are vague, not fully measurable, or loosely aligned to data. Limited literacy focus or progress tracking.	Goals are missing, generic, or not tied to student data or literacy development.
Recommendations: Accommodations, SDI, Differentiation (7.2)	Provides detailed, appropriate, and individualized accommodations and modifications aligned to the student's disability (including dyslexia if applicable). Recommends evidence-based SDI and differentiated strategies tailored to the student's learning profile.	Recommends appropriate accommodations and SDI based on student needs and disability. Suggestions are realistic and somewhat differentiated.	Some accommodations or strategies are included but are vague, generic, or not clearly connected to student needs.	Accommodations and/or recommendations are missing, not evidence-based, or not individualized.
Application of MM/EX 7.1 and 7.2 to Literacy Instruction	Demonstrates sophisticated understanding of how assessment data guide tiered literacy instruction. Describes how to implement and monitor interventions and supports across tiers with fidelity.	Shows understanding of literacy intervention planning and data-driven decision-making aligned to MM/EX 7.1 and 7.2.	Some understanding of the TPEs is evident, but explanations or plans lack depth or clarity.	Does not demonstrate understanding of how MM/EX 7.1 or 7.2 apply to instructional decision-making.

Professionalism & Organization	Submission is clear, well-organized, and free of errors. Template is followed precisely. All components (profile, goals, accommodations, SDI recommendations) are included and professionally presented.	Submission is organized and mostly complete. Template is used correctly with minor issues.	Organization or formatting issues are present. Some components are missing or poorly developed.	Submission is disorganized, incomplete, or unprofessional in tone or format. Template not followed.
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Course Outline

MMS 623 Case Management and Collaboration

Course Prerequisite – MMS620 Assessment and Differentiation

Course Description

Candidates Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

OER Statement

The course readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Required Textbook

Friend, M. (2023). Interactions: Collaboration skills for school professionals.

eText ISBN: 9780135752623

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, candidates will:

CLO 1: Develop in collaboration with other professionals in a multidisciplinary team, IEP/IFSP goals, based on assessment data with an array of technology, to monitor growth of K-12 Learners with mild to moderate support needs. (BL 6)

CLO 2: Evaluate national, state, and community resources, agencies, and services appropriate to support the academic, behavioral, and social emotional needs of; K-12 Learners with mild to moderate support needs and their families. (BL 5)

CLO 3: Design educational plans for K-12 Learners with mild to moderate support needs per the special education process: from referral assessment, eligibility, IEP/ITP development, transition plans, placement, programs, and services and advocacy. (BL 6)

CLO 4: Develop with other service providers including paraprofessionals, general education teachers, and community agencies, instructional plans to provide optimal learning experiences and successful transitions for K-12 Learners with M/M. (BL 6)

CLO 5: Identify conflict resolution techniques that use communication, collaboration, and mediation approaches to ensure effective IEP/IFSP meetings in a multidisciplinary team. (BL 1)

CLO 6: Reflect on the collaborative and consultative practices among multidisciplinary team members (e.g., MTSS) and the impact on learning for the whole child with mild to moderate support needs. (BL 5)

Course Expectations

Requirements

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded to meet the requirements of the course. Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

Course Specific Expectations

- Candidates are expected to: actively participate in weekly online sessions or view the recordings and complete a summary; and complete assessment measures and assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.

- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments- Please email your instructor directly with any questions about your fieldwork requirement.

The final grade evaluation in this course will be based on points as follows:

Assignments		Points
Collaboration – Weekly synchronous and asynchronous opportunities to collaborate through Brightspace, a virtual learning management platform facilitated by the instructor.	3 pts x 4	12
Discussion Forum Threads – Candidates engage with peer-reviewed articles designed to promote higher order thinking and meaningful interactions between online learners.	5 pts x 4	20
Activities – Designed to access, analyze, and synthesize course readings, media, and other resources to demonstrate application of course concepts using a variety of mediums.	1 x 05 1 x 05	10
Field Work – Designed to provide hands-on opportunities to learn about students with special needs to make connections between course offerings to actual real-life situations.	1 x 10 1 x 05 1 x 10 1 x 05 1 x 05	35
QUIZ - Check for Understanding – Types of collaborative practices	ungraded	00
Signature Assignment – Designed to access candidate's mastery of core concepts covered in collaboration sessions, discussions, presentations, and assigned readings and resources.	1 x 15	15
End of Course Reflection and Survey	1 x 03	03
TOTAL		100

Summary: Assignments, points, and Due Dates

Module	Activities/Assignments	Points	Due Date
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1	<p>Session 1 - Case Managers as Members of Collaborative Teams</p> <ul style="list-style-type: none"> • Articulate the definition of collaboration in education and types of collaborative practices. • Understand federal and statewide pursuit of inclusive and equitable educational systems. • Examine the role of special education teachers as advocates for students with disabilities. 	03	Specified by Instructor
1	<p>Discussion Forum – What is Ableism?</p> <ul style="list-style-type: none"> • What assumptions do you make about people’s abilities based on their appearance or disability? • How do you recognize and challenge your own ableist thoughts and behaviors? 	05	Sunday*
1	Readings, Media, & Resources	✓	
1	<p>Fieldwork 1 – Inventory of Range of Collaborative Practices</p> <p>Conduct an inventory of collaborative practices within a school that you work or of your choice and the role of special education teachers and general education teachers within them.</p>	10	Sunday
1	<p>Fieldwork 2 – Examine the Role of Student Voice in the IEP Process</p> <p>Select a focus student to encourage self-advocacy habits promote an active voice In the IEP process. Candidates provide a description of the student, including strength and needs and administers the <i>I’m Determined One-Pager</i> making adaptations as needed.</p>	05	Sunday
2	<p>Session 2 – Acquire Effective Communicative Practices with Parents</p> <ul style="list-style-type: none"> • Enhance the effectiveness of interviewing parents/families. • Address professional roles and responsibilities for 	03	Specified by Instructor
Module	Activities/Assignments	Points	Due Date
	<p>interacting with families.</p> <ul style="list-style-type: none"> • Identify strategies to promote family participation in educational decision-making. 		
2	Discussion Forum – Indicate ways to Promote Family Input	05	Sunday*

	<p>1. How can special education teachers learn about families' unique aspects and become familiar with the community in which they live to forge responsive relationships between school and families?</p> <p>2. Researchers Avendano and Cho (2020) present a Practitioner-Collaborative Checklist to be used by practitioners before, during, and after parent coaching. How would you use this check list to support actions to facilitate the development of collaborative relationships in a practitioner-parent relationship in your role as a case manager?</p>		
2	<p>Fieldwork 3 – Conduct interview with Parents(s)/Family Member(s) & Reflection</p> <ul style="list-style-type: none"> • Craft 8-10 questions following the guidelines offered by Friend (2021) and Francis et al. (2017) to gather information from family member(s) to better serve a student with MMSN. • Conduct the interview, summarize findings, and reflect. 	10	Sunday
2	Readings, Media, & Resources	✓	
2	<p>Fieldwork 4 – Administer a Tool to Promote Metacognitive Skills</p> <p>Candidates adapt and administer the I'm Determined Good Day Plan intended to promote meta-cognitive skills (choice-making, decision making) for students with MMSN.</p>	05	
3	<p>Session 3 – Optimize Special Education Teacher's Role as a Collaborator</p> <ul style="list-style-type: none"> • Optimize inclusive practices within TK-12 schools. • Contribute to build collaborative practices. • Direct the Goal Plan to set short/long term goals. • Justify co-teaching as an inclusive practice. 	03	Specified by Instructor
3	Discussion Forum – Advocate to Build Collaborative Practices	05	Sunday*
Module	Activities/Assignments	Points	Due Date
	<ul style="list-style-type: none"> • In your current and previous experiences, which reasons the authors give why general education teachers do not attend IEP meetings do you agree with? Why or why not? Give examples. • Do you agree with the proposed strategies given by the authors (Menlove et al., 2001)? Why or why not? Give examples. 		

3	Readings, Media, & Resources	✓	
3	Activity 1 – Critique Co-Teaching & Reflection TPE MM/EX 7.3 Introduce <ul style="list-style-type: none"> Complete the California State University, Chico, School of Education & U.S. Department School of Education Office of Innovation and Improvement (2015, July 22) Co-teaching overview modules. Reflect on “lessons learned” to improve collaborative practices and to ensure that you retain appropriate accountability for the progress of students equally served by the general education co-teacher. 	05	Sunday
3	Activity 2 – Investigate the Role of Paraeducators <ul style="list-style-type: none"> Reflect on decision-making process to consider the roles of paraeducator to support students with special needs 	05	
3	Fieldwork 5 – The Goal Setting Plan Candidates continue to work with their focus student to administer the I’m Determined Goal Setting Plan to their focus student to develop short and long-term goals.	05	Sunday
4	Session 4 – Review Strategies to Increase Collaboration <ul style="list-style-type: none"> Clarify tools to increase collaboration. Review understanding of the role of an advocate. Assess results of a conflict management style. Operationalize a toolkit of collaborative practices. 	03	Specified by Instructor
4	Discussion Forum – Determine Understanding the Role of an Advocate. <ul style="list-style-type: none"> Select one of the SIP and Sam Inclusion Coffee Talk Podcasts (SIP, 2023). Share what you learned or what confirmed your current position/claims, and how the learning will strengthen your ability and desire to be a “systems change” agent to positively impart the educational system for students with 	05	Saturday
Module	Activities/Assignments	Points	Due Date
	disabilities.		
4	Readings, Media, & Resources check	✓	

4	<p>Activity #3 – What’s your Conflict Management Survey</p> <ul style="list-style-type: none"> • Complete the Conflict Management Style Survey (Chapter 9, Difficult Interactions, Friend, 2021, pp. 242-245, Appendix 9.1) • Interpret the findings and reflection. 	05	Saturday*
4	<p>Signature Assessment – Generate a Toolkit of Collaborative Practices</p> <ul style="list-style-type: none"> • Candidates work in groups of 3-4 to strategically prepare steps to ensure building positive, effective collaborative partnerships with general education teachers, support staff, agencies, and parents/families. • Groups will prepare a practical toolkit of research-based strategies to promote effective collaboration behaviors using technology tools, such as a Padlet, Google Drive, Google Interactive Notebook, etc. 	15	Saturday**
4	<p>Activity 4 – End of Course & Program Survey</p> <p>Candidates complete an end of course and program survey.</p>	3	Saturday**

*Initial discussion forum thread and response postings are due as specified by your facilitator.

**Module 4 assignments are due Saturday or Sunday at the discretion of the facilitator of the course.

Course Outline

ESN 639 Foundations for Instruction, Assessment, & Collaboration

Course Information

Course Description

Candidates will learn the basics of identifying the unique abilities of the students with extensive support needs and build individualized curricula aligned with state-wide standards. An emphasis is placed on providing access to equitable opportunities to build on individual strengths, such as sensory, motor, language, cognitive development, by employing research-based and high-leverage intervention practices in a collaborative format.

Required Materials

Browder, D.M., Spooner, F., & Courtade, G.R. (2020). *Teaching students with moderate and severe disabilities*. The Guilford Press: New York. Access this textbook for free via the NU Library at this permalink:

https://nu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01NATIONAL_INST:NATL&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&docid=alma9925467901301661

Recommended Text

Hannaford, C. (2010). *Smart moves: Why learning is not all in your head*. Great Ocean Publishers: Arlington, Virginia.

American Psychological Association. (2019). *Concise Guide to APA style*. Seventh edition.

ISBN: 978-1-4338-3273-4

For the correct edition of the textbook assigned to a specific class section, go to: <http://www.nutextdirect.com>

OER Statement

Some of the course's readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

SUMMARY OF REQUIRED COURSE WORK

Every week, the teacher candidate may earn up to 11 points for attending to lectures and course materials, and up to 14 points for the creative main assignment and field experience combined. At the end of the course, the instructor will award the remaining 2 points to each student, depending on how well the candidate teacher's professional dispositions were demonstrated during the course.

All Discussion Forums require main posting (200 words) by Thursday at midnight EST, and one reply (100-150 words) by Sunday at midnight. All Assignments and Field Experiences are due Sunday at midnight, unless otherwise specified by the instructor. All work will be submitted in APA formatting.

Week	Project	Points Allocated
1	Discussion Forum 1 - ESN in California	5
1	Assignment 1.1 – Webinar Summary	3

1	Assignment 1.2 – Textbook Chapter(s) Summary	3
1	Assignment 1.3 - Write a communication behavioral objective	3
1	Field Experience 1 (4 hours) – Classroom Visit	11
2	Discussion Forum 2 – Language Development	5
2	Assignment 2.1 – Webinar Summary	3
2	Assignment 2.2 – Textbook Chapter(s) Summary	3
2	Assignment 2.3 – Building and Using a Communication Board	8
2	Field Experience 2 (2 hours) – Interview with the teacher	6
3	Discussion Forum 3 – Collect data on the comm. objective	5
3	Assignment 3.1 – Webinar Summary	3
3	Assignment 3.2 – Textbook Chapter(s) Summary	3
3	Assignment 3.3 - Sensory Motor Resource Guide	8
3	Field Experience 3 (2 hours) – Sensory Activities	6
4	Discussion Forum 4 – Analyze data, share, and reflect on teaching exp.	5
4	Assignment 4.1 – Webinar Summary	3
4	Assignment 4.2 – Textbook Chapter(s) Summary	3
4	Assignment 4.3 – IRIS Case Study	8
4	Field Experience 4 (2 hours) – Understanding the Experiences of Families	4
1-4	Teacher Dispositions Demonstrated during Course	2
	Total Points	100

Weeks at a Glance

Week 1 – Intro to ESN & Behavioral Objectives

Live Synchronous Session – required to attend live or watch the recording

- In the first week of the course, candidates will learn about how to write a behavioral (measurable, observable, repeatable) lesson objective, in an ABCD form. This type of behavioral objective ensures sufficient detail so that it would be a functional tool for a teacher when written in a student's IEP. A brief overview of essential teaching principles, as an introduction to teaching, is also provided.

Assigned Readings

- Data-based Individualization: A Framework for Intensive Intervention

https://intensiveintervention.org/sites/default/files/DBI_Framework.pdf

- Chapter 1 *Teaching Students with Moderate and Severe Disabilities*: Introduction to the Education of Students with Severe Disabilities
- Chapter 2 *Teaching Students with Moderate and Severe Disabilities*: Multicultural Perspectives: Culture, Family Relationships, and Instruction

Learning Activities

Person first language:

- https://replacingrisk.com/wp-content/uploads/2024/02/IntellectAbility_Resource-Sheet-Person-First-Language_Pearl_02.14.24.pdf

Matrix of evidence-based practices, outcomes, and age categories

- <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/NCAEP%20Report%20-%20Table%203.7%20-%20Matrix.pdf>

Video: Data Rich, Information Poor

- <https://intensiveintervention.org/resource/data-rich-information-poor-making-sense-progress-monitoring-data-guide-intervention>

Video: Autism Spectrum Disorder (ASD): Neurology, Behavior, and Interventions Webinar 1 of 3

- <https://idahotc.com/Resources/View/ID/62>

Discussion Forum - Introductions, 0 points

Self-Introduction in 100 words, due Sunday at midnight.

Discussion Forum 1 - ESN in California, 5 points

Read the following information:

(1) Definitions of MMSN & ESN in California: https://www.ctc.ca.gov/docs/default-source/educator-prep/special-education-docs/mild-moderate-extensive-support-needs-authorizations-definitions.pdf?sfvrsn=46ca25b1_2

(2) Overview of Special Education Services in California: <https://lao.ca.gov/reports/2013/edu/special-ed-primer/special-ed-primer-010313.aspx#2>

(3) Eligibility Criteria in California: <https://www.casonline.org/pdfs/pdfs/Title%205%20Regs,%20CCR%20update.pdf0>

For each one of these categories, list 3 (three) things that are important to you as a professional or which made the most impact on you while reading them. Explain why in a couple of sentences for each. Reply to one colleague.

Assignment 1.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 1.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words (overall for all chapters, not each chapter).

Assignment 1.3 - Write a Behavioral Objective, 3 points

(1) Select 1 (one) school-aged student or use a peer (from this course or outside the course) as the subject. Feel free to use a pseudonym for your chosen learner, unless your learner chooses to have their real name used.

(2) Identify a communication-related target behavior that you would teach. The behavior has to be a behavior that the person does NOT have in their repertoire – a NEW behavior. Ideally, the adult you teach will select for themselves 10 NEW words they would like to acquire (e.g., GRE words, Applied Behavior Analysis vocabulary, words from a different language, scientific-specific jargon from any specialty field) and give you the definition or translation for each word. For a school-aged student, you select 10 words according to the curriculum, or target letter identification or letter-sound correspondence.

(3) The behavior to be taught will be operationally defined, i.e., the definition will be as detailed as possible to allow for an objective explanation of the behavior. This definition will have to include action words such as, but not limited to: match, define out loud, in writing, etc.

(4) Submit the behavioral objective (2 points) to teach together with the list of words (1 point) (and their definition or translation) to be taught.

A 1.3 Points

Behavioral Objective – 2

List of Words – 1

Field Experience 1 – Classroom Visit (4 hours), 11 points

Visit a K-12 classroom with students who have extensive support needs or a post-secondary transition program, for at least 90 minutes.

(1) Observe and describe how the teacher interacts with and uses the paraprofessional(s) and other adults in the classroom (2 points).

(2) Observe and describe how the teacher interacts with the students (2 points).

(3) Talk with the teacher about how s/he plans the schedule for the paraprofessional(s) and other related services personnel (SLP, OT, PT, PE teacher, Art teacher, mainstreaming teachers, etc.), what his/her expectations are for the these supportive personnel, how s/he schedules time with the paraprofessional to maintain open communication, and how he/she has built a collaborative relationship with the paraprofessional (2 points).

(4) Talk with the teacher about how s/he plans the schedule for the students in her/his classroom, depending on students' strengths and needs (2 points).

(5) Talk with the teacher about how s/he communicates with the families (2 points).

(6) Talk with the teacher about how s/he communicates with the administration, such as: school secretary, assistant principal, principal, and superintendent (1 point).

(7) Submit detailed summaries of your observations and conversations.

Field Experience 1 – Classroom Visit Rubric

Criteria	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5	Points

Teacher-Adult Interactions (2 pts)	Rich, detailed summary with examples of collaboration, role clarity, and communication with paraprofessionals and other adults.	Clear description of teacher's use of adults with appropriate examples.	General description with limited detail or depth.	Vague or incomplete; lacks clarity.	___ /2
Teacher-Student Interactions (2 pts)	Detailed description of student-centered, differentiated interactions with specific examples of engagement and instructional strategies.	Clear description of teacher-student interactions and engagement.	Limited or superficial description.	Unclear or lacks relevant detail.	___ /2
Collaboration with Supportive Personnel (2 pts)	Thorough explanation of planning, communication, and collaborative practices with paraprofessionals and specialists (SLP, OT, etc.).	Adequate explanation with examples of collaboration and communication.	Brief explanation; addresses only part of the prompt.	Lacks clarity or fails to address collaboration elements.	___ /2
Scheduling for Students (2 pts)	Insightful explanation of how the teacher personalizes schedules based on student needs and strengths with thoughtful rationale.	Explains how schedules reflect student needs and strengths.	General or partial explanation not clearly aligned to student needs.	Missing, vague, or irrelevant explanation.	___ /2
Communication with Families (2 pts)	Clear description of multiple strategies for effective and culturally responsive family communication, with examples.	Describes typical methods and frequency of communication with families.	Minimal insight into communication strategies.	Lacks meaningful detail or is absent.	___ /2
Communication with Administration (1 pt)	Strong description with examples of effective, professional communication with school and	Describes interactions with administrative staff clearly.	Partial or vague description.	Absent or lacks relevance.	___ /1

	district administrators.				
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Week 2 – Communication Assessment and Interventions

Live Synchronous Session – required to attend live or watch the recording

- In week 2 lecture, candidates will learn about universal and specialized teaching strategies. Universal strategies can be used with all students, that is, neurotypical students, as well as students with unique needs. Among the universal strategies, making a schedule, Universal Design for Learning, Prevention Strategies, Self-Management, Direct Instruction, Programmed Instruction, and Precision Teaching strategies will be discussed. A discussion of specialized strategies will begin this week, and will continue throughout the remainder of the course. Specialized strategies discussed this week include: Discrete Trial Training (DTT), Applied Behavior Analysis (ABA) overview, Milieu Teaching procedures, Pivotal Response Training, Augmentative and Alternative Communication (AAC) strategies, DIR Floortime, and Peer-Mediated interventions. Further, important communication characteristics specific for the population of students with intensive needs will be pointed out.

Assigned Readings

- Chapter 3 *Teaching Students with Moderate and Severe Disabilities*: Building Communication Competence.
- Chapter 7 *Teaching Students with Moderate and Severe Disabilities*: Building Early Literacy and Reading Skills

Learning Activities

How to make a communication board

- <https://www.communicationcommunity.com/how-to-make-a-communication-board/>
- www.ehow.com/how_10044130_make-laminated-communication-board.html

Free Resources to Make Communication Boards and Symbols

- teachinglearnerswithmultipleneeds.blogspot.com/2009/06/picture-and-photograph-symbols-sets.html
- <https://praacticalaac.org/praactical/free-resources-for-making-aac-and-visual-supports/>
- trainland.tripod.com/pecs.htm/communication.htm

Assistive technology

- <http://edut.to/1wBOcom>
- http://www.edutopia.org/article/assistive-technology-resources?utm_source=facebook&utm_medium=post&utm_campaign=assistive-technology-resource-roundup-image

Accommodations for Auditory Processing Disorder

- https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/classroom-accommodations-for-auditory-processing-disorder?utm_source=facebook&utm_medium=social&utm_campaign=understoodorg

How a child's language development can be helped by hand movements: Gesticulating makes words 'easier to understand'

- <http://www.dailymail.co.uk/sciencetech/article-2729665/How-childs-language-development-helped-hand-movements-Gesticulating-makes-words-easier-understand.html>

Using Dialogue Circles to Support Classroom Management

- <https://youtu.be/qTr4v0eYigM>

Discussion Forum 2- Language Development, 5 points Practice TPE 7.7

1. Choose one age range of typical language and communication development from the following: 3-6; 7-12; or 13-18, depending on which age range you currently teach or will teach in the future.
2. Target each (all) area of development to discuss in each age range: (a) Phonology and Phonology Awareness; (b) Syntax and Morphology, (c) Semantics, (d) Pragmatics and Social Communication (conversational competence), (f) Humor, and (g) Narrative Development.

(3) Identify as many typical language development milestones (at least 2 for each area of development) within the age range you selected and write them into your Discussion post. They can be listed according to APA style, not necessarily written in an essay format.

(4) Make sure you identify your sources in the Reference section, according to APA style, even if it is a website.

(5) Reply to one colleague.

Here are some definitions:

Syntax is the study of rules that govern how words are put together to make phrases and sentences; it includes the rules of grammar, such as noun phrases and verb phrases.

Semantics refers to the ways in which a language conveys meaning.

Pragmatics: Using language to achieve communicative or social functions; using language to manipulate the environment.

Social communication can be defined as "the synergistic emergence of social interaction, social cognition, pragmatics (verbal and nonverbal), and receptive and expressive language processing" (Adams, 2005, p. 182). See more information here: <http://www.asha.org/Practice-Portal/Clinical-Topics/Social-Communication-Disorders-in-School-Age-Children/>

Narrative Development refers to how children provide accounts of event sequences, i.e., how children tell stories.

Assignment 2.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 2.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words (overall for all chapters, not each chapter).

Assignment 2.3 – Building and Using a Communication Board, 8 points **Assess TPE 7.6, 7.7, 7.8; EX 7.1**

Directions: Part I

- Using textbooks and course materials, design and build a low tech, and no-tech communication board that will allow you to communicate without using voice or gesture.
- Individual Communication systems to be used for a minimum of **12 waking hours (or more)** are chosen by the student.
- The student may **ONLY** use the Communication Board or system chosen to communicate with others.
- The student may not use any spoken, gestured, texted, or handwritten communication during any period.
- Once the student has constructed his/her communication board, no changes or improvements may be made to the board during the first half time.
- After the half-way point (after 6 hours), students may make improvements to their communication board and continue with the remaining half time of the experiment.
- Students should arrange typical schedules and plan ahead to include communication strategies on their boards to allow full participation in all normal routines.
- Family relationships must be maintained.

Directions: Part II

- You will provide a written reflection as well as evidence of your communication board (pictures of your communication board). Students will earn points by using and documenting through reference information from the texts and class activities to date. The more the student uses and references what s/he has learned, the better the student's score on this project will be. The project must be typed and double-spaced, APA style. The student will describe what considerations were made in the design of the Communication systems, features that proved effective, and design flaws discovered. The student will reflect upon what changes s/he would make if they had to continue the experience for longer than the minimum required time period. The complete paper length should be 3-4 pages of text, as well as the evidence of the communication board (written description and pictures – pictures will not be part of the space of the required text length).

Assignment 2.3 – Building and Using a Communication Board Rubric **Assess TPE 7.6, 7.7, 7.8; EX 7.1**

TPE 7.6/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.

TPE 7.7/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.

TPE 7.8/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.

EX 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.

Criteria	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5	Points
Evidence of Communication Board (2 pts)	Board is fully functional, clearly documented with multiple photos, and includes comprehensive written description showing intentional design for diverse communication needs.	Board is clearly documented with photo and description showing purposeful design.	Board is somewhat documented but lacks clarity in photos or explanation.	Incomplete or poorly documented board with minimal explanation.	___ /1
Evidence of Literacy Language	Project includes articulate, well planned TPE 7 literacy language evidenced in descriptions to guide meaning making, oral and written language development, and effective expression development	Project includes TPE 7 literacy language evidenced in descriptions to guide meaning making, oral and written language development, and effective expression development	Project includes limited TPE 7 literacy language evidenced in descriptions to guide meaning making, oral and written language development, and effective expression development	Project does not include TPE 7 literacy language evidenced in descriptions.	___ /1
Following Rules (1 pt)	Student followed all rules precisely and described adherence clearly in reflection and presentation.	Student followed most rules and demonstrated general understanding of the assignment constraints.	Student followed some rules, but description lacks clarity or shows minor deviations.	Student did not follow key rules or did not describe rule adherence.	___ /1
Reference Support (1 pt)	References are well-integrated throughout the paper and	At least two course or outside references are	Minimal reference use or APA errors; relevance of	No references or incorrect APA formatting; sources not	___ /1

	presentation; multiple high-quality, relevant sources cited correctly in APA style.	clearly cited in APA style.	references not always clear.	relevant or missing.	
Reflection (2 pts)	Deep, insightful reflection covering all four areas (feelings, effectiveness, improvements, and what could be done differently); connects personal experience to learning, and integrates the knowledge of students' assets and learning needs applied to intervention strategies.	Clear reflection addressing most areas; includes meaningful insights from experience to learning, and integrates the knowledge of students' assets and learning needs applied to intervention strategies..	Somewhat superficial reflection; only partially addresses the required areas. Limited integration of students' assess or intervention strategies.	Vague or incomplete reflection lacking detail or thoughtfulness.	___ /2
In-Class Presentation (2 pts)	Presentation is clear, engaging, and includes rationale, board use demonstration, summarized reflection, and analysis of design flaws. Visuals and delivery are well-prepared.	Presentation includes key elements and adequately explains experience and board use.	Presentation lacks clarity or detail in some areas; not all components are addressed.	Incomplete or unclear presentation; key elements missing or poorly delivered.	___ /2

Field Experience 2 (2 Hours) – Interview with a Teacher, 6 points

Verbal or written, let it be the choice of the teacher. If the teacher chooses a verbal interview, please limit the time to 10-15 minutes maximum. Take notes. If you are the teacher of record, please interview another teacher; the purpose is for you to learn from more experienced teachers. Include classroom: location, type and degree of disability, grade, teacher contact.

(1) Hold an Interview. Provide the teacher with these questions ahead of time so that she will have time to prepare. Use these questions to interview the teacher:

Q1. What is your teaching philosophy about promoting communication, socialization (relationships), and inclusion in the classroom for children (and adults) with Autism Spectrum Disorders?

Q2. What are the techniques that promote communication and socialization for this population in your classroom that you find most useful?

Q3. What are the techniques that promote socialization and inclusion that you did not find useful in your classroom for this population? (If any.)

Q4. What suggestion(s)/advices/tips would you provide a young professional to implement in order to increase socialization in the classroom? One is sufficient, but more are better.

Q5. Include your own question. For example: Since I am learning about inclusion methods, could you please share with me why you chose [this] method for this particular student? Remember, the purpose of your question is to understand communication, socialization, and inclusion methods for ESN students.

(2) Summary of Interview Questions: Use each question as a subheading in your paper and provide a summary of the answers to these questions (0.80 points per summary of each question; 4 points for this portion of the assignment).

(3) Comments and Conclusion: Provide any comments you may have on these answers. One comment is sufficient, but more are better (2 points).

FE 2 Points:

Summary of interview questions – 4

Comments and conclusion – 2

Week 3 – Sensory-Motor Interventions

Live Synchronous Session – required to attend live or watch the recording

- The lecture in Week 3 focuses on Sensory-Motor interventions. Of utmost importance is for the candidates to use and remember the Pyramid of Learning (on slide 5) by understanding that all human activity is based on the work of our Central Nervous System (CNS) and our Senses, which determine our Sensory-Motor and Perceptual-Motor capacities, and, finally, determine our Cognition or Academic abilities. In other words, teachers cannot expect to have academic performance without having their students' sensory-motor regulation under control. After a brief overview of the science behind the senses and a differentiation between sensation and perception, Sensory Processing Disorders (SPD) are discussed. SPDs are the results of the disregulatory processes that either bring inaccurate information to the CNS or conduct the incorrect information (commands) from CNS to the muscles. In order to help regulate these sensory-motor processes, brief interventions can be performed in the school setting, such as squishy toys to increase attentiveness, movement, weighted toys or pillows to held on a student's lap, etc. Remember that most sensory-motor interventions (involving the senses and/or muscles) can be used to calm or activate our CNS, depending on how their use is planned, so teachers need to plan ahead the use and fading of age-appropriate sensory-motor interventions.
- This is the week when the recommended reading for this course (Hannaford, 2010) would bring a lot of interesting information for the candidates. The Hannaford handbook is written for parents and teachers by a neurophysiologist who brings scientific results to the forefront and makes them applicable in the classrooms.

Assigned Readings

- Chapter 15 *Teaching Students with Moderate and Severe Disabilities: Addressing Sensory, Physical, and Health Care Needs*
- What is Sensory Processing or Sensory (Motor) Integration? <http://www.sensoryprocessing.info/sensory-processing.htm>

Learning Activities

- Understanding the Basics of Sensory Integration: <http://www.youtube.com/watch?v=ICyX3qyb9Lo>
- Sensory adaptation & Habituation: <https://www.youtube.com/watch?v=PnKSA6fGp6w>
- ADHD characteristics – Video What is ADHD?: https://www.youtube.com/watch?v=Pdc8_ayqDtg
- What is sensory processing or sensory (motor) integration?

<http://www.sensoryprocessing.info/sensory-processing.htm>

- Sensory Integration Dysfunction: <http://home.comcast.net/~momtofive/SIDWEBPAGE2.htm>
- What Is Sensory Integration/Sensory Processing?

http://www.youtube.com/watch?v=P7_mCJzegi4

- Biological Basis for Sensory Processing Disorders in Kids
(<http://www.ucsf.edu/news/2013/07/107316/breakthrough-study-reveals-biological-basis-sensory-processing-disorders-kidsi>)
- What is dyspraxia: <http://www.youtube.com/watch?v=h6tplQ3Kac4>

Discussion Forum 3 – Collect Data on the Communication Objective, 5 points

After your Behavioral Objective from Week 1 A.1.3 has been refined according to instructor suggestions, it is time to take data on teaching the communication behavior.

1. Collect Baseline Data. In research, baseline data is collected for at least three (3) data points or until data is stable, but in the classroom, it is OK to collect only 1 or 2 data points to decrease learner frustration. Baseline data is collected as follows:
 1. Present learner with the Task material (index card, writing utensils, etc.);
 2. Present learner with the task direction (teacher request, such as “Write down _” or “What word?”);
 3. Wait 5 seconds for a response (or adjust the wait time per the needs and characteristics of your learner);
 4. If the learner does not respond, says “I don’t know”, or provides an incorrect response, the 5 seconds time delay is interrupted and a teacher response is provided that reinforces attendance to the task, such as “Good try/ Let’s see the next one”;
5. The next task is presented.

6. If the learner provides the correct response, a confirmation of it and a reinforcer is provided, such as “You are right! High five!” + specific feedback related to the baseline task (such as: attending to the task, paying attention, trying to respond, etc.), and that word/letter/etc. is set aside as “known/ in the student’s repertoire”. It will be replaced with another unknown word/letter and added to the mix in that session or the next session.
7. A baseline session ends when all the words have been presented at least once to the learner. (The presentation of each word/letter is called a trial.)
8. You must mix the sequence of the task/word presentation from one session to another, i.e., the tasks should be presented in a different sequence each session.
2. Collect Teaching Data. During baseline, no teaching is taking place, this is why there is no correction of incorrect responses. During teaching sessions, proceed as follows:
 1. (same) Present learner with the Task material (index card, writing utensils, etc.);
 2. (same) Present learner with the task direction (teacher request, such as “Write down _” or “What word?”);
 3. (same) Wait 5 seconds for a response (or adjust the wait time per the needs and characteristics of your learner);
 4. (different) If the learner (a) does not respond, (b) says “I don’t know”, or (c) provides an incorrect response, then, the 5 seconds time delay is interrupted and a teacher response is provided with correct feedback, such as “It means..../ It sounds....”;
 5. (same) The next task is presented.
 6. (same and different) If the learner provides the correct response, a confirmation of it and a reinforcer is provided, such as “You are right! High five!” + specific feedback, and that word/letter/etc. is set aside as “known” after the student has provided the correct response for the *number of consecutive sessions* previously set in your Behavioral Objective. Therefore, the next sessions will be composed of fewer trials (individual task presentations).
 7. (same) A teaching session ends when all the words have been presented at least once to the learner. (The presentation of each word/letter is called a trial.)
 8. (same) You must mix the sequence of the task/word presentation from one session to another, i.e., the tasks should be presented in a different sequence each session.
 9. You will continue teaching for at least 3 teaching (intervention) sessions, as many as you can, or as many as needed until the performance criteria from your Behavioral Objective is reached.
 3. Graph your data on one line graph, separating the baseline and teaching data. It is recommended to use an Excel sheet. Graph only *Independent Correct Responses*.
 4. Share your graph in the Discussion Forum, preceded by stating the Behavioral Objective and the list of words/letters you taught. Any other comments about how your data collection has occurred are welcome, but optional. (Again, make sure the name of your learner is anonymized or permission from learner has been obtained to use the real name.)
 5. Reply to a colleague.

Assignment 3.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 3.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words (overall for all chapters, not each chapter).

Assignment 3.3 – Sensory Motor Resource Guide, 8 points (also Upload in Discussion Forum)

This is a RESOURCE GUIDE of Sensory-Motor Ideas for the Classroom Teacher in PowerPoint (or Word) format. Each student will begin to create their own teacher resource guide of ideas of classroom activities that they feel are important to incorporate into your classroom program. This will be the beginning of a work in progress and will continue to be developed as you work in the field, attend professional development activities, or do further readings.

- Number. You should have a minimum of **14 activities** in this resource guide (**0.5 points for each** described activity).
- Format. You can create your own unique way to develop and prepare this resource guide, but make sure you have at a minimum the format suggested below:

Template:

- *Sense*: Which one of the 5 senses is targeted?
- *Picture*
- *Activity*: name of the activity, e.g., Jumping through hoops.
- *Supplies*: materials used: hoops and duct tape.
- *Procedure*: type of intervention and how would it be implemented. For example, individual or small group, and how – e.g., brushing the whole body, or only legs, just palms, arms, etc.?
- *Benefits*: stimulating, calming, depending on which factors – describe.
- *Source*: reference (link of website, author, etc.).
- Categories. You can develop any categories you would like, such as senses, age groups, type of benefits, alphabetical order, etc.
- Creativity. One (1) point of your final grade for this project will be based upon creativity and your organizational structure (1 point).
- Submit your 14 activities BOTH under the Assignment 3.3 Dropbox and the Discussion Forum 3.3. This Discussion Forum is not graded, but it functions as a way for all students to share their work and build a solid resource guide for themselves.

Be sure that it is able to be revamped and revised as you identify new and different ideas. The PowerPoint and Word are convenient formats, as you can keep your resource guide in an electronic format and add or update as needed. In addition, you can print, distribute, or laminate and use with your students any day.

A3.3 Points:

14 sensory-motor activities – 7 (0.5 p for each)

Creativity – 1

Field Experience 3 (2 Hours) – Sensory Activities, 6 points

Objectively observe your own classroom placement or a classroom for 60 minutes. Include classroom: location, type and degree of disability, grade, teacher contact. Submit a 2-page written text, plus title page and references in APA style:

1. What sensory-motor activities do you currently use (if you are a teacher) or do you see used (if you are not the teacher of record) with the students in your placement (4 points)? Describe at least 8 sensory-motor activities (0.5 points for each), using the suggested information found in the format of A.3.3; use paragraph text, but pictures are welcome.
2. Which sensory-motor activities would you use with those students and why (2 points)? Describe at least 4 sensory-motor activities (0.5 points for each), using the suggested information found in the format of Assignment 3.3; use paragraph text for each activity, but pictures are welcome.

FE 3 Points

8 activities used – 4 (0.5p for each)

4 activities recommended – 2 (0.5p for each)

Week 4 – Intervention Plan for Students with ESN**Live Synchronous Session – required to attend live or watch the recording**

- In Week 4 lecture, the candidates will learn about the Stages of Learning and continue to explore specialized teaching strategies, including Social Stories, and more elements of Applied Behavior Analysis, as the most successful teaching method for students with intensive needs. Teaching procedures used in ABA are highlighted: Constant Time Delay and Least-to-Most Prompts procedure.

Assigned Readings

- Chapter 6 *Teaching Students with Moderate and Severe Disabilities: Using Instruction That Works: Evidence-Based Practices*

Learning Activities

Autism Spectrum Disorder – Fact Sheet (National Institute of Neurological Disorders and Stroke)

- <https://www.ninds.nih.gov/health-information/disorders/autism-spectrum-disorder>

Including Students with Extensive and Pervasive Support Needs

- https://aera2017.syr.edu/wp-content/uploads/2017/10/Ryndak_2016_IncludingStudentswithExtensiveandPervasiveSupportNeeds.pdf

Matrix of evidence-based practices, outcomes, and age categories

- <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/NCAEP%20Report%20-%20Table%203.7%20-%20Matrix.pdf>

The Dynamic Relationship between Context, Curriculum, and Student Learning: A Case for Inclusive Education as a Research-based Practice (PDF in Week 4).

Discussion Forum 4 - Analyze data, share, and reflect on your teaching experience, 5 points TPE EX 7.2

Practice

1. Behavioral Objective and Graph. Share your Behavioral Objective and graph again, followed by a data analysis paragraph.
2. Data Analysis. The data analysis paragraph should contain answers to the following questions: (a) is the baseline data showing less than 20% correct responses? (b) do you see any difference in trends between baseline and intervention (teaching) data? and (c) is the intervention data showing progress?
3. Anticipated Results. Write a paragraph about anticipated results based on the baseline and intervention data trends, and based on the strengths and needs of your learner.
4. Reply to a colleague.

Assignment 4.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 4.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words (overall for all chapters, not each chapter).

Assignment 4.3 – IRIS Case Study, 8 points

Step 1. Get informed. On the IRIS Center webpage on Autism Spectrum Disorders (Part 2): Evidence-Based Practices, found at <https://iris.peabody.vanderbilt.edu/module/asd2/challenge/#content>, read every page of the module, starting with the “Challenge”, to “Initial Thoughts”, to “Perspectives & Resources”. Focus especially on Page 2: Evidence-Based Practices from “Perspectives & Resources”.

Step 2. Choose a Case Study. Choose one of the four case studies (page 1: Drew, Jaquese, David, or Michelle) from this Case Study.

Step 3. Design an Intervention Plan. Based on the Case Study you chose, write a short paper filling out the following sections:

(1) 1 point: Present Levels of Performance

Present levels of functioning include both standardized forms of measurement and observations (direct and indirect). Are there any described in the Case Study? Has adequate measurement been completed to assess level? Supplement services? Extended school year services?

(2) 1 point: Areas of Need

Based on present levels and comparisons with peers, identify areas of need for the student in the Case Study. How are these areas related to priorities of instruction?

(3) 3 points: Goals and Objectives

Please identify and write down 1 (one) goal and 2 (two) objectives belonging to that goal for the student in the Case Study. Are the goals identified appropriate? Are they measureable? Socially and academically valuable?

Here is an example of a measurable Objective:

When Lilly is presented with the book and the task direction (request) “What do you want?”, she will perform the correct verbal response of pronouncing ‘I want the book” with 90% accuracy over at least 2 consecutive sessions.

(4) 2 points: Interventions, modifications, and related services to be provided.

Design an Intervention Plan with at least 4 interventions, modifications, and/or related services to be provided to help with the goals and objectives described above. Please number each clearly; points are awarded for the description of each intervention/ modification/ or related services, and for providing a rationale behind your choice. Keep in mind the following: Are the interventions based on scientific evidence? Are they reasonable to provide a free and appropriate public education? How will progress be measured?

(5) 1 point: Conclusion (plus a References page)

Provide a 1-page summary and conclusion of your intervention plan.

Additional resources used to formulate this plan should be listed in APA style.

A4.3 Points

Present Levels of Performance - 1

Areas of Need - 1

1 (one) goal and 2 (two) objectives - 3

Interventions, modifications, and related services - 2

Conclusion & references - 1

Field Experience 4 (2 hours) – Understanding the Experiences of Families, 4 points

Identify personnel within your school district that provides services (e.g., outreach) to families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. Contact this person and schedule time to meet. If you are the teacher of record and you have most of this information, mention this in your paper and schedule a meeting with either a paraprofessional or the school (assistant) principal who may have more information along these lines. Include classroom: location, type and degree of disability, grade, teacher contact.

During the meeting, ask about:

1. What resources the district provides to these families (1 point);
2. What type of outreach exists to support the families (1 point); and
3. What experiences these families share (1 point).

Summarize your meeting with the district contact, demonstrating your newly acquired knowledge of the unique experiences of these families – through the interview structured as required above. In addition, reflect on the information you gathered (1 points). Your paper should be at least 2 pages of text in APA style.

FE 4 Points

Resources for families -1 point

Outreach to support the families - 1 point

Shared experiences - 1 point

Reflection - 1 point

Course Outline

ESN 640 Assessment and Differentiation

Course Information

Course Prerequisite

Students enrolled in ESN 639 should have successfully completed SED 615 Special Education Law.

Course Description

Emphasizes use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with ESN. Will examine appropriate selection of assessment tools and methods, administration, analysis of data to determine present levels of performance, write IEP goals, and plan instruction for students with ESN.

Required Materials

Browder, D.M., Spooner, F., & Courtade, G.R. (2020). *Teaching students with moderate and severe disabilities*. The Guilford Press: New York. Access this textbook for free via the NU Library at this permalink:
https://nu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01NATIONAL_INST:NATL&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&docid=alma9925467901301661

Recommended Text

American Psychological Association. (2019). *Concise Guide to APA style*. Seventh edition.

ISBN: 978-1-4338-3273-4

For the correct edition of the textbook assigned to a specific class section, go to: <http://www.nutextdirect.com>

OER Statement

Some of the course's readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

SUMMARY OF REQUIRED COURSE WORK

Every week, the teacher candidate may earn up to 11 points for attending to lectures and course materials, and up to 14 points for the creative main assignments and field experience combined.

At the end of the course, the instructor will award the remaining 2 points to each student, depending on how well the candidate teacher's professional dispositions were demonstrated during the course.

All Discussion Forums require main posting (200 words) by Thursday at midnight EST, and one reply (100-150 words) by Sunday at midnight.

All Assignments and Field Experiences are due Sunday at midnight, unless otherwise specified by the instructor. All submissions (discussions + assignments) will follow APA 7th edition style.

Week	Project	Points Allocated
1	Discussion Forum 1 - Describe a Standardized Test	5
1	Assignment 1.1 – Webinar Summary	3

1	Assignment 1.2 – Textbook Chapter(s) Summary	3
1	Assignment 1.3 - Meeting Mr. Jones, the Students, and Sorting Data	5
1	Field Experience 1 (2 hours) – Classroom Arrangement	9
2	Discussion Forum 2 – Method to Teach Academics	5
2	Assignment 2.1 – Webinar Summary	3
2	Assignment 2.2 – Textbook Chapter(s) Summary	3
2	Assignment 2.3 – Writing an Academic Lesson Plan with Behavioral Objectives	9
2	Field Experience 2 (2 hours) – Communication Change Program Part 1	5
3	Discussion Forum 3 – Method to Teach Social Skills	5
3	Assignment 3.1 – Webinar Summary	3
3	Assignment 3.2 – Textbook Chapter(s) Summary	3
3	Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives	9
3	Field Experience 3 (4 hours) – Communication Change Program Part 2	5
4	Discussion Forum 4 – Method to Teach Living Skills	5
4	Assignment 4.1 – Webinar Summary	3
4	Assignment 4.2 – Textbook Chapter(s) Summary	3
4	Assignment 4.3 – Signature Assignment (data analysis & plan instruction)	9
4	Field Experience 4 (2 hours) – Communication Change Program Part 3	3
1-4	Teacher Dispositions Demonstrated during Course	2
	Total Points	100

Weeks at a Glance

Week 1 – Introduction to Assessment

Live Synchronous Session – required to attend live or watch the recording

- On the first week of the course, the lecture focuses on an overview of the assessment process, including: purposes and methods of assessment, types of assessment procedures, formal and informal strategies, assessment models, uses of test results, and an outline of an assessment report. The lecture goes in depth about academic and developmental assessment.

Assigned Readings

- (a) Chapter 4 *Teaching Students with Moderate and Severe Disabilities: Using Assessment for Planning Standards-Based Individualized Education Programs*
- (b) Chapter 5 *Teaching Students with Moderate and Severe Disabilities: Monitoring and Enhancing Student Progress – Getting Most Out of Data*

Learning Activities

Assessment Tools

- National Center on Intensive Intervention. (n.d.). [Identifying assessments](#).
- (2019). [Academic screening tools chart](#).
- (2018). [Academic progress monitoring tools chart](#).
- (2018). [Behavior screening tools chart](#).
- (2018). [Behavior progress monitoring tools chart](#).
- (n.d.). [Example diagnostic tools](#).

Types of Assessments

- [Academic Assessment](#)
- [Behavioral Assessment](#)
- [Curriculum-Based Assessment](#)
- [Ecological Assessment](#)
- [Language Assessment](#)
- [Writing Assessment](#)

Specific Assessment

- [Adaptive Behavior Assessment System—Second Edition](#)
- [Behavioral and Emotional Rating Scale, Second Edition, BERS-2](#)
- [Universal Nonverbal Intelligence Test](#)
- [Woodcock-Johnson IV Tests of Achievement](#)
- [Wechsler Individual Achievement Test—Fourth Edition](#)
- [Brigance-Comprehensive Inventory of Basic Skill III](#)
- [Brigance-Transition Skills Inventory](#)

Discussion Forum - Introductions, 0 points

Self-Introduction in 100 words, due Sunday at midnight.

Discussion Forum 1 – Describe a Standardized Test, 5 points

Ask your school (school psychologist, OT, PT, SLP, admin staff, etc.) or any other source accessible to you if they can lend you a standardized test they have available. It may be that the school may not be able to check out to you the whole test (which may be comprised of many materials that it may be difficult to carry), so ask for access to the test, on location, for an hour or two for you to become familiar with the test materials. Perhaps a knowledgeable person in your school is able to provide you with a short overview to the test. Necessarily, ask for the test manual so you can study it. As a reminder, a standardized test is a test administered and scored in the same manner each time, so it must have specific directions that the tester cannot deviate from. Here are some examples of standardized tests, but you can obtain approval from your instructor to use another one, not found in this list:

- Woodcock-Johnson IV Tests of Achievement
- Peabody Individual Achievement Test
- Kauffman Test of Educational Achievement
- Wechsler Individual Achievement Test– 2nd Ed.
- Wide Range Achievement Test–Revision 3
- Woodcock-McGrew-Werder Mini-Battery of Achievement
- KTEA Brief Battery
- KeyMath-Revised
- Woodcock Reading Mastery Tests-Revised
- Gray Oral Reading Tests – 4th Ed.
- Test of Reading Comprehension - 3rd Ed.
- Test of Written Language – 3
- Test of Written Spelling – 4
- Test of Early Math Ability
- Test of Early Reading Ability
- Peabody Picture Vocabulary Test – 3rd Ed.
- Test of Language Development – Primary-3
- Test of Language Development-Intermediate-3
- Test of Adolescent Language – 3
- Expressive Vocabulary Test

Make sure you: (1) name the test; (2) describe the purpose of it; (3) describe the standardization process of this particular test (in its manual); (4) describe the materials and the testing process; and (5) describe its limitations

(manual, plus personal experience). The minimum length of this main post is 200 words, but you can exceed this limit. Reply to one colleague.

Assignment 1.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 1.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words for all chapters.

Assignment 1.3 - Meeting Mr. Jones, the Students, and Sorting Data, 5 points

In this class, you will be completing several assignments that will compose the Signature Assignment. You will take the role of the Special Education Special Day Class (SDC) Teacher for students with extensive support needs (ESN). Mr. Jones is the teacher for the general education class. Ms. Gomez is the Education Specialist who provides services to several students in Mr. Jones' class. You, Mr. Jones, and Ms. Gomez will work together to prepare three of your students for participation in an inclusion lesson (week four). The three students are: Ivelia, Maurice, and Tyler.

To prepare them, you will write two lessons: an academic lesson, and a social skill lesson. The academic skills lesson will teach the students essential academic skills they will need to employ to participate meaningfully in the inclusion lesson. The social skill lesson will teach the students an essential social skill they will need to employ to participate effectively in the inclusion lesson with Mr. Jones' class.

- Read the information and briefly summarize about Mr. Jones and his class. This information is in Week 2 (1 point).
- Read the profiles of Ivelia, Maurice, and Tyler. and describe, for each of them: (a) strengths (1 point); (b) needs (1 point); (c) interests (1 point); and (d) preferred ways of learning (1 point).

Strengths are those factors about the child, the child's environment, the child's life that can be built upon. Ability to read public signs, ability to orally count to 10, a supportive family, a cheerful disposition, are examples of strengths.

Needs are weaknesses rephrased as something yet to be learned. They would be the foundation of Behavioral Learning Objectives. Examples of needs: say the name of a letter when presented with a flash card of the letter; or needs to remain in his seat.

Interests are those topics, items, activities, things that capture an individual's attention. Liking dinosaurs, wigs, or pink might be interests of the student. We incorporate interests into our lessons to gain the student's attention, motivate the student, and make the lesson relevant to the student's life.

Preferred ways of learning, in this case, refers only to a preferred learning style (auditory/verbal, visual, kinesthetic/movement, tactile) (Walter Barbe). If we identify a student's preferred approach(es), we can present information to the student via that approach to increase the likelihood that learning will occur, and we can also

assess student's abilities via their preferred style. Also, we need to engage in opportunities for the students to strengthen their less preferred approaches.

A 1.3 Points

Summarize info about Mr. Jones and his class – 1 point

Identify strengths – 1 point

Identify needs – 1 point

Identify interests – 1 point

Identify preferred ways of learning – 1 point

Week 2 – Assessing and Teaching Academics for Students with ESN

Live Synchronous Session – required to attend live or watch the recording

- This week's lecture focuses on assessing cognitive skills, when the concepts of intelligence, IQ, learning, and social learning are discussed. The links between intelligence testing, aptitudes, and the normal-curve distribution of IQ points are considered. This lecture features examples of how different standardized tests are measuring intelligence, cognition, and learning aptitudes.

Assigned Readings

- Chapter 8 *Teaching Students with Moderate and Severe Disabilities*: Teaching English Language Arts Standards across the Grades
- Chapter 9 *Teaching Students with Moderate and Severe Disabilities*: Promoting Writing – Creation of Permanent Product Communications

Learning Activities

- IRIS Center. (n.d.). [Assistive technology: An overview](https://iris.peabody.vanderbilt.edu/module/at/). [Creative Commons BY-NC-ND 4.0]
<https://iris.peabody.vanderbilt.edu/module/at/>

Discussion Forum 2- Method to Teach Academics, 5 points

Select one instructional method to assist you to teach reading or writing to your classroom or one student in your classroom. Name and describe the method and tell us how you would implement it with a child you select. Reply to a colleague.

Assignment 2.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 2.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words for all chapters.

Assignment 2.3 – Practice Writing an Academic Lesson Plan with Behavioral Objectives, 9 points

This is a collaborative assignment you will complete with one of your peers. Each of you needs to submit the complete assignment to Brightspace (D2L). Remember to include the name of each person in your team. This assignment will help you complete the Signature Assignment due in Week Four. Using the Learning Map (lesson plan) provided, develop one lesson for the three students who were introduced in (Ivelia, Maurice, and Tyler) to help them develop a new academic skill.

- (1) Develop a behavioral learning objective for each student on a chosen academic skill (1 point).
- (2) Select one of the instructional methods you are learning about. Name and describe the instructional method (teaching intervention) (1 point).
- (3) Develop an assessment procedure of the behavior chosen for each student. Often this assessment is your data collection sheet (1 point).
- (4) Using the Learning Map (lesson plan) for the Special Education Department, prepare the instruction according to the methodology you have chosen. Mention how you will use reinforcers (same for all three students, or different for each) during this lesson. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings. Fill out one Learning Map for the three students (6 points).

A 2.3 Points

Objective – 1 point

Name and describe the instructional method – 1 point

Develop an assessment procedure – 1 point

Prepare Learning Map – 6 points

Field Experience Communication Change Program Parts 1-4

Practice TPE 7.2a

Assess TPE 7.7c; MM/EX 7.3

Field Experience 1 – Classroom Arrangement (2 hours), 9 points

- Visit a K-12 classroom dedicated to students with ESN. This should be a classroom other than your own, so you can observe objectively. Observe the room arrangement. Provide a picture of the room and include student seating arrangement, material and supply storage, teacher and paraprofessional desks, small group arrangement, etc. (3 points)

- Next, visit an elementary age classroom dedicated to general education students. Observe the room arrangement. Provide a picture of the room and include student seating arrangement, material and supply storage, adult seating, small group arrangement, etc. (3 points)
- Finally, compare the two room arrangements by answering these questions (3 points):

- (1) Do they accommodate students with mobility issues (why or why not)?
- (2) Would students with hearing and vision challenges be safe in these rooms (why or why not)?
- (3) Do these rooms accommodate students with complex communication needs (AAC devices or other assistive technology) (why or why not)?

Field Experience 2 (2 Hours) –Part 1 Communication Change Program, 5 points

This Part of your Field Experience project will span over the next 3 weeks of this course,

FORMAT: Typed/Word Processed

- **COVER PAGE.** Complete a cover page that includes your name, date submitted, age/grade level of student, disability of student taught, academic/behavior change targeted.
- **Narrative Length.** A suggested page length for each of the tasks is given at the end of the task components. The total length of the written narrative (excluding charts, work samples, or instructional materials) should not exceed 12 pages.
- **References and Credits:** If you referenced another person's ideas or materials in your narrative, you should cite these.
- **Anonymity.** Because of the sensitive nature of information regarding individuals with disabilities, do not include any student names or identification in any part of your report. If you wish to post any of this information to your electronic portfolio you must first check with the field -based supervisor and university supervisor because of the potential to link sensitive information with a particular student.
- You will complete both an academic and a behavioral intervention. One narrative report is due at the end of the first placement and the other is due at the end of the second placement.

Field Experience 3 (4 Hours) – Part 2: Communication Change Program-5 points

- **Task 4 Development and Use of Assessment** (1-2 pages, 1 point)

- (a) Describe the appropriate technique for obtaining baseline data.
- (b) Describe the assessment method or instrument to be used to observe and record the target behavior.
- (c) Create the data collection sheets and data table/chart and identify all necessary components.

- **Task 5 Collect and Record Baseline and Intervention Data** (2 points)

- (a) Collect data for baseline (pre-intervention) at least three points for baseline data.
- (b) Collect intervention data- at least five points for intervention.

Show this data in the data collection sheet table and graph the data. A sample graph is found at the end of Week 4.

➤ **Task 6 Design and Implement the Academic or Behavioral Intervention Program** (1-2 pages, 2 points)

- (a) Describe at least 5 planned interventions including instructional strategies implemented to improve learning or behavior, commercial or teacher made materials, modifications, and reinforcement system.
- (b) Discuss why you have chosen interventions based on the assessment and baseline data.
- (c) Include a description of how you addressed the language, culture, and family background of the student in your intervention plan.
- (d) If your initial intervention is not effective, analyze why and make appropriate changes in conference with your supervisors. If necessary, make a new target behavior or intervention.

- **Task 1 Knowledge of the Student(s) and Present Level of Performance:** (1 page, total 2 points)

- (a) Describe the characteristics of the student(s) and present level of performance including the disability and learning strengths and needs. Identify the appropriate supports of the student with communication needs, including low-and high-tech augmentative and alternative communication (AAC) technology (e.g., PECS and other pictures, switches, communication boards, apps, etc.).
- (b) Include in your narrative information about the age level, the developmental characteristics of the student, previous assessments, prior interventions and performance and other relevant academic and background information, any observational information you have gathered, and how they might affect learning and behavior.

- **Task 2 Language, Culture, Familial Background:** (1/2 page, total 0.5 points)

- Describe the language, culture, and family background of the student.
- Explain how these aspects may influence the learning of the student.

(1) **Task 3 Goal & Objective Development:** (1 page, total 2.5 points)

- (a) (1 point) Select the communication or social target (social-emotional, or social-communication) behavior, and write one (1) Goal (more general and simply written than the Objective, such as: Sarah will develop fine motor skills) and one (1) behaviorally written Objective. Include the target behavior, criteria, and conditions.
- (b) (0.5 points) Indicate how you determined that this is an appropriate target behavior. What pre-assessment or observational information was used to select the target behavior?
- (c) (1 point) Define the target behavior. Ensure that the target behavior is observable and quantifiable. Analyze the target behavior and determine how it will be appropriately measured in terms of its frequency, duration, intensity, etc. Discuss how it meets an IEP goal and relates to the general curriculum.

Field Experience 4 (2 hours) – Part 3 Communication Change Program, 3 points

➤ **TASK 7 Evaluate the Learning:** (1 page, 1 point)

- (a) Discuss how your interventions were continued, modified, or discontinued to ensure student improvement.
- (b) Include your daily data collection sheets.

➤ **TASK 8 Note the Impact on Student Learning:** (1 page, 1 point)

(a) Compare the baseline data with the intervention data. Determine and discuss the impact of the intervention on the target behavior based on this analysis.

(b) If possible, describe any evidence of maintenance or generalization of the target behavior.

➤ **TASK 9 Reflection:** (1 page, 1 point)

(a) Discuss the effectiveness of the intervention for the student, the practicality of the intervention, and possible modifications you would recommend for the future.

(b) Based on your intervention results, discuss future behaviors that should be targeted for this student(s).

Rubric Field Experience Communication Change Program

Assess TPE 7.7 Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging

Assess MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom 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.

Criteria	Integrating / Innovative	Applying	Emerging	Beginning	Points
Describe ESN and General Education Classrooms + Pictures (6 pts)	Detailed, thorough descriptions with high-quality images and deep analysis of room setups and functionality.	Clear descriptions with adequate images; addresses key layout features.	Some descriptions incomplete or images unclear; partial observations.	Minimal or unclear descriptions/images; lacks comparison or context.	___ /6
Compare Classrooms for Accessibility and Needs (3 pts)	Thoughtful, well-supported analysis of accessibility for students with varied needs.	Addresses all comparison points with reasonable detail.	Comparison is general or lacks depth on key student needs.	Superficial or missing analysis of key access points.	___ /3
Present Level of Performance and Student Background (2.5 pts)	Thorough narrative of student's learning profile and that leverages students' existing linguistic repertoires,	Clearly describes student's performance and that leverages students'	Partially describes student profile; lacks information of the	Vague or missing description of student characteristics and does not leverage students' existing	___ /2.5

	including home languages and dialects; integrates AAC and developmental considerations. TPE 7.7	existing linguistic repertoires, including home languages and dialects with minor omissions. TPE 7.7	students' existing linguistic repertoires, including home languages and dialects. TPE 7.7	linguistic repertoires, including home languages and dialects. TPE 7.7	
Communication Goal, Objective, and Target Behavior (2.5 pts)	Goal and objective are well-written, measurable, and clearly aligned to aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals. MM/EX 7.3	Goal/objective mostly clear and measurable; some alignment to state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals. MM/EX 7.3	Objective or goal lacks clarity or is not fully measurable or does not aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals. MM/EX 7.3	Incomplete or inappropriate goal/objective. No alignment with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals. MM/EX 7.3	___ /2.5
Assessment and Data Collection Tools (1 pt)	Creative, appropriate tools for baseline/intervention; all components present and relevant.	Clear method and tools; all essential components included.	Limited tools or incomplete components.	No clear method or missing tools.	___ /1
Baseline and Intervention Data (2 pts)	Accurate, detailed baseline and intervention data with well-labeled graph.	Data is complete with accurate graphing.	Some missing or unclear data points or graph.	Incomplete or missing data/graph.	___ /2
Program: 5 Interventions and Rationale (2 pts)	Well-justified interventions using data and tailored supports with cultural considerations.	Appropriate interventions with clear rationale.	Basic interventions with limited explanation.	Interventions unclear or poorly explained.	___ /2

Evaluate the Learning (1 pt)	Thorough analysis of effectiveness and data-driven adjustments.	Clear evaluation with documented decisions.	Partial discussion of effectiveness or data use.	Limited or missing evaluation.	___ /1
Impact on Student Learning (1 pt)	Strong interpretation of progress and generalization with evidence.	Reasonable comparison of baseline and intervention impact.	Basic interpretation of data with some insight.	Little or no discussion of learning impact.	___ /1
Reflection (1 pt)	Insightful reflection with future planning and critical evaluation.	Thoughtful discussion of intervention outcomes.	General reflection with minimal forward-thinking.	Vague or missing reflection.	___ /1

Week 3 - Assessing and Teaching Social Skills to Students with ESN

Live Synchronous Session – required to attend live or watch the recording

- Assessing communication skills is the focus for Week 3. After discussing the difference between language and speech, the lecture delves deeper into the various components of language, language functions, and language processing channels. The interconnection of language and communication with other psychological processes, such as cognition, sensations (5 senses) and perception, and emotional-social development are also considered in this lecture.

Assigned Readings

- Chapter 10 *Teaching Students with Moderate and Severe Disabilities*: Building Early Numeracy and Problem Solving
- Chapter 11 *Teaching Students with Moderate and Severe Disabilities*: Teaching Mathematical Standards across the Grades

Learning Activities

- Autism Focused Intervention Resources & Modules. <https://afirm.fpg.unc.edu/node/2972>
- California Autism Professional Training Information Network. <https://www.captain.ca.gov/resources.html>
- Mohammadzaheri, F., Koegel, L. K., Rezaee, M., & Rafiee, S. M. (2014). [A randomized clinical trial comparison between pivotal response treatment \(PRT\) and structured applied behavior analysis \(ABA\) intervention for children with autism](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4194254/). *Journal of Autism and Developmental Disorders*, 44(11), 2769-77. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4194254/>

- Alsayedhassan, B., Banda, D. R., & Griffin-Shirley, N. (2016). [A review of picture exchange communication interventions implemented by parents and practitioners](#). *Child & Family Behavior Therapy*, 38(3), 191-208. DOI: 10.1080/07317107.2016.1203135 https://www.researchgate.net/publication/307947481_A_Review_of_Picture_Exchange_Communication_Interventions_Implemented_by_Parents_and_Practitioners or <https://www.tandfonline.com/doi/full/10.1080/07317107.2016.1203135>
- CASEL. (2023). *Advancing Social and Emotional Learning*. <https://casel.org/>
- [Social skills interventions for high school students with autism and intellectual disabilities](#). (2013). In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, NJ: Wiley https://search.credoreference.com/content/entry/wileyse/social_skills_instruction/0?
- Templates for Personalized Teaching Stories. (2022). Autism Speaks. <https://www.autismspeaks.org/templates-personalized-teaching-stories>

Discussion Forum 3 – Method to Teach Social Skills, 5 points

Select one instructional method to assist you teach math skills to your classroom or one student in your classroom. Name and describe the method, and tell us how you would implement it. Reply to a colleague.

Assignment 3.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 3.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words.

Assignment 3.3 – Practice Writing a Social Skills Lesson Plan with Behavioral Objectives, 9 points

As with the academic lesson plan, this is a collaborative assignment you will do with your peers from your weekly discussion group. Develop one lesson in which all the three students (Ivelia, Maurice, and Tyler) are included.

- (4) Select a new social skill each student needs to develop and write a behavioral objective for each (1 point).
- (5) Select one of the instructional methods you are learning about. Name and describe the instructional method (teaching intervention) (1 point).
- (6) Develop an assessment procedure of the behavior chosen for each student. Often this assessment is your data collection sheet (1 point).
- (7) Prepare the instruction according to the methodology you have chosen. Mention how you will use reinforcers (same for all three students, or different for each) during this lesson. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings. Fill out one Learning Map for the three students (8 points).

A 3.3 Points

Social skill behavioral objective – 1 point

Instructional method – 1 point

Assessment procedure – 1 point

Prepare Learning Map – 6 points

Week 4 – Including Students with ESN

Live Synchronous Session – required to attend live or watch the recording

- This week's lecture focuses on informal and transition assessments. Informal assessment receives its well-deserved space in this course because special educators, especially when dealing with students with moderate-severe-profound needs, for which standardized tests may not reveal reliable results. Instead, teachers may choose to construct curriculum-based measures, criterion-based tests, questionnaires, play-based assessments, or work sample analyses.
- Transition assessment of adolescents and young adults considers the legal framework, strategies and approaches, informal procedures and interest & aptitude assessment, raising awareness for career options, challenges, Person-Centered Planning, Self-Determination advocacy, and recommendations.

Assigned Readings

- Chapter 12 *Teaching Students with Moderate and Severe Disabilities: Science and Engineering Practices*

Learning Activities

- Johnson, D.W., & Johnson, R.T. (2023). *An Overview of Cooperative Learning*. <http://www.cooperation.org/what-is-cooperative-learning>
- IRIS Center. (n.d.). *Differentiated instruction: Maximizing the learning of all students*. [Creative Commons BY-NC-ND 4.0] <https://iris.peabody.vanderbilt.edu/module/di/>
- IRIS Center. (n.d.). *Intensive intervention* (part 1): Using data-based individualization to intensify instruction [Creative Commons BY-NC-ND 4.0] <https://iris.peabody.vanderbilt.edu/module/dbi1/cresource/q1/p01/>

Discussion Forum 4 - Method to Teach Living Skills, 5 points

Select one instructional method to assist you teach living skills (e.g., wash clothes, clean dishes, use transportation, cook something specific/ follow a recipe, etc.) to your classroom or one student in your classroom. Name and describe the method, and tell us how you would implement it. Reply to a colleague.

Assignment 4.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 4.2 – Textbook Chapter(s) Summary, 3 points

Write a complete summary of each chapter assigned for this week, with a total minimum of 200 words.

Assignment 4.3 – Signature Assignment (data analysis & plan instruction), 9 points

This is a collaborative assignment you will do with one of your peers from this course. Each person from your group needs to submit the complete assignment to D2L. Remember to include the name of each person in your group on the title page.

The Signature Assignment requires you to analyze data and plan instruction based on the data you gathered. You have been provided assessment data on Ivelia, Maurice, and Tyler. In addition to the data, you have on Ivelia, Maurice and Tyler, you are being provided data on each student in Mr. Jones' class. You have used this data to develop two lessons during weeks two and three. These two lessons (an academic lesson and a social skill lesson) were prepared to develop essential skills that the three students will need to participate successfully in an inclusion lesson in Mr. Jones' class.

Five students in Mr. Jones' class have Individual Education Plans (IEPs) and receive services from the Resource Specialist Teacher, Ms. Gomez (the five students in Mr. Jones' class are on her caseload). Each student can make acceptable progress. She consults regularly with Mr. Jones regarding interventions to support these students. Mr. Jones, Ms. Gomez, and you will plan this inclusion lesson. It is an "inclusion lesson" because, in addition to the students Mr. Jones teaches regularly, 3 of your students will be included in the lesson as part of their social development goal on their IEPs.

Part One: Write Objectives and Assess (4 points total)

The inclusion lesson plan has the following requirements:

- (2) The class is studying *Hunger Games*. Mr. Jones' students have read the book. Briefly describe the book and chapter you select to the reader (1/2 pages, 0.5 points).
- (3) Design the learning space to support the movement, mobility, sensory and/or specialized health care needs required for all students to participate fully in the classroom. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. Also, consider the functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations. Please both describe the learning space in a paragraph or more and attach an Appendix with an illustration of the classroom (1 page, 1 point).
- (3) Prepare a Behavioral Learning Objective for (a) the class, (b) for Ivelia, (c) for Maurice; (d) for Tyler; and (e) for the newly arrived student with traumatic brain injury (TBI), related to analysis of one of the characters. The newly arrived student displays TBI characteristics consistent with this disability, which consist in both physical and mental impairments (0.5 points for each objective, 2.5 points total for this subsection).

Part Two: Learning Map for all students (4 points)

(1) Prepare a Learning Map (lesson plan) that addresses all the Behavioral Learning Objectives. The inclusion lesson must be a Cooperative Learning Lesson, however, within the cooperative learning context you may incorporate other instructional strategies, such as direct instruction, Constant Time Delay, etc.

(2) Prepare assessments appropriate for and derived from each Behavioral Learning Objective. For each assessment provide a rubric to measure the student's achievement.

(3) You will use the data from the SNIWL Charts for each of the students to prepare accommodations. Within the Cooperative Learning lesson plan you may use a "Universal Design for Learning" approach, with different options, however each student must be assessed for his or her Behavioral Learning Objective(s) noted in the lesson, using the same rubric. For example, if 15 students have a Behavioral Learning Objective to illustrate a scene from *Hunger Games*, they may (a) create a picture, prepare a role play for the class, or prepare an animated video illustrating a scene from the book, but whichever option they choose they will be assessed according to the same rubric criteria.

Part Three: Reflection & APA style (1 page, 1 point)

After completing the Learning Map (lesson plan), prepare a reflection section, in which you describe the preparation for the inclusion lesson experience with your team. The paper should include a title page, introduction, and references, as it should adhere to the APA formatting guidelines.

Assignment 4.3 Rubric – Signature Assignment (Data Analysis & Plan Instruction, 9 Points)

Criteria	Integrating / Innovative	Applying	Emerging	Beginning	Points
Describe Hunger Games Study Text (0.5 pts)	Thorough and insightful description of selected chapter with meaningful connections to lesson goals.	Clear and accurate description of the chapter and context.	General or somewhat vague description with minimal connection to goals.	Description is incomplete, unclear, or missing.	___ /0.5
Design Learning Space (1 pt)	Detailed, inclusive, and innovative design accommodating diverse needs with clear narrative and accurate illustration.	Clearly described space addressing most accessibility needs with supporting illustration.	Addresses some accessibility needs; layout or illustration lacks clarity.	Little attention to accessibility or incomplete description/illustration.	___ /1
Behavioral Learning Objectives (2.5 pts)	Objectives are specific, measurable, individualized, and clearly linked to	Most objectives are appropriate, measurable, and relate to	Objectives are vague or not fully aligned with individual needs.	Objectives are unclear, missing, or do not address specific learners.	___ /2.5

	character analysis and disability needs.	character analysis.			
Inclusive Learning Map (Lesson Plan & Assessment) (4 pts)	Comprehensive, well-structured plan aligned to all objectives; integrates UDL, cooperative learning, and assessments with rubrics for all learners.	Clear and appropriate lesson plan and assessments aligned to objectives.	Lesson plan and assessments are partially developed or inconsistently aligned.	Lesson plan lacks clarity, alignment, or appropriate assessment.	___ /4
Reflection (1 pt)	Thoughtful and insightful reflection on the planning process, group collaboration, and personal learning; fully adheres to APA format.	Clear reflection with basic insight and appropriate APA formatting.	Reflection is brief, superficial, or has APA errors.	Reflection is missing, incomplete, or poorly formatted.	___ /1

Course Outline

ESN 641 Collaboration and Case Management

Course Information

Course Prerequisite – Students enrolled in ESN 641 should have successfully completed: ESN 639 Foundations for Instruction, Assessment, & Collaboration; and ESN 640 Assessment and Differentiation.

Course Description

Addressing the dual responsibility of special educators to teach students and perform case management duties, will examine a comprehensive process for the coordination of services and transitions support across grade levels for students with M/S. Details management across educational settings, legal compliance, problem solving while ensuring and educational benefit for students.

Required Materials

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Boston, MA: Pearson. eText **ISBN-13: 9780135752418** / Friend, M. (2020). *Interactions: Collaboration skills for school professionals* (9th ed.). Boston, MA: Pearson. print **ISBN-13: 9780135752388**

Browder, D.M., Spooner, F., & Courtade, G.R. (2020). *Teaching students with moderate and severe disabilities*. The Guilford Press: New York. Access this textbook for free via the NU Library at this permalink:
https://nu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01NATIONAL_INST:NATL&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&docid=alma9925467901301661

Recommended Text

American Psychological Association. (2019). *Concise Guide to APA style*. Seventh edition.

ISBN: 978-1-4338-3273-4

For the correct edition of the textbook assigned to a specific class section, go to: <http://www.nutextdirect.com>

OER Statement

Some of the course's readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Course Expectations

Requirements

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded in order to meet the requirements of the course. Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

Course Specific Expectations

- Candidates are expected to demonstrate professionalism in their interactions and communications for ethical practice in the field of special education.
- Candidates are expected to attend all class sessions or recordings and participate in all class activities, and complete assessment measures/assignments as scheduled.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.
- Candidates are expected to routinely monitor their NU email and course announcements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments Adaptations

All course related fieldwork assignments have been adapted so they may be completed using a virtual platform (Zoom, Skype, etc.) or other appropriate manner so that ***the intent of the fieldwork experience is maintained and ensuring it meets all program and course learning outcomes*** without the requirement for face-to-face (in person) interactions. If needed, use the CEEDAR video recordings on classroom teaching at <https://highleveragepractices.org/unedited-clips-teachers-implementing-hlps> Please email your instructor directly with any questions about your fieldwork requirement.

Course grade definition and definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the “Our Programs” tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

For guidance with APA format, an excellent tutorial is available at

<http://flash1r.apa.org/apastyle/basics/index.htm>

SUMMARY OF REQUIRED COURSE WORK

Every week, the teacher candidate may earn up to 11 points for attending to lectures and course materials, and up to 14 points for the creative main assignments and field experience combined.

At the end of the course, the instructor will award the remaining 2 points to each student, depending on how well the candidate teacher's professional dispositions were demonstrated during the course.

All Discussion Forums require main posting (200 words) by Thursday at midnight EST, and one reply (100-150 words) by Sunday at midnight.

All Assignments and Field Experiences are due Sunday at midnight, unless otherwise specified by the instructor. All assignments and discussions are to be submitted in APA style.

Week	Project	Points
1	Discussion Forum 1 - "Stop Being Poor" Game	5
1	Assignment 1.1 – Webinar Summary	3
1	Assignment 1.2 – Textbook Chapters Co-Presentation	3
1	Assignment 1.3 - Resource Guide	9
1	Field Experience 1 (3 hours) – Shadow and Interview a Case Manager	5
2	Discussion Forum 2 – Meeting the Needs of Families and/or Teachers	5
2	Assignment 2.1 – Webinar Summary	3
2	Assignment 2.2 – Textbook Chapters Co-Presentation	3
2	Assignment 2.3 – Three Article Summaries on Conflict Resolution	6
2	Field Experience 2 (2 hours) – Family Interactions: Planning for Angela	6
3	Discussion Forum 3 – "Parents Should Not Be Allowed to Participate in IEP decisions"	5
3	Assignment 3.1 – Webinar Summary	3
3	Assignment 3.2 – Textbook Chapters Co-Presentation	3
3	Assignment 3.3 - Deriving a Task Analysis from an IEP Goal & Objective	5
3	Field Experience 3 (3 hours) – Promotion of Self-Determined Behavior	9
4	Discussion Forum 4 – Gaining a Family and School Systems Perspective (Victor)	5
4	Assignment 4.1 – Webinar Summary	3
4	Assignment 4.2 – Textbook Chapters Co-Presentation	3
4	Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording	14
1-4	Teacher Dispositions Demonstrated during Course	2
	Total Points	100

Weeks at a Glance

Week 1 – Foundations for Collaboration

Live Synchronous Session – required to attend live or watch the recording

- The main textbook for this course (Friend, 2021) is an easy read, and yet based on long-standing science that clarifies questions about collaboration in a professional educational environment. It discusses theory and research of effective collaborative practices in the special education environment. The official description of the textbook postulates that the manual introduces “essential communication skills that form the foundation for successful collaboration. They also emphasize problem solving and its common collaborative applications. The text examines such critical topics as teaming, coteaching, consulting, coaching, mentoring and conflict and resistance.”
- This first week, the lecture will be guided by the instructor (Power Point available under Week 1), who will lay out important terminology that will be re-encountered and discussed throughout this course. The themes from the Week 1 lecture will be re-analyzed from different perspectives by candidates when they will present their chapters in Weeks 2, 3, and 4. This rounding of experience with these collaboration concepts will solidify the understanding and retaining and will contribute to transferring them into practice for the rest of the careers of the teacher candidates. The themes include: definition of collaboration; tools for effective teacher collaboration; types of collaboration; rationale and opportunities for collaboration; benefits and drawbacks of teaming; types of teaming; types of coteaching; and logistical matters and planning.

Assigned Readings

- Chapter 13 (Browder) *Expanding Cultural and Social Competence through Social Studies*
- Chapter 1 *Foundations and Perspectives*
- Chapter 2 *Interpersonal Communication*
- Chapter 3 *Listening, Responding, and Giving Feedback*

Learning Activities

- Other useful games for the classroom at <https://www.tigweb.org/games/> and <https://eduinterface.weebly.com/economics.html>
- California Department of Education (2019). *Serving the whole learner symposium. Part 1. Identifying challenges and uncovering solutions.* [Video]. YouTube. [Serving the Whole Learner Symposium: Welcome](https://youtu.be/WzFlVv4zZ9k) (<https://youtu.be/WzFlVv4zZ9k>). Some topics include: keep students at the center; hunger does not take a vacation; our job is to keep students engaged; etc.
- Berman, D. S., Colvin, R., Freedman, M., Grady, M., Hehir, T., Mares, T., & Wright, K. (2015). *One system: Reforming education to serve all students.* https://www.smcoe.org/assets/files/About_FIL/San%20Mateo%20County%20SELPA_FIL/Parent%20and%20Community_FIL/Statewide%20Task%20Force_FIL/Task%20Force%20Report%205.18.15.pdf
- Supporting Inclusive Practices (SIP). (2018). *Why inclusion?* <https://www.sipinclusion.org> The website is supported by the California Department of Education and provides current progress toward inclusion for all students with disabilities.

Discussion Forum - Introductions, 0 points

Self-Introduction in 100 words, due Sunday at midnight. This discussion is not graded, so this space is for the candidates to get to know each other and exchange information for a fruitful collaboration during the course.

Discussion Forum 1 – “Stop Being Poor” Game, 5 points

At least 12.5% of children in the USA do not know where their next meal is coming from (FRAC, 2023). The poverty percentage increases in rural areas, among minorities, and in the geographical South. This is a reality that teachers of school students face every day.

(A) Go to this link and play the game: <http://playspent.org/>. In this simulation, based in Durham, North Carolina, you are a parent, recently unemployed, and are trying to make it through the month with a new job. Play the game once or as many times as you wish for a better outcome.

(B) When you play, keep in mind these questions, and, after playing, respond in writing to them in complete sentences. Also keep in mind something that some people who do not understand poverty like to tell to the poor: “STOP BEING POOR!” and/or “JUST GO GET A JOB!” A total of 200 words for the main post is required by Thursday at midnight. One reply to a colleague by Sunday at midnight.

1. Share your experience.
2. What worked for improving the life of the person in question?
3. What did not work and why?
4. What did you like about the game?
5. What did you learn from this game?
6. Any real-life solutions for such a situation?
7. How did this game change your perspective on life and on the job a teacher has to educate students coming from low Socio-Economic Status (SES)?
8. How will you employ this new perspective when working with families and other school collaborators?

Reference

FRAC. (2023). *Food Research & Action Center: Hunger & Poverty in America*. Retrieved from <https://frac.org/hunger-poverty-america#data>

Assignment 1.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 1.2 – Textbook Chapters Co-Presentation, 3 points

Every student chooses 1 (one) week to present during this course. Each week, multiple chapters assigned under Readings will be prepared by each group of presenters. All students will sign up for presenting the readings, with the students and the instructor keeping track of the four groups of presenters (for the four weeks of the course). Because there is no time to prepare for the first week, there will be two groups of presenters during Week 2: one formed of students that sign up for the first week’s chapters, and a second group for the second week’s readings. Each group presentation will last no more than 30 minutes for the content of each week, with the class activity accompanying each group presentation lasting no more than 10 minutes.

Each student will co-present with colleague(s) having as a basis the chapters of your textbook, but feel free to use any other sources for further information and clarification, as you see fit. Focus on the central concepts, definitions, explanations, etc. that would be most helpful for ESN teachers, as presentation time is limited. Each group presentation will also comprise a class activity (for all course students to participate in, even if in smaller groups or whole class) designed by each presenting group. The teaching notes will consist of PowerPoint slides, put together into 1 (one) digital document for each group (called “Week 1 Group Presentation”, etc.). This full PowerPoint will be uploaded in the appropriate Assignment 1.2 Dropbox in D2L by each student, so a grade (the same grade) can be assigned to each student in the group.

The collaboration for co-teaching needs to start early so the group will have time to coordinate who presents which parts of the chapters and exchange contact information! If there is no response from any of the group members by Thursday midnight (when the main Discussion post is due and every student must log in and post), then that member will be dropped from the group and s/he will lose the 3 points for this assignment. Please do not put yourself and your co-partner(s) in this situation! The PowerPoint may be uploaded to that week’s Discussion Forum by one of the group members if the class manifests the desire to have those chapter notes.

This is a group presentation and all co-presenters will have the same grade, except for the ones who did not participate (who will have 0 points). The grade of maximum 3 points per each week for “Textbook Chapters Co-Presentation” Assignment will be added by the instructor after the student presented (max. 3 points x 4 weeks, after presentation). In case a student did not present at all during the course, the student will have 0 points under each week for this assignment.

Assignment 1.3 - Resource Guide, 9 points

You will complete this assignment in a group of 3, whenever possible.

In order to provide support to your students and their families you will need to know and use the resources that are available to you. Prepare a “Resource Guide” related to resources, agencies and services who serve TK-12 families and individuals with moderate, severe and profound disabilities. *“A Resource Guide is a list of the business solutions you recommend with a short description on what they are, how you are using them in your business, and why your audience will benefit from using them”* (<https://instapage.com/blog/how-to-create-a-resource-guide>). Together, prepare a Resource Guide using APA form and style, 7th Edition, throughout. Complete this assignment in a Word Doc. Include graphics, images, tables as appropriate to *illustrate the text* and make the document more *engaging*. There will be one document submitted for each group, and each student will submit that full group document.

In this resource guide you will have three sections appropriate for special educators, families and individuals with moderate, severe and profound disabilities. The sections will be:

- National Resources, Agencies and Services
- State Resources, Agencies and Services
- Community (local) Resources, Agencies and Services

In each section carefully address each of the bulleted items:

(1) Identify/ name at least 3 resources for each one of the sections above:

- one for academic issues,
- one for behavioral issues, and

- one for social emotional issues

In total, there will be a 9 (nine) resources described. All resources must be related to individuals with moderate, severe and profound disabilities/ ESN.

(2) Include contact information regarding how each resource can be located: web link, phone, address. Include a logo if the source has any on their webpage (copy-paste the logo).

(3) Provide a description of each source of service/ information.

(4) Describe how the resource can be of use to families and individuals with ESN.

(5) Describe how the Education Specialist can utilize the resource in their work with individuals with moderate, severe and profound disabilities.

(6) Rate the value of the source and provide a rationale for your rating, using the following rating scale:

Each resource required information in APA style – 1 point (9 sources = 9 points)

(Required: name, contact info, description, how to be used by families and teachers, rating, in APA style)

A 1.3 Points

Very useful and of great value.	Useful and of value.	Somewhat useful but of limited value.	Limited or not useful, and of little or no value.
3	2	1	0

Field Experience 1 – Shadow and Interview a Case Manager (3 hours), 5 points

The purpose of this assignment is to help the candidate understand how principles related to being a Case Manager manifest themselves in a real world setting and to help the candidate hear from a Case Manager the demands and responsibilities of their role.

Copy the teacher information and questions into a Word Doc, with a Title Page formatted per APA form and style, 7th Edition. No abstract or reference page are needed. However, the prompts below will serve in place of the headings. Other aspects of APA must be addressed.

(1) Contact and schedule an appointment to shadow and interview a Special Education Teacher who also functions as a Case Manager. Explain the purpose of the interview.

Heading 1: Teacher Information

- Special Education Teacher's Name: FirstName InitialLastName
- Type of Special Education Assignment:
- Grade/ Age Levels taught:
- School/ Educational Institution: Geographical Area or County & State
- Phone Number:
- Interview/ Shadowing Date:

(2) **Heading 2: Shadowing a Case Manager and summarize the experience.** Shadow the Case Manager for at least one hour and keep your notes from the interview. Using your notes, summarize the 1-hour observation period under this heading. Describe the classroom, the activities observed, interactions of the Case Manager with students, paraprofessionals, families, related services personnel, admin, etc. (as observed).

(3) **Headings 3-11:** Each question will constitute a new heading. During the interview ask the following nine questions, take notes for each question, and summarize the information per the theme of each question, not necessarily in the order the Case Manager provided you the information. Sometimes, the interviewee comes back to complete information later on in the interview or may provide an example or anecdote early in the interview that may be relevant for one of your later questions. Using the information from your rough notes summarize the teacher's response to each question.

1. In your opinion what is a Case Manager in Special Education?
2. How is the role of a Case Manager related to a Special Education Teacher?
3. What portion of your job as a special education teacher is devoted to being a Case Manager?
4. What are the major tasks that you do when you function as a Case Manager?
5. How do you communicate with Service Providers?
6. How do you organize student data?
7. How do you relay information to parents and other teachers, such as general education teachers?
8. It is likely that the way you relay information to different individuals will vary. Ask how the relay of information differs from group or person to person, and why it differs.
9. What advice do you give to a new Special Education Teacher regarding their responsibilities as a Case Manager?

(4) **Heading 12: Reflection.** Reflect on the experience and responses to the questions. What is the "take away" (key fact or point you will remember) from this experience?

(5) **Appendix:** Scan or take a digital photo of your rough notes. Copy and paste the notes into your Word Doc and include in an appendix.

This assignment has, then, five parts: (1) Teacher Information; (2) Shadow the Case Manager for at least one hour and summarize the experience; (3) Ask and summarize the nine questions; (4) Reflection; and (5) Scan or take a digital photo of your rough notes. All points are valid if APA style is followed, otherwise, the instructor can take away points for APA up to 2 points per paper. Review your draft work, compare it to the rubric, revise and edit until it completely meets all aspects of the assignment.

FE 1 Points:

Teacher Information – 0.5 points

Shadow the Case Manager for at least one hour and summarize the experience – 1 point

Summarize the answers to 9 questions – 2.5 points (0.3 points for each answer summary)

Reflection – 0.5 points

Appendix: Attach a photo of your rough notes – 0.5 points

Week 2 – Developing Interaction Skills

Live Synchronous Session – required to attend live or watch the recording

- This week, the candidates will present the content of the assigned readings from Weeks 1 and 2.
- The readings for Week 1 emphasize concepts that contribute to gaining a cultural and social perspective to enhance collaboration and positive relationships for teachers, as well as for their students. Chapter 1 from Friend (2021) focuses characteristics of collaboration, social contexts of collaboration, the special education law and collaboration, and challenges of collaboration. Chapter 2 focuses on communication: definition, different views on it, principals and competence of interpersonal communication, managing perceptions, culture and competence of communication, and how to improve communication skills. Chapter 3 focuses on nonverbal communication: types, listening, and factors that facilitate and hinder listening, responding, and providing effective feedback. Chapter 13 (Browder, 2020) focuses on teaching cultural and social competence to students with ESN: teaching factual, conceptual, procedural, and investigative learning through social studies.
- The readings for Week 2 focus on developing interaction skills for teachers, and also on how candidates will teach and promote social-communication skills for their students. Chapter 4 from Friend (2021) focuses on using effective communication skills in interviews: seeking information, inquiry, providing information, and dealing with uncooperative communicators. Chapter 5 focuses on group problem solving: reactive and proactive strategies, bias in a culturally diverse group, Multi-Tiered Systems of Support (MTSS) as a special type of problem solving, and steps in problem solving. Chapter 9 focuses on difficult interactions: conflict, causes, organizational variables, response styles, negotiation, mediation, resistance, and persuasion. Chapter 14 (Browder, 2020) focuses on building social relationships for the students with ESN, as well as teaching strategies for enhancing social skills (including positive behavior supports).

Assigned Readings

- Chapter 14 (Browder) *Promoting Social Skills and Positive Behavior Support*
- Chapter 4 *Integrating Skills in Interviews*
- Chapter 5 *Group Problem Solving*
- Chapter 9 *Difficult Interactions*

Learning Activities

- Parents Helping Parents <https://www.parentshelpingparents.info/>
- SELPA Administrators of California <https://selpa.info/>

Discussion Forum 2 – Meeting the Needs of Families and/or Teachers, 5 points

Based on your previous week's search on resources for families and teachers, tell us which type of organization **would you set up in** your community, or at national, or global level to further provide support for families and/or teachers of students with ESN: (1) present rationale, scope for its novel services (specify which services will it focus on); (2) a system to connect parents and/or teachers; (3) a record-keeping system; (4) advertisement for your organization; (5) funds needed and offer optional support (such as consultation, social gatherings, fund raising, informational sessions in community, how to incorporate technology, training for advocacy, etc.).

Assignment 2.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 2.2 – Textbook Chapters Co-Presentation, 3 points

Every student chooses 1 (one) week to present during this course. Each week, multiple chapters assigned under Readings will be prepared by each group of presenters. All students will sign up for presenting the readings, with the students and the instructor keeping track of the four groups of presenters (for the four weeks of the course). Because there is no time to prepare for the first week, there will be two groups of presenters during Week 2: one formed of students that sign up for the first week's chapters, and a second group for the second week's readings. Each group presentation will last no more than 30 minutes for the content of each week, with the class activity accompanying each group presentation lasting no more than 10 minutes.

Each student will co-present with colleague(s) having as a basis the chapters of your textbook, but feel free to use any other sources for further information and clarification, as you see fit. Focus on the central concepts, definitions, explanations, etc. that would be most helpful for ESN teachers, as presentation time is limited. Each group presentation will also comprise a class activity (for all course students to participate in, even if in smaller groups or whole class) designed by each presenting group. The teaching notes will consist of PowerPoint slides, put together into 1 (one) digital document for each group (called "Week 1 Group Presentation", etc.). This full PowerPoint will be uploaded in the appropriate Assignment 2.2 Dropbox in D2L by each student, so a grade (the same grade) can be assigned to each student in the group.

The collaboration for co-teaching needs to start early so the group will have time to coordinate who presents which parts of the chapters and exchange contact information! If there is no response from any of the group members by Thursday midnight (when the main Discussion post is due and every student must log in and post), then that member will be dropped from the group and s/he will lose the 3 points for this assignment. Please do not put yourself and your co-partner(s) in this situation! The PowerPoint may be uploaded to that week's Discussion Forum by one of the group members if the class manifests the desire to have those chapter notes.

This is a group presentation and all co-presenters will have the same grade, except for the ones who did not participate (who will have 0 points). The grade of maximum 3 points per each week for "Textbook Chapters Co-Presentation" Assignment will be added by the instructor after the student presented (max. 3 points x 4 weeks, after presentation). In case a student did not present at all during the course, the student will have 0 points under each week for this assignment.

Assignment 2.3 – Three Article Summaries on Conflict Resolution, 6 points

This assignment is designed to help you become more of an expert in the area of Conflict Resolution. Prepare a brief annotated bibliography of 3 peer reviewed articles providing theory and research behind effective Conflict Resolution. The articles may focus on one or all three of the following topics: (1) conflict resolution (i.e., solving issues) among teachers and school colleagues; (2) conflict resolution with parents and families; and/or (3) conflict resolution among/between students. Use as headings the APA style formatting of each article and bold it. Write three substantial and informative paragraphs attached to each article (at minimum a page on each article). The paper must be written using current (7th Edition) APA style, using a title page and an abstract page.

A 2.3 Points

Article 1: Choose a peer-reviewed article on the topic and summarize it – 2 points

Article 2: Choose a peer-reviewed article on the topic and summarize it – 2 points

Article 3: Choose a peer-reviewed article on the topic and summarize it – 2 points

Field Experience 2 – Family Interactions: Planning for Angela (2 hours), 6 points

You have the option to pair-up with one other colleague (recommended for a fruitful discussion) or complete by yourself.

In reflecting what you’ve read in Chapter 2 *Multicultural Perspectives: Culture, Family Relationships, and Instruction* and the assumptions that boundaries exist between family subsystems resulting from the interaction of family members with each other and from the family unit in its interactions with outside influences, please complete the following assignment regarding divorced parents and family disagreements.

DIVORCED PARENTS AND FAMILY DISAGREEMENTS: PLANNING FOR ANGELA

Background: Angela, who has ADHD, has just turned 16 and is in her first year in your secondary vocational program. You are considering a variety of work experiences for her, but you are faced with a difficult family situation. Angela’s parents have gone through an adversarial divorce, and they are not on speaking terms with each other. Her mother has legal custody and regularly attends parent-teacher conferences and IEP meetings, and she communicates often using a notebook that goes between home and school. Her father has child-support responsibilities and visitation rights, and he has expressed an interest in being kept informed of what is happening with his daughter.

Angela’s mother is concerned with Angela’s functional academic and socialization skills. She has strongly expressed her preference that Angela stay in school and spend her days attending general education classes, such as home economics, child development, computing, and reading.

Angela’s father wants his daughter to spend as much time working as possible and has a friend who owns a clothing store. The friend has told Angela’s father that Angela will have a job there when she graduates. The father believes that if Angela begins vocational training now, she can graduate at 18 and go to work at the clothing store.

Angela spent part of last year working in an office. She was very proud of her job, but she was sad when school ended and she was no longer working. Angela has expressed her desire to work again. Lately, she has been moody and disruptive.

Issue: Whose Preferences Are Acted Upon?

Discussing this issue with both parents is going to be difficult. They are at opposite ends of the spectrum, yet both have valid reasons for their positions. Whatever your decision, you are concerned with siding with one parent or the other. In addition, respecting Angela’s preference, who appears to be making an informed decision, is crucial.

You want to get together with Angela, her parents, friends, advocates, and other professionals to formulate a picture of what Angela’s life could look like and to develop an action plan; however, bringing together Angela’s parents in a large-group situation may prove extremely difficult or detrimental to the process as a whole.

For 6 points, answer the following questions in no less than 1500 words. Your answer covering all three questions needs to be at least one to two paragraphs in length and must give substantive reasoning. In other words, writing, “I’m not too sure what my options are?” is not acceptable.

1. (1) What are your options?
 - (2) What are pros and cons of each?
 - (3) What exactly will you do?

FE 4 Points

Options detailed description – 2 points

Pros & Cons for each option – 2 points

Plan of Action – 2 points

Week 3 – Reaching Balanced Independence: Understanding Individual and Team Responsibilities

Live Synchronous Session – required to attend live or watch the recording

- This week, the readings emphasize effective collaboration strategies for teachers to the point where they have the tools to become mentors to foster independence in novice teachers, as well as teaching independence and self-determination to students with ESN.
- Chapter 6 focuses on teams: definition, characteristics, types, developmental stages, benefits and drawbacks, three models of team interaction, and characteristics of effective teams. Chapter 7 focuses on coteaching: definition, characteristics, rationale, types/ approaches, maintaining collaboration while co-teaching, and planning. Chapter 8 focuses on consultation, coaching, and mentoring: definition, characteristics, types/ models, rationale, components, and effective strategies. Chapter 16 (Browder, 2020) focuses on self-determination, self-management, and self-regulation.

Assigned Readings

- Chapter 16 (Browder) *Teaching Personal and Daily Living Skills*
- Chapter 6 *Teams*
- Chapter 7 *Co-Teaching*
- Chapter 8 *Consultation, Coaching, and Mentoring*

Learning Activities

- [IRIS Module: RTI \(2\)](http://iris.peabody.vanderbilt.edu/module/rti02-assessment/#content) <http://iris.peabody.vanderbilt.edu/module/rti02-assessment/#content>
- [IRIS Locator: Evidence-Based Practices](http://iris.peabody.vanderbilt.edu/ebp/) <http://iris.peabody.vanderbilt.edu/ebp/>
- What Do Paraeducators in Inclusive Classrooms Say About Their Work? Analysis of National Survey Data and Follow-up Interviews in California: <http://files.eric.ed.gov/fulltext/EJ967750.pdf>
- I'm Determined. (2022.) *Student involvement in the IEP process – Session 1 – Overview* [Video]. Virginia Department of Education. <https://www.imdetermined.org/resource/student-involvement-in-the-iep-modules/> This is the first in a series of four videos for special education teachers to explore how to increase student Involvement in the IEP process utilizing the One-Pager I'm Determined Tool.
- McLeskey, J., Barringer, M. D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheler, M.C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Collaboration: Research synthesis, pp. 27-40. Arlington, VA: Council for Exceptional Children & CEEDAR Center. <https://cedar.education.ufl.edu/high-leverage-practices/> The resources are designed to support and strengthen special educators understanding of the high-leverage practices (HLPs) for collaboration as members of a wide range of collaborative teams. HLPs are the basis of building effective collaborative skills to increase student success.

Discussion Forum 3 – “Parents Should Not Be Allowed to Participate in IEP decisions”, 5 points

In the main post, all students will write a persuasive argument of minimum 200 words supporting the thesis “Parents Should Not Be Allowed to Participate in IEP Team Meetings and Decisions”. This is an argument that you may have heard someone mention, you may have believed in it before you started to learn about special education, or perhaps you read about this matter somewhere. Regardless of the source, this argument can be potentially brought up by anyone in your school or anyone not knowledgeable about the special education legislation. The purpose of this Discussion post is for you to be prepared and combat these types of arguments with reason and respect in a dialogue with the person who brings up the issue mentioned above. This is an intellectual exercise meant to prepare you to treat these types of controversial topics with objectivity.

In the reply post, all students bring informed arguments against an idea brought up by a colleague’s post (and, thus, supporting the idea that all parents should participate in IEP decisions). The informed argument will, first of all, cite the IDEA (as in use a quote from IDEA), and, secondly, use any other scientific quote from this course, previous courses in this program, or any scientific reading that the student locates within a trustworthy source. Use references at the end of your post(s). By reading multiple posts of your colleagues, you will learn more about what YOU (the Education Specialist Teacher/ Case Manager) can do to ensure these concerns are NOT present in your IEP meetings.

Here are several issues that can be raised by persons not familiar with the legislation in special education. Use one of these topics or generate your own for your discussion thread:

1. Data is not clearly explained to all parties involved, especially the family and child. They cannot understand it anyway. So, what contribution can they make to the IEP meeting?
2. Information from outside sources, experts, is disregarded because the scientists don’t know what is happening in schools, etc., so why bring it to the attention of families for no reason?
3. IEP goals are written prior to the meeting and nobody wants to change them during an IEP meeting or as a result of the meeting.
4. Parents’ suggestions are disregarded because they are not special education teachers/ administrators/ [insert any role of an IEP team member or expert participating in the educational decisions of the student with ESN].

Here are a few webpages where you can locate the Individuals with Disabilities Education Act (IDEA) 2004:

From the federal government: <https://sites.ed.gov/idea/>

All IDEA: <https://sites.ed.gov/idea/statuteregulations/>

Part B – disabilities: <https://sgp.fas.org/crs/misc/R41833.pdf>

Assignment 3.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 3.2 – Textbook Chapters Co-Presentation, 3 points

Every student chooses 1 (one) week to present during this course. Each week, multiple chapters assigned under Readings will be prepared by each group of presenters. All students will sign up for presenting the readings, with the students and the instructor keeping track of the four groups of presenters (for the four weeks of the course). Each group presentation will last no more than 30 minutes for the content of each week, with the class activity accompanying each group presentation lasting no more than 10 minutes.

Each student will co-present with colleague(s) having as a basis the chapters of your textbook, but feel free to use any other sources for further information and clarification, as you see fit. Focus on the central concepts, definitions, explanations, etc. that would be most helpful for ESN teachers, as presentation time is limited. Each group presentation will also comprise a class activity (for all course students to participate in, even if in smaller groups or whole class) designed by each presenting group. The teaching notes will consist of PowerPoint slides, put together into 1 (one) digital document for each group (called “Week 3 Group Presentation”, etc.). This full PowerPoint will be uploaded in the appropriate Assignment 3.2 Dropbox in D2L by each student, so a grade (the same grade) can be assigned to each student in the group.

The collaboration for co-teaching needs to start early so the group will have time to coordinate who presents which parts of the chapters and exchange contact information! If there is no response from any of the group members by Thursday midnight (when the main Discussion post is due and every student must log in and post), then that member will be dropped from the group and s/he will lose the 3 points for this assignment. Please do not put yourself and your co-partner(s) in this situation! The PowerPoint may be uploaded to that week’s Discussion Forum by one of the group members if the class manifests the desire to have those chapter notes.

This is a group presentation and all co-presenters will have the same grade, except for the ones who did not participate (who will have 0 points). The grade of maximum 3 points per each week for “Textbook Chapters Co-Presentation” Assignment will be added by the instructor after the student presented (max. 3 points x 4 weeks, after presentation). In case a student did not present at all during the course, the student will have 0 points under each week for this assignment.

Assignment 3.3 – Deriving a Task Analysis from an IEP Goal & Objective, 5 points

The purpose of this assignment is for you to demonstrate your understanding of how to write a Task Analysis (TA) related to an IEP goal and objective. Follow these steps:

- A. Learn about Task Analysis from AFIRM (free modules after sign-up): <https://afirm.fpg.unc.edu/task-analysis>.
- B. HINT: once you select the cooking behavior, it is advisable to complete the cooking activity yourself as many times as needed in order to identify each step. Once you finish writing your TA, collaborate with one of your colleagues/ friends/ house members to perform the activity and complete any missing details, as per the input of your impromptu cooking chef.
- C. To demonstrate your mastery of completing a Task Analysis for an IEP goal, use the following IEP goal and objective template, and re-write it to accommodate your specific behavioral objective for Joanna:

Goal under Independent Life Skills: Joanna will learn how to cook for herself.

Objective 1: Joanna (J.) will make/ cook/ boil/ bake/ etc. [insert your own cooking action verb here] a [food item], using a/an [top stove/ oven/ microwave/ grill, etc.] with 90% accuracy for two consecutive opportunities. The following steps will be followed:

1. Example: J. prepares ingredients: OR J. washes her hands.
2. J. washes the preparation table.
3. Etc...
- D. Task Analyze the behavior, creating as many steps as needed to achieve the objective. It usually takes more than 20 steps to complete a cooking recipe.

Example of a TA to brush teeth: <https://www.bhwcare.com/task-analysis/>

- E. Specify whether you would use Total Task Presentation, Backward Chaining, or Forward Chaining to teach the steps to the student, and provide your rationale.
- F. Cite sources as appropriate and submit in APA style (Title Page, body, and Reference list).

A 3.3 Points

Re-write the Behavioral Objective – 1 point

Write complete details for the TA – 3 points

Specify the type of chaining to be used with rationale – 0.5 points

APA style – 0.5 points

Field Experience 3 – Promotion of Self-Determined Behavior (3 hours), 9 points

As a case manager of students with moderate and severe support needs, it is important to understand the transition requirements of IDEA and best practices in planning to increase the participation of students in the IEP process. It is your job to provide the support to students with ESN to begin to gain self-determination skills prior to the age of 16 and beyond.

This week you will complete the third module in a four-part series from I'm Determined, Student Involvement in the IEP process – Session 2: The one-pager and complete the tool with a student with moderate to severe support needs.

1. Go to the I'm Determined Website, <https://www.imdetermined.org/resource/student-involvement-in-the-iep-modules/>;
2. Scroll down through the menu of Modules and locate the second module: Session 2: The one-pager;
3. Watch the video;
4. Take notes;
5. Download the One-Page Template to administer to a case study student with moderate to severe support needs, and feel free to reproduce the four sections of the One-Page Template in your paper in a simple way, abiding by APA style (**SPIN**: My **S**trengths; My **P**references; My **I**nterests; My **N**eeds).
6. In addition to discussing the SPIN list with the student, you must also interview two other knowledgeable persons about your student: at least one caregiver (parents, grandparents, siblings, other family members) and one school personnel (paraprofessional, or mainstream teacher, etc.).
7. In addition to the 3 (three) previously mentioned sources of information (student, caregiver(s), school staff), you must also input your own observations from your previous interactions with the student before the interview, and/or during the interview (i.e., if this is a new student to you, then observe and comment upon student responses during the interview).
8. Adapt the interviews and template as needed to make it accessible to the case student. For example, use photos, videos, etc. to support comprehension to optimize student participation and engagement. Provide lots of options for the student to choose from;

9. Take notes on key information as you administer and observe the student, and describe how you obtained the information compiled in the SPIN: One-Page Template, using APA-style headings bearing the source of the person providing the information (e.g., The Student; The Mother; the Speech Language Therapist).
10. This assignment will be graded using a rubric. Review the rubric before administering the one-pager template.

FE 3 Points

Information from the student – 2 points

Information from the caregiver(s) – 2 points

Information from the school staff – 2 points

Information from the candidate administering the interviews (yourself) – 2 points

Completed SPIN: One-Page Template – 1 point

Week 4 – Extended Educational Collaboration

Live Synchronous Session – required to attend live or watch the recording

- On the last week of the course, the lecture focuses on expanding collaboration skills outside the classroom, as well as preparing the students with ESN for adult living.
- Chapter 10 (Friend, 2021) focuses on understanding paraeducators and their qualifications, their roles and responsibilities, as well as teacher responsibilities towards the paraprofessionals, and how to collaborate successfully. Chapter 11 focuses on families: understanding their perspective, theory of family systems, family life cycle, cultural influences, developing intercultural competence, the uniqueness of having a child with disability, and assisting families. Chapter 12 focuses on factors beyond the school framework: collaborating with the community, agencies, vocational services, interdisciplinary collaboration, service coordinators, and ethical considerations. Chapter 17 (Browder, 2020) focuses on transition planning and preparing for competitive integrated employment and the adult life.

Assigned Readings

- Chapter 17 (Browder) *Planning and Teaching for Adult Living*
- Chapter 10 *Paraeducators*
- Chapter 11 *Families*
- Chapter 12 *Special Considerations*

Learning Activities

- Understanding the Role Parents Play in the IEP Process (“5 reasons parents play a key role in the IEP process”): <https://www.understood.org/en/articles/playing-a-role-in-the-iep-process>
- Why should students attend their IEP meetings, whenever possible:

“FAQs About Having Your Child Attend IEP Meetings” <https://www.understood.org/en/articles/faqs-about-having-your-child-attend-iep-meetings>; and “Should Students Attend Their IEP Meeting?”: <https://chadd.org/adhd-weekly/should-students-attend-their-iep-meeting/>

- IEP Advice: What to Do If Your Child Is Not Eligible For An IEP? <https://youtu.be/drkGAXQO56w>
- Learning for Justice: <https://www.learningforjustice.org/>
- How to Make Meetings Work (pdf available): <https://pdfs.semanticscholar.org/82fd/04687af016180e5b3d3eb8996d904a2773d4.pdf>
- CEC Code of Ethics: <https://www.cec.sped.org/~media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Code%20of%20Ethics.pdf>
- NASET Code of Ethics: <https://www.naset.org/index.php?id=2444>
- Parents' Experiences with IEP: <https://files.eric.ed.gov/fulltext/ED512611.pdf>
- Wright's Law: Can the IEP Team Prepare a "Draft IEP" Before an IEP Meeting? <https://www.wrightslaw.com/info/iep.draft.howey.htm>
- Six Things Never to Say or Do During an IEP Meeting: <http://bottemabeutel.com/wp-content/uploads/2014/01/Cheatham-et-al.pdf>

Discussion Forum 4 – Gaining a Family and School Systems Perspective, 5 points

Read the following scenario and answer the questions below:

Imagine you are the special education teacher of a student with autism. One day, the principal (Ms. Iris) comes to your room and she says: “You should have told me Victor can do that!” You confess that you have no idea what the problem is, and you ask her to explain. Ms. Iris says that the art teacher (Ms. Heather) came to her office with Victor, your student with Autism Spectrum Disorders mainstreamed for the art class, because he HIT HER! She wanted him to stop “stimming” (self-stimulating with his hands in front of his eyes, making the light that reaches his eyes flicker) and start working on his art project. So, she wanted to help him and provided hand-over-hand intrusive prompting. That is when Victor hit Ms. Heather. Ms. Iris is surprised you do not know anything about this issue! Ms. Heather is close to calling 911, and she is definitely requesting the family to come immediately, apologize, and promise this will never happen again, otherwise she will never allow Victor to come to her room again! There is no injury that occurred to Ms. Heather, except, perhaps, to her ego.

(1) Provide a solution for how the principal, the special education teacher, and arts teacher can communicate with each other about the situation. (2) Provide solutions on how they can communicate with the family. What should they communicate to the family? (3) Should they call 911? (4) How can they find a constructive solution to the issue above – an intervention for Victor? (5) What should be their intervention and demands for consistency (home implementation of the strategy) be with Victor?

Assignment 4.1 – Webinar Summary, 3 points

Write a complete summary of the Live Synchronous Session in at least 5 sentences, with a minimum of 150 words.

Assignment 4.2 – Textbook Chapters Co-Presentation, 3 points

Every student chooses 1 (one) week to present during this course. Each week, multiple chapters assigned under Readings will be prepared by each group of presenters. All students will sign up for presenting the readings, with the students and the instructor keeping track of the four groups of presenters (for the four weeks of the course). Each group presentation will last no more than 30 minutes for the content of each week, with the class activity accompanying each group presentation lasting no more than 10 minutes.

Each student will co-present with colleague(s) having as a basis the chapters of your textbook, but feel free to use any other sources for further information and clarification, as you see fit. Focus on the central concepts, definitions, explanations, etc. that would be most helpful for ESN teachers, as presentation time is limited. Each group presentation will also comprise a class activity (for all course students to participate in, even if in smaller groups or whole class) designed by each presenting group. The teaching notes will consist of PowerPoint slides, put together into 1 (one) digital document for each group (called “Week 4 Group Presentation”, etc.). This full PowerPoint will be uploaded in the appropriate Assignment 4.2 Dropbox in D2L by each student, so a grade (the same grade) can be assigned to each student in the group.

The collaboration for co-teaching needs to start early so the group will have time to coordinate who presents which parts of the chapters and exchange contact information! If there is no response from any of the group members by Thursday midnight (when the main Discussion post is due and every student must log in and post), then that member will be dropped from the group and s/he will lose the 3 points for this assignment. Please do not put yourself and your co-partner(s) in this situation! The PowerPoint may be uploaded to that week’s Discussion Forum by one of the group members if the class manifests the desire to have those chapter notes.

This is a group presentation and all co-presenters will have the same grade, except for the ones who did not participate (who will have 0 points). The grade of maximum 3 points per each week for “Textbook Chapters Co-Presentation” Assignment will be added by the instructor after the student presented (max. 3 points x 4 weeks, after presentation). In case a student did not present at all during the course, the student will have 0 points under each week for this assignment.

Assignment 4.3 - IEP Role Play Video Recording, 14 points

The students will work in groups of 4 to 7, depending of the make-up of the class. The purpose of this assignment is for the candidates to experience the role of the Case Manager during an Individualized Education Plan Team meeting either by playing the Case Manager or by playing another role in the IEP team and observing a Case Manager. The purpose of this assignment is for the candidates to experience the collaboration among a Case Manager and other stakeholders during an Individualized Education Plan Team meeting.

Each of candidate will choose a role to play during the meeting. Candidates will be provided with a sheet of critical information regarding your role that will help you shape your perspective, thoughts, and role as the character. **Do not show or share this information with others in your group** until the end of the IEP meeting. **Your instructor will have descriptions of your roles and provide a copy to you, for the role you have been assigned – EMAIL your instructor with your chosen role and s/he will email you the role sheet.**

Prepare for your role. Remember the perspective you are representing. You might rehearse alone beforehand. Think about what you will say and how you will behave; the attitude you will portray and what you will say and do to portray it. Read the handout at <https://www.pacer.org/transition/resource-library/publications/NPC-21.pdf> . You may want to do additional reading regarding a transition plan and related issues prior to the meeting.

One of the candidates in your group is required to schedule a recorded Zoom session, for two hours (you can use the D2L Zoom provided by this course or any other means of meeting and recoding the session; if needed, ask assistance from your instructor). Beforehand, by the Monday of Week 4, your team will need to talk and identify the date and time you will meet, record your session, and send the link for the recorded session to your instructor by the last day of the course. If for some reason your recording fails you will need to re-do the meeting.

You all will role play an IEP meeting to determine a transition plan for Tyler at the request of his family, as he moves into High School. A transition plan is the section of the Individualized Education Plan (IEP) that outlines transition goals and services for the student. The transition plan is based on a high school student’s individual needs,

strengths, skills and interests. You may need to do some individual, independent research to ensure you know and understand what must happen during an IEP focusing on the development of a Transition Plan. The meeting will last at least 60 minutes. You can use the pre-time before the recorded IEP meeting to organize your meeting, then start the recording.

There will be 4-7 candidates who do the role play. Your instructor will view the recorded session to determine the following:

- How well candidates demonstrate understanding and ability to employ the information, processes and skills learned in the course through readings, lectures, and assignments.
- How well each candidate represents the perspective of the selected character/ role.
- How well the information regarding Tyler is presented and discussed.
- How well each candidate demonstrates meeting skills (listening, sharing ideas, taking turns, asking questions, working towards consensus, resolving conflict, etc.)
- How well the team prepares a plan that includes Tyler's strengths, needs, interests and preferred ways of learning.
- The overall quality of the devised plan with a plan prepared by the team.

A reflective paper is required from the group of at least one page, co-written, describing: the link to the recording, the experience, what worked, what did not work, surprises experienced, how easy or difficult it was to maintain the perspective of his/her character, what they learned about the IEP / Transition Process, and how this will assist them in being a better IEP team member in the future. This reflective paper will be compiled by the group and submitted by each candidate in the Signature Assignment Dropbox.

The Roles:

- Required: The Administrative Designee – Mr./ Ms. Powers, The Music Teacher who holds an Administrative Credential
- Required: The Special Education Teacher/ Case Manager, Mr. / Ms. Franco
- Required: Tyler's general education teacher, Mr./Mrs. Jones
- Required: Tyler's mother/parent, Mr./ Mrs. Zinke
- Optional: The Psychologist, Mr./ Ms. Adler

The Process:

- Each of the 4 required roles will be chosen by the candidates. The individuals playing the role will read a description outlining their position, views and thoughts, in preparation for role playing.
- The 4 people in the meeting will ensure that they are fully recorded visually and auditorily on the Zoom recording.
- The Special Education Teacher/ Case Manager will facilitate the meeting.
- The meeting will follow this agenda:
- Introductions

- Statement of Concern(s)
- Parent Input and Assessment Data Sharing, including interventions the student's strengths, needs, interests and preferred ways of learning.
- Discussion
- Determination of
- Transition Goals
- Needed Accommodations
- Start Date
- Benchmarks
- Plan for Notifying Student and related service personnel

Note about the grade: it is at the discretion of the instructor if the candidates will receive the same grade or not, per the performance viewed in the recording and per the reflection paper submitted by the group.

Assignment 4.3 Rubric - IEP Role Play Video Recording, 14 points

Assess TPE 7.2c; MM/EX 7.1 , MM/EX 7.2 ; MM/EX 7.3

MM/EX 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/EX 7.2 - Interpret assessment results and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

MM/EX 7.3-Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom 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.

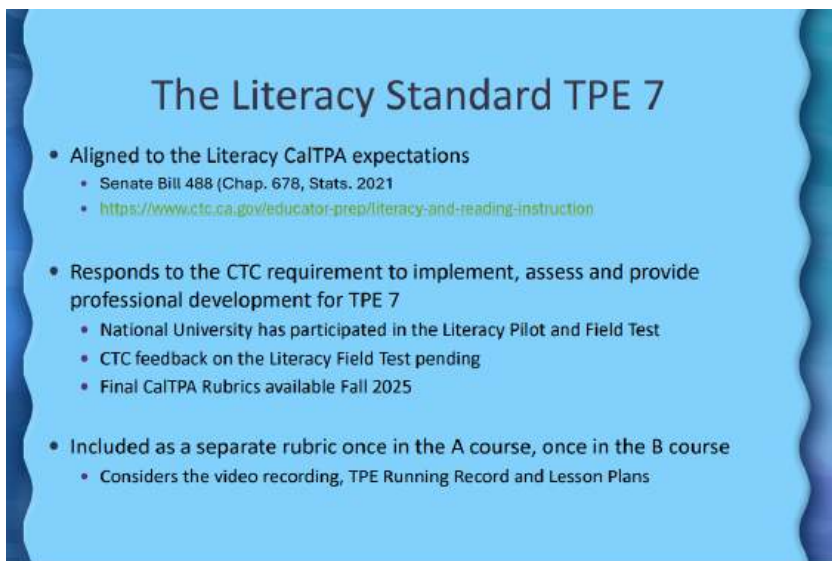
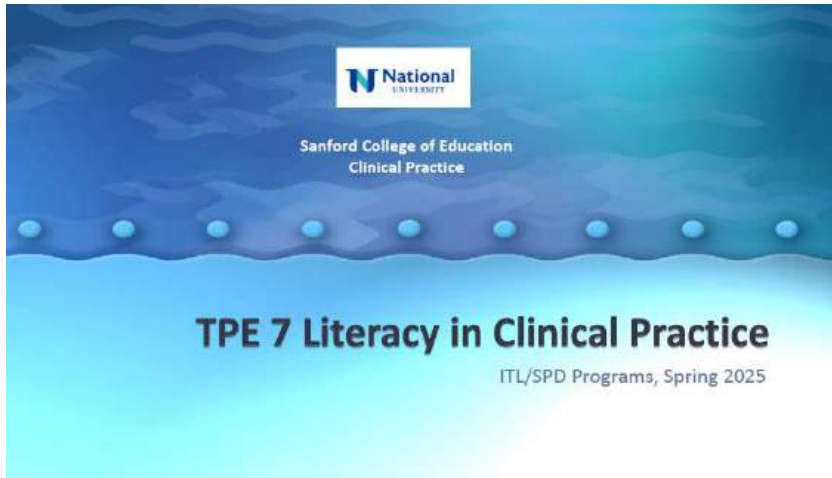
TPE 7.2c- Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

Criteria	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5	Points
Understanding and Application of Course Concepts (2 pts)	Consistently demonstrates deep understanding and skillful application of course content from readings, lectures, and assignments. Evidence-based Literacy and intervention strategies are presented in detail	Adequately applies relevant course content and shows good understanding. Evidence-based Literacy and intervention strategies are evident	Somewhat applies course concepts; minor misunderstandings or limited depth. Evidence-based Literacy and intervention strategies are limited	Shows little evidence of applying course content or understanding key ideas. Evidence-based Literacy and intervention strategies are not present	___ /2
Representation of Assigned Role (2 pts)	Fully embodies role with clear understanding of character's perspective; consistent and believable throughout.	Mostly represents the assigned role appropriately with some insight into the character.	Partially represents the character; may drift from role or lack consistency.	Minimal or inaccurate portrayal of the assigned role.	___ /2
Discussion of Tyler's Needs and Strengths (2 pts)	Effectively integrates Tyler's information, strengths, needs, and learning preferences in a meaningful way.	Accurately discusses Tyler's profile with relevant detail.	General or surface-level information about Tyler; lacks depth or detail.	Insufficient or inaccurate discussion of Tyler's profile.	___ /2
Demonstration of Meeting Skills (2 pts)	Models excellent meeting skills including collaboration, listening,	Demonstrates appropriate meeting skills;	Some participation; shows developing meeting behaviors.	Limited or ineffective meeting	___ /2

	turn-taking, consensus-building, and conflict resolution.	contributes effectively.		participation and interaction.	
Quality of Transition Plan (2 pts)	Team-developed plan is comprehensive, well-aligned with Tyler's strengths, needs, and interests, and includes clear goals, accommodations, and benchmarks. Evidence-based literacy instructional plans are grounded in an understanding of the California Dyslexia Guidelines, and structured literacy	Plan addresses Tyler's profile and includes basic goals and strategies. Evidence-based literacy plan includes references to the California Dyslexia Guidelines, and structured literacy	Plan is general or incomplete; lacks strong alignment to Tyler's needs. Limited mention of the California Dyslexia Guidelines, and structured literacy in the plan.	Plan is vague, poorly developed, or missing key components. Plan does not include the California Dyslexia Guidelines, and structured literacy	___ /2
Overall Quality of the Devised Plan (2 pts)	Plan is detailed, cohesive, and realistic; demonstrates excellent teamwork and thoughtful decision-making.	Plan is logical and clear with collaboration evident.	Plan is somewhat disjointed or unclear in parts.	Plan lacks clarity or collaboration; not well-developed.	___ /2
Group Reflective Paper (2 pts)	Paper is thoughtful, well-written, and includes all required elements (link, insights, challenges, surprises, learning, and application to future practice).	Paper addresses all elements with general insight and clarity.	Paper is missing one or more elements or is somewhat superficial.	Paper is incomplete, vague, or lacks reflection.	___ /2

Other Evidence Documents

Triad Meeting Slide Deck:



TPE 7.1

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards 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.

** see TPE 5-6 for descriptors

MM 7.1, EX 7.1 : EdSp MMSN and ESN Candidates

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.

Examples:

- Lesson plan mentioning any of the frameworks
 - **Meaning making** might include unpacking root words, like geology (study of Earth).
 - **Small Group Phonics**: Explicit instruction using multisensory methods (like letter tiles, sandpaper letters) phonics rules-sound writing correspondence
 - **Phonemic Awareness**: Sight sound correspondence- blending, segmenting, rhyming
 - **Guided Reading**: Students read leveled texts with teacher support, focusing on fluency, comprehension, and vocabulary.
 - **Interactive Read Aloud**: Teacher models fluent reading, questioning techniques, and making connections to text.
 - **Word Study**: Games and activities focusing on word patterns, spelling rules, and vocabulary building (e.g., word sorts, word walls).

TPE 7.1 Candidate / SSP Discussion:

- Provide examples of how aspects of TPE 7.1 could be included in Lesson Planning.
- Discuss how observation lessons will implement evidences of TPE 7.1 indicators.
- Where are there opportunities to integrate other TPE indicators in lesson planning and delivery?
- What questions do you have to enhance your understanding of the planning and implementation of TPE 7.1 specifically?

TPE 7.2

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).

MM 7.2, EX 7.2 : EdSp MMSN and ESN Candidates

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.

Examples:

- Identification in the **lesson plan** of strategy used for a student identified with dyslexia, if appropriate
 - **Intensive Interventions**: One-on-one or small group instruction with a specialist (e.g., speech-language pathologist, reading specialist).
 - **Structured Literacy Programs**: Programs like Orton-Gillingham or Wilson Reading System for students with dyslexia.

Literacy Instructional Strategies: **Dyslexia** (California DOE Guidelines Dyslexia Guidelines)

- **Structured Literacy:**
 - **Systematic and Explicit Instruction:** This is foundational. Instruction is carefully sequenced, building on previously learned skills. Teachers explicitly model, guide, and provide feedback.
 - **Multisensory Approach:** Engaging multiple senses (visual, auditory, kinesthetic, tactile) enhances learning. Examples:
 - **Visual:** Using color-coded materials, flashcards, and visual aids.
 - **Auditory:** Listening to audiobooks, recordings of themselves reading, and engaging in verbal drills.
 - **Kinesthetic:** Tracing letters in sand, using manipulatives, and engaging in physical activities that incorporate letter sounds.
 - **Focus on Foundational Skills:**
 - **Phonemic Awareness:** Identifying and manipulating sounds within words.
 - **Phonics:** Understanding the relationship between sounds and letters.
 - **Decoding:** Breaking down words into sounds and blending them together.
 - **Fluency:** Reading smoothly and accurately with expression.
 - **Vocabulary:** Building a strong vocabulary through direct instruction and reading.
 - **Spelling:** Developing accurate spelling skills through systematic instruction and practice.
- **Assistive Technology:**
 - **Text-to-Speech Software:** Allows students to listen to text, improving reading fluency and comprehension.
 - **Speech-to-Text Software:** Enables students to dictate their written work, reducing the burden of handwriting and spelling.
 - **Graphic Organizers:** Visual tools like mind maps, concept maps, and timelines help students organize information and ideas.
 - **Digital Dictionaries and Thesauruses:** Provide easy access to definitions and synonyms.

Literacy Instructional Strategies: **Dyslexia** (continued)

- **3. Accommodations in the Classroom:**
 - **Extended Time:** Providing extra time for assignments and assessments.
 - **Reduced Workload:** Adjusting the amount of work assigned to avoid overwhelming the student.
 - **Preferential Seating:** Allowing students to sit closer to the teacher or in a less distracting environment.
 - **Oral Responses:** Providing opportunities for students to demonstrate their learning through oral presentations or discussions.
- **4. Building Confidence and Motivation:**
 - **Positive Reinforcement:** Providing frequent praise and encouragement for effort and progress.
 - **Choice in Assignments:** Allowing students to choose from a variety of assignments to cater to their interests and learning styles.
 - **Collaboration and Peer Support:** Creating opportunities for students to work together and support each other.
- **5. Collaboration and Communication:**
 - **IEP Teams:** Working closely with IEP teams (including parents, special education teachers, and other relevant professionals) to develop and implement individualized plans for each student.
 - **Professional Development:** Ongoing professional development for teachers on effective instructional practices for students with dyslexia.
 - **Important Considerations:**
 - **Individualized Approach:** The most effective strategies will vary depending on the specific needs and learning styles of each student with dyslexia.
 - **Early Intervention:** Early identification and intervention are crucial for students with dyslexia.
 - **Creating an Inclusive Classroom:** Fostering a supportive and inclusive classroom environment where all students feel valued and respected.

Resources for Further Review

- **California Commission on Teacher Credentialing:** Resource Guide on Preparing Teachers for Effective Literacy Instruction
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
- **California Dept. of Education: Dyslexia Guidelines:**
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
- **California Dept. of Education: General information on dyslexia** <https://www.cde.ca.gov/school/directory/details?cdscode=37683120000000>
- **California Dept. of Education: Literacy :** <https://www.cde.ca.gov/cj/cf/>
- **California Dept. of Education: ELA/ELD Framework :**
<https://www.cde.ca.gov/cj/rl/rl/elaeldfrmwrksbeadopted.asp>
- **Suggested Journals:**
 - *Reading Research Quarterly* <https://ila.onlinelibrary.wiley.com/journal/19362722>
 - *The Reading Teacher* <https://ila.onlinelibrary.wiley.com/journal/19362714>
 - *Journal of Adolescent & Adult Literacy* <https://ila.onlinelibrary.wiley.com/journal/19362706>

Partner Notice- PSA 25-03:



Dear NU District Partner/ Site Support Provider,

We have received important updates from the California Commission on Teacher Credentialing (CTC) regarding Literacy and Reading Instruction, the retirement of the Reading Instruction Competence Assessment (RICA) on June 30, 2025, [PSA 25-03 Update on CalTPA Cycle Submission Options](#) and the new **2025-26 version of the CalTPA**, which includes:

- **Cycle 1: Math**
- **Cycle 2: Literacy** (Available Fall 2025)

[Senate Bill 488 \(Chap. 678, Stats. 2021\)](#) required the Commission on Teacher Credentialing (Commission) to update its literacy and reading standards for the preparation of teaching candidates and their corresponding Teaching Performance Expectations (TPEs). Additionally, the bill required the Commission to review teacher preparation programs and certify that they are providing instruction in the updated standards and TPEs, as well as to develop a new literacy performance assessment to replace the current Reading Instruction Competence Assessment (RICA). You are familiar with **TPE 7**, the Literacy Standard indicators included in your program, and the required readings and resources provided in coursework and clinical practice experiences. [PSA 24-10](#)

As of May 2025, candidates in need of information to make decisions about the options for meeting the Literacy Assessment requirement following the retirement of the RICA exam on June 30, 2025 are advised to reach out to credsupport@nu.edu, or contact their clinical practice team at any time. The CTC website also offers information and resources you will find helpful: <https://www.ctc.ca.gov/educator-prep/literacy-and-reading-instruction>

The NU credentials department will be hosting virtual town halls regarding the retirement of RICA and candidate options, and all candidates have been advised to look for communications for notification of specifics regarding that event. We wish to **thank you for your partnership and guidance** in this transition for all candidates seeking to complete the program requirements and earn recommendation to the CTC for a Preliminary Credential.

With kind regards,

The Sanford College of Education Credential Department Team



Nenit Wills
Sr. Director, Credentials and Licensure
National University

PD Literacy Flyer:



Save the Date!

January 31, 2025

**New Literacy Requirements
Professional Development!**

The Sanford College of Education invites all those who support our candidates and interns as Site Support Providers (mentor teachers) to participate in a professional development session to learn how we are addressing the new literacy requirements of SB 488. Skills, techniques, and processes will be shared to show how our programs are addressing the revised Teacher Performance Expectations (TPE 7).

Date: Friday, January 31, 2025

Time: 9:00 am – 11:00 am

Please RSVP by January 17 to R.D. Nordgren rnordgren@nu.edu.

CTC Dyslexia Grant June 2023:

1. Overview of current General Education and Special Education reading program

General Education – Multiple and Single Subject

Dyslexia can affect around 15% of our student population. This is a sizable portion of the students in our classrooms. Multiple subject and single subject classroom teachers must be able to identify and attend to the needs of all children, including students with dyslexia. However, most classroom teachers are ill-equipped to identify and meet the needs of children who might fall into this category. Teachers need to come into the classroom ready to teach reading, and, when that fails to occur, to identify the reasons the children are not successful in this area. Teacher education courses need to educate incoming teachers first in identifying a child who might be dyslexic and have a knowledge of multiple methods for meeting the needs of a dyslexic child.

The Ca Dyslexia Guidelines indicate the general education classroom should provide appropriate instruction, using a model of multi-tiered interventions and a process for documenting progress. (CA Guidelines, 2017, p. 53)

Currently, the National University Inspired Teaching and Learning (ITL) credential program offers four classes in teaching reading, two for multiple subject candidates and two for single subject candidates. **Multiple subject candidates take ITL Language -Literacy Foundation and ITL Language-Literacy Strategies. Single-subject candidates enroll in ITL 514 Language-Literacy Assessment and ITL 516. For 2022-23, there were 63 sections of ITL 510, 66 sections of ITL 512, 27 sections of ITL 514, and 66 sections of ITL 516 for 222 sections.** While the terms dyslexia and special needs are embedded within the courses, actual instruction focused on the identification, assessment, or remediation of these needs is not housed within the content of the course. Assignments consistently ask teacher candidates to identify how they might address the needs of children with special needs, including children with dyslexia. However, no specific curriculum will provide general education teacher candidates with knowledge on identifying dyslexic children and designing a curriculum to meet their needs. Effective classroom instruction informed by reliable research can prevent or reduce the severity of reading problems (IDA 2010). General educators must be prepared with research-based information about how children learn, why some children have difficulties, and how the most effective instructional approaches can be implemented to help children (Lyon 1997, 2002). Learning to teach reading and writing is a complex undertaking. Teachers' competence and expertise can be cultivated with training emphasizing reading development, language structure, learning strengths, and weaknesses. Although the problems experienced by students with dyslexia may originate with neurobiological differences, skilled teaching is the most effective treatment for these students and those who struggle with related reading problems. For that reason, educators must receive accurate and current information about how to identify children with dyslexia and how to teach them.

Educational Specialist

Special Education has one class in reading, SPD 514, with 37 sections offered in 2022-23. As a prerequisite for SPD 514, Education Specialist candidates are required to complete ITL 510 and ITL 512. In SPD 514 Language and Literacy Case Studies, during week two, the students have the Ca Dyslexia Guidelines as required reading, and in week three, they complete the technology toolkit, which includes an assignment to develop a lesson plan for a student with dyslexia

Currently under development are two classes to replace the ITL 510, ITL 512 and SPD 514. The new courses are SED 607 Foundations of Reading for Special Needs students, Mild/Moderate and Essential Needs Students, and SED 609 Language and Literacy Case Studies. In SED 607, dyslexia is addressed within the reading screening and assessment content area.

Learnings about dyslexia in the special education programs are further developed in SED 609. An entire course section is dedicated to discussing identification, assessment, and intervention using a Structured Language and Multisensory Intervention (CA Dyslexia Guidelines p,64.) The course also requires the candidates to explore Assistive Technology to support students with dyslexia as identified in the Guidelines. The assignment requires the candidates to develop a technology toolkit specific to the student in the case study. Further, a weekly Literacy Graphic Organizer is presented which addresses each of the domains in reading from the Literacy TPE (CTC, 2019) and addresses the areas of AAC option for students with disabilities.

2. Describe the need for revision – reference TPE and Dyslexia Guidelines, literacy TPE, RTI in general education.

General Education

Teachers are expected to demonstrate an understanding of the diverse needs of students, from students whose only need is to acquire proficiency in reading to children whose disability affects their acquisition of this proficiency. Teachers are expected to adapt the curriculum and support students in acquiring academic subject matter. Teacher candidates are expected to plan, design, assess, implement, monitor, and reflect on instruction for all children, regardless of their educational needs. To meet these expectations, teachers must be able to identify when their students are not being successful and offer appropriate remedial instruction. The current courses in the General Education department are lacking in these areas when it comes to dyslexic children.

Early diagnosis is especially critical in addressing conditions that result in an achievement gap, especially for children with dyslexia, so initial screening, identification, and remediation are essential. One of the most significant factors contributing to lower achievement scores in reading is the lack of early and accurate identification of students with dyslexia. Following identification, classroom teachers must implement reading programs that have been proven effective with children with dyslexia. A multi-tiered system of support should be implemented to address the needs of a child identified with dyslexia. This multi-tiered system of support begins with and includes support from the child's classroom teacher, who knows assessment, referral, and remediation processes for the dyslexic child. Current course content for multiple and single subject students does not instruct students in these areas.

Special Education – While the course outlines for SED 607 and SED 609 have been developed and approved and will be going online in January, there is a need to provide professional development to the Adjunct Instructors who will be teaching the Candidates, both Interns and Student Teachers. As California has not systematically addressed dyslexia, a dearth of information is available to our instructors, although they continue to update their professional portfolios and CEUs.

This grant would provide funding for the professional development of the Department of Special Education faculty and compensation for the Adjunct Instructors to attend. The professional development will be presented via Zoom, and a recording will be available for those who cannot attend. Four sessions will be provided and allocated as follows:

Session 1 – definition of dyslexia, neuroscience of dyslexia and screening tools for the classroom

Session 2 – differential diagnosis of dyslexia, assessment tools (Guidelines, 2017, p. 49-53)

Session 3 – teaching students with dyslexia with evidence-based Structured Literacy instruction

Session 4 – assistive technology to Support Students with dyslexia and supports to provide to parents

3. Plan for Designing the new Curriculum

The General Education ITL Course Lead will review current course content to determine its effectiveness in aligning with California Dyslexia Guidelines. Specific areas of need will be identified, and content necessary to educate the candidates in having a basic understanding of how dyslexia may be identified, screening methods, and effective in-class remediation strategies to address the needs of these students.

Since the Special Education Department has been proactive in the development of courses for Education Specialist candidates that address the identification, assessment, and

interventions for students with dyslexia, these grant funds will be used for the development of a professional development series for the National University Adjunct Instructors. These sessions will introduce the instructors to the disability of dyslexia and then move through sessions to address screening, assessment, and interventions based on the Science of Reading and the standards developed by the International Dyslexia Association. Following is a list of the four sessions and a draft of the information to be presented during each session.

Proposed professional development for Adjunct Instructors Session 1 – Identification of Students with dyslexia

Definition of Dyslexia (CA Dyslexia Guidelines, 2017, p.3)

Anatomy of brain with dyslexia (CA Dyslexia Guidelines, 2017, p.4) (Sousa, D., 2014, How the Brain learns to read)

Characteristics of Dyslexia (CA Dyslexia Guidelines, 2017, p.14 – 23)

Screening Methods (National Center on Improving Literacy, (CA Dyslexia Guidelines, 2017, p.349-53) (National Center on Improving Literacy: screening for dyslexia, section III, n.d.)

Informal assessments - RTI screening, DIBELS, San Diego Quick, FAR phonological Index subtest, Fluency index subtests, and comprehension index subtests.

Differential Diagnosis – reading delays, disorders, and dyslexia, dysphonetic dyslexia, surface dyslexia, mixed dyslexia, and reading comprehension deficits.

Session II – Assessment and Eligibility

Formal Assessments (CA Dyslexia Guidelines, 2017, pp. 53-57) (IDA Handbook, What Every Family Should Know, 2019, pp. 10-12).

Eligibility Criteria – Specific Learning Disability,

English Learners and Dyslexia (CA Dyslexia Guidelines, 2017, p.33-37)

Session III – multi-sensory instructional strategies – Knowledge, skills aptitudes -

Science of Reading

Defining multisensory instruction (CA Dyslexia Guidelines, 2017, p. 65 – 78)

Comparison of evidence-based training program and instructional curriculum (CEC,2019)

Orton Gillingham- explicit, systematic and phonics based (Kayeski, Earle, Davis, & Calamari, CEC, 2019)

Structured Literacy Instruction: multimodal, direct, explicit, structured, sequential, and cumulative (CTC, n.d. Knowledge, skills and abilities need to teach ELA/Literacy and ELD Appendix C)

Phonology

Orthograph

Phonics

Syllables

Morphology

Syntax

Semantics

Introduction of International Dyslexia Standards and sub standards (IDA, Knowledge, and Practice Standards for Teachers of Reading, 2018)

Standard 1 – Foundations of Literacy Acquisition

Standard 2 – Knowledge of Diverse Reading Profiles, including dyslexia

Standard 3 – Assessment

Standard 4 – Structured Literacy Instruction - add sections decoding

- A. Essential Principles and practice of structured literacy instruction
- B. Phonological and phonemic awareness
- C. Phonics and word recognition
- D. Automatic, fluency reading of text
- E. Vocabulary

Instructional organization – individualize and small groups

Evidence Based Programs

Session IV – Assistive technologies and parental supports

Progress Monitoring – DIBELS, tracking, criterion referenced

Assistive Technologies (CA Dyslexia Guidelines, 2017, p.375-79)

References

California Dyslexia Guidelines

International Dyslexia Association

4. Timeline

Date	Event
July 1, 2022	Receipt of Grant Letter
July 1, 2022	Start Developing the Outline for the Proposed Changes to Four ITL Program Reading Courses
July 1, 2022	Contact Manager, Dean Support to Initiate Contract for Consultant to Develop the Professional Development Sessions
July 1, 2022	Convene Reading Development Committee to include ITL Faculty and Library research Specialist
July 10, 2022	Contract Consultant to Develop the Professional Development Sessions for the Adjunct Faculty
August 1, 2022	Consultant Begins Development of Professional Development Sessions
September 1, 2022	Complete the Development of the Outline of the Proposed Changes to Four ITL Program Reading Courses
September 2, 2022	Course Lead Launches the Course Modifications in CNET
September 15, 2022	Reading Development Committee Reviews Outline of Professional Development Sessions
September 30, 2022	Curriculum Review Committee (CRC) Completes its Review of the Course Modifications
October 15, 2022	Course Lead Submits Responses to the CRCs' Comments
October 15, 2022	First Professional Development Session Convenes
October 29, 2022	Second Professional Development Session Convenes
October 31, 2022	CRC completes its Second Review of the Course Modifications and Submits Final Approval
November 1, 2022	Third Professional Development Session Convenes
November 10-12, 2022	International Dyslexia Association Conference in San Antonio, Texas
November 15, 2022	Fourth Professional Development Session Convenes
November 15, 2022	Final Approval from All Reviewers is Submitted in CNET
November 16, 2022	Academic Program Director contacts Manager, Dean Support to Create Course Development Contracts
November 30, 2022	Course Development Contracts are Approved and Routed to Director of Learning Experience Design, Center for Innovation in Learning

December 15, 2022	Subject Matter Expert Meets with LXD to Begin Course Modifications
April 15, 2023	Modifications to Reading Courses Completed
April 30, 2023	TED Department Chair Completes Review of the Four Courses and Approves
April 30, 2023	Reading Development Committee Reviews the Four Courses and Approves
June 1, 2023	ITL Program Reading Courses are Launched in Brightspace for the June Term
July 31, 2023	Reading Course Development Committee Reviews Student Evaluations to Make Required Amendments and Modifications

5. Budget and Budget Narrative

Add materials, assessment materials, and intervention strategies

Education Specialist Preliminary Credential Program: MMSN and ESN

Consultant to develop the Professional Development	3000.00
International Dyslexia Association Conference Fee (2 registration)	940.00
Adjunct Stipend to attend Professional Development Trainings (25 adjuncts to attend 4 one-hour PD sessions @ \$25.00 an hour)	2500.00
Indirect Cost @8%	560.00
Total	7000.00

Multiple Subject Credential Program

Course Lead Release Time	2500.00
International Dyslexia Association Conference Fee (3 registration)	1440.00
Adjunct Stipend to attend Professional Development Trainings (25 adjuncts to attend 4 one-hour PD sessions @ \$25.00 an hour)	2500.00
Indirect Cost @8%	560.00
Total	7000.00

Single Subject Credential Program

International Dyslexia Association Conference Fee (8 registration)	3940.00
Adjunct Stipend to attend Professional Development Trainings (25 adjuncts to attend 4 one-hour PD sessions @ \$25.00 an hour)	2500.00

Indirect Cost @8%	560.00
Total	7000.00

Total Budget

21,000.00

Dyslexia Modules:

Hello,

We have another once-in-a-while Professional Development opportunity waiting for you. With the increased emphasis the CTC has placed on Educator Preparation Programs to prepare pre-service educators in literacy instruction, we have funds available for you to participate in two one-hour eLearning modules, **Dyslexia and the Brain** and **Multilingual/English Learners and Dyslexia**. As a primary instructor of our literacy courses, these modules will help you understand dyslexia so that you can continue instructing our pre-service candidates with increased knowledge and qualifications. Grant funds are available to reimburse you for your time.

These courses were developed by the UC/CSU Collaborative for Neuroscience, Diversity, and Learning. When you complete the courses, a Certificate of Completion will be automatically generated. When you receive the certificate, you will send it to drago@nu.edu so that the university will know you are authorized to receive payment.

Contact David Rago (drago@nu.edu) if you are interested in this incredible Professional Development opportunity. We need a list of interested people by the end of the day on Thursday, March 20th. Once we have your name, you will receive information about locating the course online and how to receive payment. We will need you to complete the two one-hour modules before March 29, 2025.

- **Dyslexia and the Brain**
- **Multilingual/English Learners and Dyslexia**

We hope you will take advantage of this opportunity.

Paid Internship MOU:

Agiloft ID# template



PAID INTERNSHIP CREDENTIAL PROGRAM MEMORANDUM OF UNDERSTANDING

This Agreement, effective as of the date of last signature, made by and between National University, a California non-profit public benefit corporation (the "University") and [INSTITUTION], which is located at [ADDRESS], who have partnered for the purpose of providing contractual services for students, or state-supported TK-12 educational service unit, ("Institution"), with reference to the following facts:

RECITALS

- A. University is accredited by WASC Senior College and University Commission (WSCUC). University has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (the "CTC") to offer the following internship credential programs (each, a "Program"): Inspired Teaching and Learning, Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;
- B. California Education Code Sections 44452 and 44321 authorize a public school institution, charter school or county office of education in cooperation with an approved college or University to establish an internship program meeting the provisions of applicable California statutes and CTC regulations. Institution is either a public school institution (or state-supported TK-12 educational service unit), charter school, or county office of education and University is an approved University within the meaning of Ed Code Section 44452; and
- C. Institution and University wish to partner to deliver services in support of the Programs that meet the regulations and standards of CTC. Attached as "Exhibit A" to this Agreement and incorporated herein by this reference is a list of the Programs that Institution and University will be supporting through this partnership.

TERMS AND CONDITIONS

1. Term. The term of this Agreement shall commence as of the Effective Date above and shall continue until terminated in accordance with the terms and conditions in this Agreement. Either party may terminate this Agreement for any reason or no reason at all upon thirty (30) days written notice. All Interns placed with Institution and who are in good standing with Institution and University as of the date of termination of this Agreement shall be permitted to complete their internship experience with Institution.
2. Interns and Placement. University interns are students that are certified as qualified and competent by University to provide intern services to Institution and may, at Institution's discretion, be accepted and assigned to Institution's schools to provide services as interns (each, an "Intern"). University and Institution shall coordinate the process of selection and placement of Interns. University reserves the right to make the final determination on any Intern's acceptance into the Program, while Institution reserves the right to make the final determination on any Intern's employment. Neither University nor Institution shall discriminate in the selection or acceptance of, or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law. Intern(s) must remain at the Institution addressed herein for the duration of their Program, except when: (a) University terminates an Intern's assignment at Institution; (b) agreed upon in writing between University and Institution; or (c) when an Intern is terminated by Institution with good cause (e.g., an Intern's misconduct, layoff).
3. Program Requirements. Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:
 - a. Recommendation to a Program by an Institution designee.
 - b. Interview and screening by Institution staff, including a background check, Institution administrator interview and paper screening, Department of Justice/FBI fingerprint clearance, and a baccalaureate degree from an accredited Institution.
 - c. Interview and screening by University staff, and verification of coursework and prior experience with TK-12 students in a multicultural, multilingual setting.
 - d. Orientation meeting with a Credential Program Specialist, the University Support Provider/Supervisor faculty member for the Program.

- e. Passage of the CBEST exam or proof of basic skills assessment and verification of subject matter competence by completion of an approved program or passage of the CSET.
 - f. University Catalog requirements met including Special Education and Teacher Education programs virtual classroom/school placements will not be approved.
 - g. All service preconditions required by the CTC shall have been met.
4. Institution Site Support Provider Reimbursement. University shall reimburse the Institution's Site Support Provider with the applicable program stipend as identified in Exhibit 1 at the completion of each semester or quarter, based on the number of units earned by the University Intern, or by an otherwise amount predetermined by University. The Institution's Site Support Provider must submit an Honorarium form and W-9 through the University's Credentials Payment Portal website (i.e., <https://www.nucredentials.net/>) to initiate the reimbursement process (the "Reimbursement Process"). Institution shall make Institution's Site Support Provider(s) aware of the Reimbursement Process. The University determines the stipend rate, but in no case shall it exceed six hundred dollars (\$600.00) per University Intern. The University will provide the stipend directly to the Institution's Site Support Provider unless the Institution elects for payment to be facilitated through the Institution's payroll through an amendment to this Agreement. In the event University terminates the assignment of a University Intern for any reason, the Institution's Site Support Provider shall receive payment on account of such University Intern for the actual time spent working with the University Intern. If a University Intern is reassigned to another Institution Site Support Provider, this shall be considered for payment purposes as an entirely new and separate assignment. Site Support Provider is not an employee of the University.
 5. Insurance. The Institution and the University will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least \$1,000,000 (one million dollars) for each occurrence and \$2,000,000 (two million dollars) in the aggregate, with no exclusion for molestation or abuse. The Parties will provide proof of such insurance upon execution of this Agreement to each other. For purposes of this Agreement, each of the Parties will provide workers' compensation insurance coverage for their own employees.
 6. Intern Employment Status. Interns shall be Institution employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.
 7. Reservation of Right to Payment. Pursuant to Education Code Section 44462, Institution reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.
 8. Non-Displacement of Certificated Employees. Pursuant to CTC requirements, upon request Institution shall provide written certification to University that each Intern placed with Institution has not displaced a certificated Institution employee, which shall enable University to verify to CTC that all statutory and CTC requirements have been met.
 9. Teacher and Special Education Intern Support.
 - a. To support Education Credential Interns, Institution and University will each provide a qualified supervisor to assist each Intern in a Program. Institution supervisors are called Site Support Providers ("SSP"). University supervisors are called University Support Providers ("USP"). Institution SSP will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by observing lessons with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; **assessment of language needs and progress**; and support for language accessible instruction. A minimum of two hours of support / mentoring and supervision must be provided to an intern every five instructional days.
 - b. SSP shall hold a valid Clear or Life Credential in the content area for which they are providing supervision, three years of successful teaching experience, hold a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1, and must have demonstrated exemplary teaching practices.
 - c. SSP must complete an orientation to the program's expectations to be knowledgeable regarding program curriculum and assessments. For Teacher Education and Special Education support, SSP orientation includes a minimum of 10 hours of initial orientation provided through the University. The program curriculum provides effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, program curriculum and assessments, including the Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (Cal TPA) or Educational Specialist California Teaching Performance Assessment (EdSp CalTPA). The orientation will include specific Literacy requirements for all candidates, pursuant to SB488, including the CA Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
 - d. SSP and USP will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
 - e. SSP and USP will meet without the Intern to discuss the Intern's progress, as needed.

- f. Concurrent with an Intern's experience at Institution, University will hold program orientation seminars for Interns and stated-approved training seminars for SSP. University representatives will review supervising techniques, establish procedures for conducting observations and provide assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to SSP.
 - g. Institution will include Interns in appropriate Institution support programs and regularly scheduled staff development activities.
 - h. Institution will designate a liaison, to ensure supervision and support assistance is provided to Interns at a minimum of 2 hours a week while employed as the teacher of record.
 - i. Institution and University will share supervision and ongoing support requirements totaling a minimum of 144 hours per school year. Interns without English Language Authorization must receive 45 hours of focused English Language instruction support per school year; (b)(5)(B) requires the employer to identify an individual with EL authorization who will be immediately available to assist an intern teacher who does not yet hold EL authorization. USP will monitor the completion of employer-provided support via an Intern Support Verification Form to verify the clockwork hours provided by SSP and/or employer support personnel. Forms must be submitted as part of the intern's clinical practice course assignments. Program faculty, program supervisors, and Institution-employed supervisors monitor and support Interns during their progress towards mastering the TPEs.
 - j. Employers who hire/place or wish to backdate interns outside National University clinical practice state offerings are required to provide 100% of the state mandated support (4 hours per week of general support, and 1.25 hours of EL specific support if the intern does not hold EL authorization) until the next available start date at which point the USP will provide University support services as noted in article (8.h.).
 - k. National University provides Institution-employed supervisors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that Institution employed supervisors remain current in the knowledge and skills for Intern supervision and program expectations.
 - l. Institution with interns must have a fully qualified Credentialed administrator onsite.
 - m. University may request use of video capture for Intern reflection and CalTPA, EdSp CalTP, or CalAPA (California Administrator Performance Assessment) completion to reflect to the extent possible Intern's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards. Institution shall inform Special Education Credential Interns of video recording policies in place for the CalTPA, EdSp CalTPA, or CalAPA task video capture requirement.
 - n. Intern teaching schedule must reflect no less than 80% of each day in the content area of the intended credential, in a traditional, face-to-face classroom. Virtual classroom/school placements will not be approved except in emergency situations subject to University's sole discretion. Transitional Kindergarten (TK) placements are highly discouraged at this time and will require additional faculty approvals.
 - o. Interns in Special Education, Teacher Education/Inspired Teaching and Learning (ITL) programs are guided by the current California Teacher Performance Expectations (TPE).
 - p. The TPE include, but are not limited to, the teaching of literacy skills as described in TPE 7; specifically, 7.6. Meaning Making, 7.7. Language Development, and 7.8. Effective Expression, as in accordance with PSA 24-01.
10. School Counseling Intern Support
- a. To support Services Credential Interns, Institution and University will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services Credential: School of Counseling.
 - b. SSP shall refer to an employee of the Institution holding a valid Pupil Personnel Services or other credential issued by the CTC or equivalent certification recognized by the Institution typically with two (2) or more years' experience as a school counselor.
 - c. Clinical practice shall refer to the participation by an Intern in the duties and functions of a school counselor and may include school attendance worker under the direct supervision and instruction of one (1) or more Clinical Practice Supervisors holding a PPS School Counseling Credential.
 - d. As required by the CTC, the School Counseling Paid Internship requires a minimum of 800 clock hours field experience. Interns must obtain hours in two (2) out of the three (3) levels (e.g., elementary, middle, and high school) over the 800 clock hours. Interns must have opportunity to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings. Interns must have the opportunity to work with students of diverse backgrounds (150 hours) as part of the 800 clock hours, including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities. See CTC (May 2020) Pupil Personnel Services: School Counseling Preconditions, Program Standards, and Performance Expectations, Page 6 – Fieldwork at https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counseling-pdf.pdf?sfvrsn=28e552b1_4.

- e. Institution and University shall independently determine the qualifications of their respective supervisors. Interns must meet with their SSP for one (1) hour of individual or one-and-one half (1.5) hours of small group SSP supervision per week. Small groups shall not exceed eight (8) Interns per group.
 - f. SSP and USP will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
 - g. SSP and USP will meet without the Intern to discuss the Intern's progress, as needed.
 - h. Concurrent with an Intern's experience at Institution, Institution may hold Program orientation seminars for Interns. An initial meeting is held with the SSP' training, University representatives to review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, and communicate intern schedules.
 - i. Institution will include Interns in appropriate Institution support programs and regularly scheduled staff development activities.
 - j. Institution will designate a liaison to ensure supervisory and support assistance to Interns at Institution.
 - k. USP will maintain contact with Interns remotely on a regularly scheduled basis to monitor each Intern's progress.
 - l. School Counseling Fieldwork Intern Duties (may include, but are not limited to):
 - i. Attend regular supervision sessions with PPS credentialed site supervisor.
 - ii. In collaboration with site supervisor, provide individual counseling to students with social, emotional, and behavioral issues.
 - iii. Be an advocate to all students.
 - iv. Assist with Special Education consultation.
 - v. Collaborate and consult with parents and teachers to provide appropriate referrals.
 - vi. Collaboration with special education teachers and general education teachers in implementing RTI.
 - vii. Review of Special Education/Cumulative Records.
 - viii. Conduct classroom observations in General Ed./Special Ed. classrooms.
 - ix. Attend Individual Educational Plan (IEP) meetings.
 - x. Facilitate Group Counseling sessions.
 - xi. Provide teacher/parent consultation.
 - xii. Design and implement behavioral Interventions.
 - xiii. Participate in Student Study Teams (SST's).
 - xiv. Help provide school-wide positive behavioral intervention support.
 - xv. Provide intervention and consultation activities with students and families from culturally and linguistically diverse backgrounds.
 - xvi. Provide comprehensive school counseling services as required by the American School counseling Association's (ASCA) National Model.
11. School Psychology Intern Support
- a. To support Services Credential Interns, Institution and University will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services Programs.
 - b. SSP shall refer to an employee of the Institution holding a valid Pupil Personnel Services or other credential issued by the CTC or equivalent certification recognized by the Institution typically with two (2) or more years' experience as a psychologist.
 - c. USP shall refer to an employee of the University holding a valid Pupil Personnel Services or other credential issued by the CTC or equivalent certification recognized by the Institution typically with two (2) or more years' experience as a psychologist.
 - d. Clinical Practice Assignment shall typically refer to a full day of Clinical Practice consisting of five (5) days a week for twelve (12) to eighteen (18) weeks, dependent upon the program. Clinical Practice Assignment shall satisfy all requirements set by the commission.
 - e. The School Psychology Internship totals a minimum of 1,200 clock hours field experience. Interns must obtain hours in two (2) out of the three (3) levels (e.g., elementary, middle, and high school) over the 1,200 clock hours.
 - f. Clinical practice shall refer to the participation by an Intern in the duties and functions of a psychologist or school attendance worker under the direct supervision and instruction of one or more Commission qualified Clinical Practice Supervisors.
 - g. Institution and University shall independently determine the qualifications of their respective supervisors.
 - h. SSP and USP will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
 - i. SSP and USP will meet without the Intern to discuss the Intern's progress, as needed.
 - j. Concurrent with an Intern's experience at Institution, Institution may hold Program orientation seminars for Interns and training seminars for SSP. Institution representatives will review supervising techniques, established procedures for conducting observations and providing assistance, introduce forms used within the Institution, communicate needs, and/or offer further training and materials to support Interns and Institution needs.

- k. Institution will include Interns in appropriate Institution support programs and regularly scheduled staff development activities.
- l. Institution will designate a liaison to ensure supervisory and support assistance to Interns at Institution.
- m. USP will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress.
- n. School Psychology Internship Intern Duties (may include, but are not limited to):
 - i. Special Education IEP Consultation & Presentation of Psycho-Educational Assessment Results.
 - ii. Writing Psycho-Educational Reports which shall be reviewed by the Institution Supervisor.
 - iii. Collaborate and consult with parents and teachers to provide Referrals to Parents/Teachers.
 - iv. Design and Implement Rt/MTSS Interventions – both academic and behavioral/mental health.
 - v. Review of Special Education/Cumulative Records.
 - vi. Conduct Classroom Observations in General Ed./Special Ed. Classrooms.
 - vii. Conduct Psycho-Educational Assessments-Full.
 - viii. Facilitate Group/Individual Counseling.
 - ix. Teacher/Parent Consultation.
 - x. Design and Implement Behavioral Interventions.
 - xi. Participate in Study Team Consultation.
 - xii. Participate in Mandatory On-going weekly Supervision with Credentialed School Psychologist for a minimum of two hours a week.
 - xiii. Documentation of services (e.g., assessment logs, evaluations) required by Institution and verified by the supervising school psychologist.
 - xiv. School-wide positive behavioral intervention support.
 - xv. Assessment, intervention and consultation activities with students and families from culturally and linguistically diverse backgrounds.
 - xvi. Comprehensive and balanced school psychological services as required by the National Association of school Psychologists (NASP) Domains of Practice and Internship experience.

12. Preliminary Administrative Services Intern Support

Preliminary Administrative Services Interns must complete a range of activities in educational settings. Settings must:

- a. Support the Intern's ability to complete the CalAPA.
- b. Demonstrate commitment to collaborative student-centered practices and continuous program improvement.
- c. Support partnerships with education, social, and community entities that support teaching and learning for all students.
- d. Create a learning culture to support all students.
- e. Understand and reflect socioeconomic and cultural diversity.
- f. Support the Interns to access data, work with other educators, and observe teaching practice.
- g. Permit video capture for Intern reflection and CalAPA completion to reflect to the extent possible Intern's knowledge skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards. Institution shall inform Credential Intern of video recording policies in place for the CalAPA task video capture requirement.
- h. SSP and USP will meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.

- 13. Academic Responsibility. University shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior experience and education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.
- 14. Duration of Internship. Once an Intern has been accepted as an intern by Institution, and if the Intern remains in good standing in the Program at University and within the Institution's policies and performance standards, the Intern will be permitted to finish their internship at Institution. However, an Intern who performs below acceptable Institution or University standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the Institution and/or removed from their Program by the University. All services provided by University and Institution pursuant to this Agreement shall terminate upon an Intern's removal from the Institution or termination of participation in a Program.
- 15. Assessment. Assessment is a function of Clinical Practice in the Teacher Education Internship program (for the Teacher Education Internship Credential), and the Specialist Education Internship (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) the School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential) programs. Interns in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course(s). This pre-assessment, development and post-assessment will occur in collaboration with the SSP and the USP.

16. Video Assessment. Institution and University agree the use of video recording equipment on any Institution property, including but not limited to, Institution classrooms, is solely for the purpose of assessing Interns as part of the credentialing process. The Institution shall provide University Site Support Providers and Interns with any or all applicable rules, regulations, and instructions relating to the assessment. The University and Institution agree no video recording of any Intern will occur without prior written notification of the name of the Intern as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. Principal of the Institution shall provide written approval of said recording; subject to the parent/guardian authorizations set forth in this section. The University and Institution agree no video recording of any Institution student shall be permitted to occur without the express written approval and authorization from the students' parent/guardian.
17. Control, Supervision, Evaluation of Video Recording. The control, supervision, evaluation, and/or direction of all Interns and any other University personnel in connection with the assessment of the Interns, including, but not limited to, all classroom video recording of the Interns, shall be at the University's sole discretion.
18. Indemnity. The Institution shall defend, indemnify and hold the University, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the Institution, its officers, employees, or agents.

The University shall defend, indemnify and hold the Institution, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.

19. Relationship of Parties. Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership, or agency relationship between the parties.
20. Publicity. Neither University nor Institution shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
21. Records. It is understood and agreed that all employment records shall remain the property of Institution, and all student records, including Intern assessments, will remain the property of University.
22. Confidentiality of Student Intern Records. For purposes of this Agreement and pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), University designates Institution and its facilities/educational sites as having a legitimate educational interest in the educational records of any student who participates in the Internship Credential Program to the extent that access to the records is required by Institution programs or facilities to which the Intern is assigned to carry out the relevant educational experience. Institution and its organizational components (i.e., programs) agree to maintain the confidentiality of each Intern's educational record in accordance with the provisions of FERPA.
23. Confidentiality of Institution Pupil Records. No Intern will have access to or have the right to receive any Institution pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the Internship program. The discussion, transmission, or narration in any form by Interns of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the Internship program, is forbidden except as a necessary part of the practical Internship experience. To the extent an Intern is given access, they are subject to the privacy regulations outlined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"). Otherwise, Interns shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents or others.
24. Limitation of Liability. Except for obligations to make payment under this Agreement, liability for indemnification, liability for breach of confidentiality, or liability for infringement or misappropriation of intellectual property rights, in no event shall either Party or any of its representatives be liable under this Agreement to the other Party or any third party for consequential, indirect, incidental, special, exemplary, punitive, or enhanced damages, lost profits or revenues or diminution in value arising out of, or relating to, and/or in connection with any breach of this Agreement, regardless of whether such damages were foreseeable, whether or not it was advised of the possibility of such damages and the legal or equitable theory (contract, tort, or otherwise) upon which the claim is based.

25. Certificate of Clearance. In accordance with California Education Code Section 44320, each credential Intern prior to assignment to Institution must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that Interns receive a Certificate prior to beginning their assignment in the Institution or hold a valid document issued by the CTC accounting for fingerprint clearance.
26. Tuberculosis Clearance. In accordance with the California Education Code Section 49406, each Intern must obtain, at the Intern's sole expense, an examination by a licensed physician or surgeon within the past sixty (60) days to determine that they are free of active tuberculosis, prior to beginning the Intern's assignment in the Institution.
27. Infectious Diseases. Institution shall inform and advise Interns and any USP regarding the current status of infectious diseases at Institution prior to arriving on site as well as provide appropriate PPE.
28. Non-Discrimination and Commitment to Equity, Diversity, and Inclusion. University and Institution agree not to discriminate against any individual under this Agreement because of race, color, religion, sex, gender, ancestry, age, national origin or disability (as defined in The Americans with Disabilities Act of 1990, 42 USC 12101, et seq. and any regulation promulgated thereunder) or any other unlawful basis. Institution agrees to recognize and support the University's commitment to diversity, equity, and inclusion.
29. Title IX. University strictly adheres to Title IX of the Education Amendments of 1972, the federal Campus Sexual Violence Elimination Act; United States Department of Education regulations and directives; and the University's sexual harassment policy and procedures (collectively, "Regulations"). Specifically, the Regulations apply to all students, employees, visitors, and other third parties on University-controlled or affiliated property, including institutions and entities with whom University places its employees or students. Further, such Regulations prohibit unequal treatment on the basis of sex/gender as well as sexual harassment, misconduct and violence. As a condition of employment, enrollment, doing business, or being permitted on University-controlled or affiliated property, the above-mentioned individuals, organizations, and entities must agree to: (1) Report any and all allegations of discrimination, harassment, (including sexual harassment, or violence) promptly to the Title IX Coordinator via the reporting form at the following link: <https://www.nu.edu/reportit/>, or by using one of the other methods of communication with the Title IX Coordinator found at the following link: <https://www.nu.edu/title-ix/erp/>; (2) Cooperate with University's investigation; and (3) Cooperate fully with all sanctions that University may impose against those who are found to have violated the Regulations. If the individual, organization, or entity fails to adhere to any of the aforementioned requirements, University reserves the right to take appropriate action, including but not limited to: immediate removal from University-controlled or affiliated property, discipline of employees and students (including termination of employment and/or enrollment); and/or termination of business or contractual relationships.
30. Arbitration. In the event of any dispute, claim, question, or disagreement arising from or relating to this agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.
31. Entire Agreement and Severability. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.
32. Assignment. Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
33. Notices. All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.
34. Supersedes Prior Agreements. This Agreement supersedes any prior agreements between the parties with respect to the subject matter hereof, whether written or oral, and any such prior agreements are cancelled as at the date of this Agreement but without prejudice to any rights which have already accrued to either of the parties.
35. Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.

36. Force Majeure. Neither University nor Institution shall be liable to the other party for any failure to perform any of its obligations (except payment obligations) under this Agreement during any period in which such performance is delayed by circumstances beyond its reasonable control including, but not limited to, fire, flood, pestilence, war, pandemic, embargo, strike, riot or the intervention of any governmental authority (each a "Force Majeure" event). In such Force Majeure event, however, the delayed party must promptly provide the other party with written notice of the Force Majeure event, shall suspend performance only for such period of time as is necessary as a result of the Force Majeure event, and shall use reasonable efforts to resume performance as quickly as possible. If the Force Majeure event lasts longer than thirty (30) days, the other party may immediately terminate this Agreement by giving written notice to the delayed party.
37. General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; and (c) will be governed by California law.

PAID INTERNSHIP CREDENTIAL PROGRAM MEMORANDUM OF UNDERSTANDING | Page 8 of 9

IN WITNESS WHEREOF, the Parties have executed this Agreement effective the date first written above.

University: National University

Institution:

By: _____
 John Cicero, Ph.D.
 Provost and Chief Academic Officer

By: _____

Name: _____

Title: _____

Dated: _____

Dated: _____

Telephone: _____

Address: _____

University Contact Information:
 Contract Coordinator
 National University
 9388 Lightwave Ave.,
 San Diego, CA 92131
 Telephone (858) 642-8417
 credcontracts@nu.edu

PAID INTERNSHIP CREDENTIAL PROGRAM MEMORANDUM OF UNDERSTANDING | Page 9 of 9

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**EXHIBIT A****Internship Programs**

Institution and University wish to partner to support the following Programs:

Inspired Teaching and Learning Teacher Education Internship Credential
Special Education Internship Credential
Preliminary Administrative Services Internship Credential
Pupil Personnel Services Internship Credential: School of Counseling
Pupil Personnel Services Internship Credential: School of Psychology

Honorariums:

Honorarium amount of \$300.00 per course is paid to the following programs:

Inspired Teaching and Learning Teacher Education Internship Credential
Special Education Internship Credential

Honorarium amount of \$150.00 per course is paid to the following programs:

Pupil Personnel Services Internship Credential: School of Counseling
Pupil Personnel Services Internship Credential: School of Psychology

There is no honorarium provided for the following program:

Preliminary Administrative Services Internship Credential

Unpaid Student Teaching MOU:

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UNPAID STUDENT TEACHING AND PRACTICUM AGREEMENT

This Unpaid Student Teaching and Practicum Agreement ("Agreement"), effective as of the date of last signature, is made by and between National University, a California non-profit, public benefit corporation ("University"), located at 9388 Lightwave Ave., San Diego, CA 92123, and company name ("Institution"), which is located at full address , (individually, each a "Party," and collectively, the "Parties"), who have partnered for the purpose of providing contractual services for students or a state-supported TK-12 educational service unit, with reference to the following facts:

1. RECITALS

1.1 Section 35160 of the California Education Code provides that the governing board of any Institution may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which the Institution is established.

1.2 An agreement by Institution to provide student teaching or practicum to candidates enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the "CTC") is not inconsistent with the purposes for which the Institution is established.

1.3 University is accredited by WASC Senior College and University Commission ("WSCUC"). University has met all of the preconditions prescribed by the California Commission on Teacher Credentialing ("CTC") to offer the following student teaching and practicum credential programs ("Programs"): Inspired Teaching and Learning, Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, Pupil Personnel Services Internship Credential - School Counseling, and Pupil Personnel Services Internship Credential - School Psychology.

1.4 The University desires that the Institution provide student teaching and/or practicum to candidates enrolled in the University's Programs. The Institution agrees to provide such student teaching and/or practicum opportunities to candidates enrolled in University's Programs under the terms and conditions specified in this Agreement.

2. DEFINITIONS

2.1 "Institution" shall be inclusive of any District, Charter, or School, as applicable, over which Institution has authority.

2.2 "Candidate" shall refer to a student enrolled in a program at the University which is approved by the CTC, and which leads to an education credential. Candidates actively participate in the duties and functions of a teacher, school administrator, school counselor, or school psychologist under the direct supervision and instruction of one (1) or more Site Support Provider(s).

2.3 "Site Support Provider" ("SSP") shall refer to an employee of the Institution holding a valid, clear teaching credential issued by the CTC and of whom has three (3) or more years' teaching experience. SSP will under no circumstances be recognized or treated as an employee of the University.

2.4 "University Support Provider" ("USP") shall refer to an employee of the University holding a valid credential issued by the CTC, a Pupil Personnel Services credential, or equivalent certification and experience as a teacher, school administrator, school counselor, school psychologist, or other education specialist.

2.5 "Quarter Unit" shall refer to the amount of academic credit earned by a Candidate through the successful completion, as determined by the University, of approximately twenty-five (25) hours of Student Teaching or between twenty (20)-to-forty (40) hours of Practicum.

2.6 "Student Teaching" shall refer to the active participation by a Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of one (1) or more SSP holding the same credential as is being sought by the Candidate they support.

2.7 "Student Teaching Assignment" shall refer to the total assigned full days of Student Teaching which shall be comprised of five (5) days of Student Teaching a week for twelve (12)-to-eighteen (18) weeks, dependent upon the Candidate's program. Student Teaching Assignments shall satisfy all requirements established by the CTC.



2.8 "Practicum" shall refer to the participation by a Candidate in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one (1) or more SSP in order to develop the Candidate's abilities in various aspects of their respective program.

2.9 "Practicum Assignment" shall consist of between ninety (90) and six hundred (600) hours of Practicum depending upon the Candidate's specific program requirements.

2.10 "Field Experience" and "Fieldwork" shall refer to the participation by a Candidate in the duties and functions of a school administrator under the direct supervision and instruction of a credentialed SSP. Under the supervision of one (1) or more SSP, Candidates shall be provided with the opportunity to demonstrate the full range of skills acquired during Practicum, develop additional knowledge and skills, and provide direct and indirect services to pupils, parents, and Institution staff in all areas of training. Field Experience/Fieldwork hours, location of participation, and qualifications vary depending upon the specific program requirements.

2.11 "Internship" shall refer to the participation by a Candidate in the duties and functions of a teacher, school administrator, school counselor, or school psychologist under the direct supervision and instruction of a credentialed SSP in the area listed on their credential. An "Intern" is a Candidate who is an employee of Institution or, as applicable, the Institution's district and is paid as per their salary schedule. Notwithstanding, Interns who are participating in a School Psychologist Internship may be unpaid, depending on the placement and as approved by University in writing prior to placement.

2.12 "School Psychology Internship" shall refer to the participation by an Intern in the duties and functions of a school psychologist under the direct supervision and instruction of a credentialed SSP with a minimum of three (3) years of experience. Under the supervision of one (1) or more SSP, School Psychology Internship Interns shall be provided with the opportunity to demonstrate the full range of skills acquired during practicum or early field experiences, develop additional knowledge and skills, and provide direct and indirect services to pupils, families, and school staff in all areas of training as specified by the CTC and the National Association of School Psychologists ("NASP"). The hours, location of participation, and qualifications applicable to a Candidate's School Psychology Internship will vary depending upon the specific requirements of the Candidate's program.

3. TERMS AND CONDITIONS

3.1 Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. Institution shall provide University Candidates with Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum, as applicable, in schools and classes of the Institution under the direct supervision and instruction of a qualified SSP. University and Institution from time to time shall agree as to the number of Candidates assigned to the Institution for Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. Institution SSP will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by observing lessons with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction.

3.2 Institution Determination. Institution at its sole discretion may refuse to accept, or may terminate, any Candidate assigned to the Institution for Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum based upon its good faith determination that the Candidate is not performing to the standards of the Institution. Upon written notification by Institution, University shall promptly terminate the Candidate's assignment to Institution.

3.3 University Determination. University shall determine the number of units of Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum each Candidate shall receive. Candidates shall be able to be eligible, subject to University and Institution's mutual determination, for more than one (1) Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum assignment at Institution.

3.4 Institution SSP Honorarium. As set forth within Exhibit A, attached hereto and incorporated herein by this reference, University shall provide the Institution SSP with an honorarium for supervision of Candidates in specific Student Teaching, Field Experience/Fieldwork, and/or Practicum assignments at the completion of each semester or quarter, based on the number of units earned by the Candidate or by an otherwise predetermined amount set by University. Supervision of Candidates in Internship assignments is not eligible for honorarium. Institution's SSP must submit an Honorarium Form and W-9 through the University's Credentials Payment Portal website at <https://www.nucredentials.net/> in order to receive the honorarium for which they are eligible. Institution has the sole and exclusive obligation to make Institution's SSPs aware of these terms and conditions.

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related to said honorarium. Notwithstanding, in no event shall the total honorarium amount for supervision per



Candidate exceed six hundred dollars (\$600.00). University will provide the stipend directly to the Institution's SSP unless the Institution elects for payment to be facilitated through the Institution's payroll through an amendment to this Agreement. Institution acknowledges and shall make Institution SSPs aware that honorariums issued are dependent upon the length of supervision provided for each Candidate, and incomplete assignments are assessed on a pro-rated basis to the nearest completed quarter or semester unit, as reflected in Exhibit A. Institution SSP(s) are employees of Institution, and in no event shall Institution SSP(s) be considered employees of the University under this Agreement.

3.5 Insurance. Institution and University will each obtain and maintain a broad form commercial general liability insurance policy with coverage of at least one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate, with no exclusion for molestation or abuse. The Parties will provide proof of such insurance upon execution of this Agreement to each other. For purposes of this Agreement, each of the Parties will provide workers' compensation insurance coverage for their own employees, and Candidates are not employees of the Institution.

3.6 Representations. University represents that all Candidates assigned to Institution for Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum are validly enrolled in a University credential program approved by the CTC. University makes no other representation, express or implied, about, or assumes any responsibility for, the Candidate's fitness or qualification to participate in the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. Nothing in this Agreement shall be construed as a delegation by Institution to University of any of Institution's duties and responsibilities for operation or supervision of the schools or classes of Institution.

3.7 Certificate of Clearance. In accordance with California Education Code Section 44320, each credential Candidate prior to assignment to Institution must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. University will ensure that Candidates receive a Certificate of Clearance prior to beginning their assignment at Institution or hold a valid document issued by the CTC accounting for fingerprint clearance.

3.8 Tuberculosis Clearance. In accordance with California Education Code Section 49406, each credential Candidate prior to assignment to Institution must obtain at the Candidate's sole expense an examination by a licensed physician or surgeon within the past sixty (60) days to determine that they are free of active tuberculosis.

3.9 Video Assessment. Institution and University agree that the use of video recording equipment on any Institution property, including but not limited to, Institution classrooms, is solely for the purpose of assessing Candidates as part of the credentialing process. As applicable to a particular program, University requires use of video recording for Candidate reflection and as required by the California Teaching Performance Assessment ("CalTPA"), the Educational Specialist California Teaching Performance Assessment ("EdSp CalTPA"), and/or the California Administrator Performance Association ("CalAPA") to reflect, to the extent possible, a Candidate's knowledge, skills, and abilities to instruct TK-12 students while meeting state- adopted academic standards for their program. Institution shall inform Candidates of video recording policies in place for the CalTPA, EdSp CalTPA, and CalAPA task video capture requirement. Institution shall also provide SSPs with any and all applicable rules, regulations, and instructions relating to the assessment of Candidates. University and Institution agree no video recording of any Candidate will occur without prior written notification of the name of the Candidate as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. The principal of the school within the Institution where video recording is desired to take place shall provide written approval of said video recording, subject to the receipt of all necessary authorizations from the parents and/or guardians of Institution students who may be recorded as a result of the same. University and Institution agree no video recording of any Institution student shall be permitted to occur without the express written approval and authorization from the student's parent and/or guardian or as is otherwise consistent with Institution's policy.

3.10 Control, Supervision, and Evaluation of Assessment. The control, supervision, evaluation, and/or direction of all Candidates and any other University personnel in connection with the assessment of the Candidate will be at the University's sole and exclusive discretion.

3.11 Confidentiality of Student Records. For purposes of this Agreement, and pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"), University designates Institution as having a legitimate educational interest in the educational records of any Candidate who participates in the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum experience at Institution to the extent that access to the records is required by Institution to carry out the relevant educational experience. Institution agrees to maintain the confidentiality of each Candidate's educational record in accordance with the provisions of FERPA.



3.12 Confidentiality of Institution Pupil Records. No Candidate will have access to or have the right to receive any Institution pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the Candidate's Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. The discussion, transmission, or narration in any form by Candidates of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum experience, is forbidden except as a necessary part of the practical experience. To the extent a Candidate is given access, they are subject to the privacy regulations outlined in FERPA. Otherwise, Candidates shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum experience with University, its employees, agents or others.

3.13 Publicity. Neither University nor Institution shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

3.14 Unpaid Student Teaching, Field Experience/Fieldwork, Internship, and Practicum Parameters. University and Institution agree and understand that Student Teaching, Field Experience/Fieldwork, Internship, and Practicum Candidates are not employees of University or Institution and are not entitled to benefits of any kind or nature normally provided employees of University or Institution and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation. A Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum Candidate's primary coverage for Candidate injuries shall be Candidate's personal medical insurance. Institution further understands and agrees to the following pursuant to the Fair Labor and Standards Act ("FLSA"):

- a. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum Candidates and Institution understand that there is no expectation of compensation;
- b. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum experiences are similar to that which would be given in an educational environment;
- c. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum experiences are tied to a Candidate's formal education program by integrated coursework or the receipt of academic credit;
- d. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum experiences' timeframes with the Candidate and Institution correspond to the program in which the Candidate is enrolled;
- e. The duration of the Student Teaching, Field Experience/Fieldwork, Internship, or Practicum experience for each Candidate is limited to the duration of time required to either complete the Candidate's program's required hours or to complete the Candidate's course;
- f. The Candidate's Student Teaching, Field Experience/Fieldwork, Internship, or Practicum compliments, rather than displaces, the work of Institution's paid employees while providing significant educational benefits to the Candidate; and
- g. Institution understands that Candidate is participating in the Student Teaching, Field Experience/Fieldwork, Internship, or Practicum experience for experience and is not entitled to a job at the conclusion of the same.
- h. Student Teachers in Special Education, Teacher Education/Inspired Teaching and Learning (ITL) programs are guided by the current California Teacher Performance Expectations (TPE).
- i. The TPE include, but are not limited to, the teaching of literacy skills as described in TPE 7; specifically, 7.6. Meaning Making, 7.7. Language Development, and 7.8. Effective Expression, as in accordance with PSA 24-01.

Orientation. Each SSP must complete an orientation provided by University regarding the University program curriculum and assessments applicable to the program in which the Candidate the SSP is supervising is enrolled. For SSP supervision of Candidates enrolled in Teacher Education and Special Education Support programs, SSP orientation includes a minimum of ten (10) hours of initial orientation provided through University on the program curriculum, effective supervision approaches, including, but not limited to, cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, and program curriculum and assessments, including, but not limited to, the Teaching Performance Expectations ("TPEs"), the California Teaching Performance Assessment ("CalTPA"), and the Educational Specialist California Teaching Performance Assessment ("EdSp CalTPA"). The orientation will include specific Literacy requirements for all candidates, pursuant to SB488, including the CA Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ae/documents/cadyslexiaguidelines.PDF>

3.15 Institution Administrator. Any Institution with Candidates in Student Teaching, Field Experience/Fieldwork, Internship, or Practicum programs must have a fully qualified administrator holding an administrative services credential or



equivalent.

3.16 **Infectious Diseases.** Institution shall inform and advise Candidates and USP regarding the current status of infectious diseases at Institution prior to arriving on site. Institution shall also provide appropriate PPE to Candidates and USP while on site.

3.17 **Term.** The term of this Agreement shall commence as of the Effective Date above and shall continue until terminated in accordance with the terms and conditions in this Agreement (the "Term"). Either Party may terminate this Agreement upon thirty (30) days' prior written notice to the other Party. Provided, however, all Candidates completing Student Teaching, Field Experience/Field Work, Practicum, or Internship assignment(s) at Institution as of the date of such notice shall be permitted to complete their assignment(s) so long as said Candidate is not the cause of the termination of the Agreement.

3.18 **Attorney's Fees.** In the event any Party hereto commences litigation for the interpretation, specific performance, or damages for the breach of this Agreement, the prevailing Party shall be entitled to a judgment or award against the other Party in an amount equal to reasonable attorney's fees and expenses incurred, together with all other appropriate legal or equitable relief.

3.19 **Notices.** All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid, addressed to the addresses set forth below, or to such other address or to such other person as any Party hereto shall designate to the other Party for such purposes in the manner hereinabove set forth. Personal delivery of such notice, demand, or communication may also be made to the above-described addressees and shall be deemed given as of the date of such delivery.

3.20 **Entire Agreement.** This Agreement contains the entire agreement between the Parties relating to the transactions contemplated hereby and supersedes any prior agreements between the Parties with respect to the subject matter hereof, whether written or oral, and any such prior agreements are cancelled as at the date of this Agreement but without prejudice to any rights which have already accrued to either of the Parties. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the Party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

3.21 **Miscellaneous Provisions.** This Agreement (i) shall be binding upon and inure to the benefit and be enforceable only by the Parties hereto and their respective legal representatives, successors, or assigns, (ii) may be executed in any number of counterparts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California.

3.22 **Mutual Indemnification.** University shall defend, indemnify and hold Institution, its Board, officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or resulting from the negligent or intentional acts or omissions of University, its Board, officers, agents, or Candidates. Institution shall defend, indemnify and hold University, its Board, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Institution, its Board, officers, agents, employees or volunteers.

3.23 **Dispute Resolution.** In the event of any dispute, claim, question, or disagreement arising from or relating to this Agreement or the breach thereof, the Parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of sixty (60) days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be communicated to the other Party in writing in advance of any filed litigation to provide the Parties a further opportunity to reach a resolution by means of formal mediation.

3.24 **Limitation of Liability.** Except for obligations to make payment under this Agreement, liability for indemnification, liability for breach of confidentiality, or liability for infringement or misappropriation of intellectual property rights, in no event shall either Party or any of its representatives be liable under this Agreement to the other party or any

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third party for consequential, indirect, incidental, special, exemplary, punitive, or enhanced damages, lost profits or revenues or diminution in value arising out of, or relating to, and/or in connection with any breach of this Agreement, regardless of whether such damages were foreseeable, whether or not it was advised of the possibility of such damages and the legal or equitable theory (contract, tort, or otherwise) upon which the claim is based.

3.25 Non-Discrimination and Commitment to Diversity, Equity, and Inclusion. The Parties agree not to discriminate against any individual under this Agreement because of race, color, religion, sex, gender, ancestry, age, national origin or disability (as defined in The Americans with Disabilities Act of 1990, 42 USC 12101, et seq. and any regulation promulgated thereunder) or any other unlawful basis. Institution agrees to recognize and support the University's commitment to diversity, equity, and inclusion.

3.26 Title IX. University strictly adheres to Title IX of the Education Amendments of 1972, the federal Campus Sexual Violence Elimination Act; United States Department of Education regulations and directives; and the University's sexual harassment policy and procedures (collectively, "Regulations"). Specifically, the Regulations apply to all students, employees, visitors, and other third parties on University-controlled or affiliated property, including institutions and entities with whom University places its employees or students. Further, such Regulations prohibit unequal treatment on the basis of sex/gender as well as sexual harassment, misconduct and violence. As a condition of employment, enrollment, doing business, or being permitted on University-controlled or affiliated property, the above-mentioned individuals, organizations, and entities must agree to: (1) Report any and all allegations of discrimination, harassment, (including sexual harassment, or violence) promptly to the Title IX Coordinator via the reporting form at the following link: <https://www.nu.edu/reportit/>, or by using one of the other methods of communication with the Title IX Coordinator found at the following link: <https://www.nu.edu/title-ix/erp/>; (2) Cooperate with University's investigation; and (3) Cooperate fully with all sanctions that University may impose against those who are found to have violated the Regulations. If the individual, organization, or entity fails to adhere to any of the aforementioned requirements, University reserves the right to take appropriate action, including but not limited to: immediate removal from University-controlled or affiliated property, discipline of employees and students (including termination of employment and/or enrollment); and/or termination of business or contractual relationships.

IN WITNESS WHEREOF, the Parties have executed this Agreement effective the date first written above.

National University

Company Name

By: _____
John Cicero, Ph.D..
Provost and Chair Academic Officer

By: _____
Name: _____

Dated: _____

Title: _____

University Contact Information

Contract Coordinator
National University
9388 Lightwave Ave.
San Diego, CA 92123
(858) 642-8417
credcontracts@nu.edu

Dated: _____

Telephone: _____

Address: _____



EXHIBIT A

Honorariums

A maximum honorarium of \$300.00 per course per Candidate is awarded for supervision of Candidates enrolled in the following University programs: **Inspired Teaching and Learning Teacher Education Credential; Special Education Credential; and Preliminary Administrative Services Credential**. The below table sets forth the honorarium amounts to be awarded based on the duration of supervision provided:

Traditional Setting			Block Setting		
One Period	25%	$\$300 \times .25 = \75	One Period	33%	$\$300 \times .33 = \99 rounded to \$100
Two Periods	50%	$\$300 \times .50 = \150	Two Periods	66%	$\$300 \times .66 = \198 rounded to \$200
Three Periods	75%	$\$300 \times .75 = \225	Three Periods	100%	3 periods = \$300
Four or More Periods	100%	4 periods or more = \$300	*****	*****	*****

A maximum honorarium of \$150.00 per course per Candidate is awarded for supervision of Candidates enrolled in the following University programs: **Pupil Personnel Services Credential: School of Counseling** and **Pupil Personnel Services Credential: School of Psychology**. The below table sets forth the honorarium amounts to be awarded based on the duration of supervision provided:

Traditional Setting			Block Setting		
One Period	25%	\$37.50	One period	33%	\$50.00
Two Periods	50%	\$75.00	Two Periods	66%	\$100.00
Three Periods	75%	\$112.50	Three Periods	100%	\$150.00
Four Periods	100%	\$150.00	*****	*****	*****

ESN Running Record with TPE 7:

Extensive Support Needs (ESN) TPE Running Record

TPE Running Record for: _____

Grades/Setting/Subjects: _____

School Site: _____

Site Support Provider: _____

Directions: Candidates will enter weekly evidence to document how each TPE is being met. Candidates should collaborate with their SSPs to plan experiences that will fulfill each TPE. Entries should provide sufficient detail to make a clear connection between the entry and the TPE. The USP will include evidence from this document as part of the end-of-course Assessment.

Please color-code the evidence and include dates. **By the end of the course, all sections should contain evidence to document having met the TPEs.**

Color Key Evidence:

Student Teachers
 Red Weeks 1-3 (dates)
 Green Weeks 4-6 (dates)
 Blue Weeks 7-9 (dates)

Interns:
 Red Month 1 (dates)
 Green Month 2 (dates)
 Blue Month 3 (dates)
 Black Month 4 (dates)

UNIVERSAL TPE 1: Engaging & Supporting All Students in Learning		
TPE	Date	Evidence
<i>Highlighted text are TPEs unique to ESN specialization.</i>		
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.		
<p>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.</p> <p>ESN 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP.</p>		
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.		
<p>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.</p> <p>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.</p> <p>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.</p>		
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		
TPE	Date	Evidence
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.		

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

<p>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</p> <p>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.</p> <p>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.</p>		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		

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		
TPE	Date	Evidence
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 3.4 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 3.5 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		
<p>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.</p> <p>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</p>		
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		
TPE	Date	Evidence
<p>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.</p> <p>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.</p>		

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.		
<p>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.</p> <p>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.</p> <p>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.</p>		
<p>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.)</p> <p>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.</p>		

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		
TPE	Date	Evidence
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.		
<p>U 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</p> <p>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.</p>		
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.		
<p>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.</p> <p>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.</p>		
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 7: Effective Literacy Instruction for Students with Disabilities		
TPE	Date	Evidence
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.		

UNIVERSAL TPE 7: Effective Literacy Instruction		
TPE	Date	Evidence
<p>U 7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the <i>California English Language Arts/English Language Development Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.</p> <p>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).</p>		
<p>U 7.2 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).</p> <p>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 fundamental literacy, as appropriate, that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i>, and addresses individualized IEP goals.</p>		
<p>U 7.3 Incorporate asset-based pedagogies, 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)</p>		

programs.		
<p>U 7.4 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.</p> <p>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.</p>		
<p>U 7.5 Foundational Skills. 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.</p>		
<p>U 7.6 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.</p>		
<p>U 7.7 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</p>		

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.		
U 7.8 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.		
U 7.9 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.		
U 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. 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 as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate		

<p>referrals for students who need more intensive support.</p> <p>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.</p>		
<p>U 7.11 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 disciplines.</p>		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		

MMSN Running Record:

Mild to Moderate Support Needs (MMSN) TPE Running Record

TPE Running Record for: _____

Grades/Setting/Subjects: _____

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UNIVERSAL TPE 1: Engaging & Supporting All Students in Learning

TPE	Date	Evidence
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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.		
<p>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.</p> <p>MMSN 1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP.</p>		
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.		
<p>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.</p> <p>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.</p> <p>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.</p>		
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.		
UNIVERSAL TPE 2: Creating & Maintaining Effective Environments for Student Learning		
TPE	Date	Evidence
<p>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.</p> <p>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)</p>		
<p>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.</p> <p>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.</p>		
<p>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.</p> <p>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.</p>		
<p>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.</p> <p>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.</p>		
<p>U 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p> <p>MMSN 2.9 Demonstrate the skills required to ensure that</p>		

Interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.		
<p>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</p> <p>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.</p>		
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		
TPE	Date	Evidence
U 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		
<p>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.</p> <p>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</p>		

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 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		
TPE	Date	Evidence
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 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.		
<p>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.</p> <p>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.</p>		
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		
TPE	Date	Evidence
<p>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.</p> <p>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)</p>		
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 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. 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 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		
TPE	Date	Evidence
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. MMSN 6.1 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.		
MMSN 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.		
MMSN 6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		
MMSN 6.5.Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.		
UNIVERSAL TPE 7: Effective Literacy Instruction		
TPE	Date	Evidence
<p>U 7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards 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.</p> <p>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).</p>		
<p>U 7.2 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).</p> <p>MM 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 fundamental literacy, as appropriate, that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individualized IEP goals.</p>		
U 7.3 Incorporate asset-based pedagogies, 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.		
<p>U 7.4 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.</p> <p>MM 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.</p>		
<p>U 7.5 Foundational Skills. 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.</p>		
<p>U 7.6 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.</p>		
<p>U 7.7 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.</p>		
<p>U 7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage</p>		

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.		
U 7.9 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.		
U 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. 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 or disabilities in English as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. MM 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.		
U 7.11 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 disciplines.		
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.		

SED MMSN and ESN Lesson Plan:



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 <input 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. Describe reading intervention and/or **diagnostic techniques** to be included in the lesson plan.
3. What is/are the English Language Development Standards (ELD) goal(s) for targeted EL students (including reclassified ELs)? []
4. How have the California DOE Dyslexia Guidelines * <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF> been referenced in the planning of the lesson? []
*see further resources below
5. 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 <input type="checkbox"/> stated orally AND <input type="checkbox"/> 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: <input type="checkbox"/> whole group <input type="checkbox"/> small group-same ability <input type="checkbox"/> small group-mixed abilities <input type="checkbox"/> pair/partners <input type="checkbox"/> 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)
1. How will you assess independent practice? <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 []
2. How will you provide positive and constructive feedback? On learning: [] On behavior: []
3. How will you evaluate the need to <ul style="list-style-type: none"> • Reteach? [] • Extend/enrich? []

4. Closure – What are the next steps/follow up to content learning? []

PLANNING AHEAD – REFLECTION (TPEs 1, 5, 6) *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.*

A. Reflection on Lesson Effectiveness

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

B. Using Student Assessment Information

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

C. Ensuring Equitable Access

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

Lesson Planning Resources specific to Literacy:

- **California Commission on Teacher Credentialing:** [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#)
- **California Dept. of Education: Dyslexia Guidelines:** <https://www.cde.ca.gov/sp/sc/ac/documents/cadyslexiaguidelines.PDF>
- **California Dept. of Education: General information on dyslexia** <https://www.cde.ca.gov/schooldirectory/details?cdscode=37683120000000>
- **California Dept. of Education: Literacy :** <https://www.cde.ca.gov/ci/el/>
- **California Dept. of Education: ELA/ELD Framework :** <https://www.cde.ca.gov/ci/rl/cf/elaeldfmwrksbeadopted.asp>
- **Suggested Journals:**
- *Reading Research Quarterly* <https://ila.onlinelibrary.wiley.com/journal/19362722>
- *The Reading Teacher* <https://ila.onlinelibrary.wiley.com/journal/19362714>
- *Journal of Adolescent & Adult Literacy* <https://ila.onlinelibrary.wiley.com/journal/19362706>