



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

August 2025- ALL Changes highlighted in GREEN

****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 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:	
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. 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. 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. The advisory council reviewed the updates to Standard 7 and collected teacher candidate feedback on current practices and lesson plans. Additional efforts included: • 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. 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.	
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 Wills, 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 CCTE 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 training courses 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- Please see module document in Evidences folder.

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](#)

[SED Student Teaching Handbook](#)

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](#)

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

No changes needed per National_Phase III Feedback

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 SED 607-Module 1 Required Readings, Lectures	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 – Module 3 Collaborate Activity– 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.	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 1-Assignment 2: Literacy Graphic Organizer-video of teaching uploaded using GoReact
b. phonological awareness, including phonemic awareness	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607: Module 1 Required Readings, Lecture 2& 3 SED 607: Module 4 Discussion 4A	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills 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,	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills 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.

		Phonemic Awareness vs. Phonics SED 607: Module 1- Assignment 4- tag a video focused on phonemic awareness instruction in GoReact	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) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 Module 2 Required Readings	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills 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	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills 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 SED 609 Module 1: Reading Skill levels slide #2 SED 609 Module 1: Word Study Slide #3 SED 609 Module 1: Assistive Technology Slides #2, 13, and 14	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607: Module 1- Assignment 4- tag a video focused on phonemic awareness instruction in GoReact	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills 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
e.text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 2. Required Readings	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607: Module 4: Assignment 16: tag a video focused on Reading Fluency and Comprehension in GoReact	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 2-Assignment 6: Literacy Graphic Organizer-video of teaching uploaded using GoReact SED 607: Module 2 -Signature Assignment 7-Administer CORE MASI-R 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 SED 609 Module 2 Assignment 6 Literacy Graphic Organizer Using GoReact deliver, tag and evaluate a lesson using the reading domains.
f.instruction that is structured and organized as well as direct, systematic, and explicit	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 - Module 1: Assignment 2 Literacy Graphic Organizer.	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 609 Module 4: Signature Assignment # 14 Sections 1- 4 on word study, comprehension and writing.

		SED 607: Module 2: Assignment 6 Literacy Graphic Organizer	
g. connected, decodable text	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 Required Readings module 1 SED 607 Required Readings module 2	ITL 604 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 4- Discussion 4 Description of Structured Literacy and Creating Lesson Plans	ITL 604 (W2) 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 (W2) 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 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607-Module 4- Discussion 4 Description of Structured Literacy and Creating Lesson Plans	ITL 604 (W2) 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 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills SED 607 Module 4, Required Readings SED 609 Module 1 Word Study PPT Slide #3	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 (W2) Assignment 2C Fundamentals of Reading/Foundational Skills	ITL 604 (W2) 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 as evidence “SSP Training Final 25-25” (a PDF of 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.

[Unpaid Student Teaching MOU F25](#) See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked

[Paid Internship NU MOU document F25](#)- See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter p;

[SSP Training PPT](#)

[SED IE3 F25](#)

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

Added Narrative/Evidence August 2025:

A document titled “SB488 Example of Clinical Practice Feedback Tool” has been added that provides a narrative with screenshot examples of the Brightspace tool, illustrating multiple levels of feedback. The document further demonstrates the integration of GoReact for text-based comments, TPE tagging, and rubric-based assessment feedback, all explicitly aligned with TPE indicators and corresponding elements of the standard.

3.3c Evidence

[SED MMSN and ESN Lesson Plan](#)

[SB488 Example of Clinical Practice Feedback Tools](#)

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: Figurative Language ppt Slide #1 SED 609 Module 3: English Learners Slide #2 SED 609 Module 3: Narrative Comprehension Slide #2 SED 609 Module 3: Expository Text Slides #2, 11, 12, 13	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, speak, and write with comprehension and effective expression.	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 5: 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

a.Create environments that foster students’ oral and written language development, including discipline-specific academic language.	SED 609 Module 4 The Writing Challenge PPT Slide #3 TL 609 assignment 2A & 2B Lesson plan stages	SED 609 Module 1 Assignment 3: Literacy Graphic Organizer Conversation Skills TL 609 assignment 2A & 2B Lesson plan Stages	SED 609 Module 1 Assignment 3: Literacy Graphic Organizer Conversation Skills
b.Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	SED 609 Module 1 Assignment 3: Literacy Graphic Organizer Conversation Skills	SED 609 Module 1 Assignment 3: Literacy Graphic Organizer Conversation Skills	SED 607 Literacy Graphic Organizer Assignment Module 1 Assignment 2 Video of modeling chosen activity including teaching students to use diverse print, oral, digital, and multimedia texts.
c.Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	SED 609 Module 2 Figurative Language ppt Slide #1 SED 609 Module 3 English Learners Slide # 2 SED 609 Module 3 Narrative Comprehension Slide # 2 SED 609 Module 3 Expository Text Slides #2, 11, 12, 13	SED 609 Module 3 Assignment 10 Literacy Graphic Organizer Translanguaging	ESN 640 Communication Change Program (Parts 1-4)
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.	SED 609 Module 4 The Writing Challenge PPT Slide #3	SED 609 Module 3 Assignment 10 Writing Process, Writing Organization, Writing Conventions	ESN 639 - Assignment 2.3 – Building and Using a Communication Board
a. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and	SED 609 Module 3 Discussion Board 3 use PackBack for peer feedback on	SED 609 Module 3 Assignment 10 Literacy Graphic Organizer Translanguaging	SED 609 Module 3 Assignment 10 Literacy Graphic Organizer Translanguaging

produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.	Collaborative Conversations		
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	HMS617 – Fieldwork 2 Identify accessibility supports (Universal Tools, Designated Supports, & Accommodations)	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. 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 607: Module 4: Required Readings ITL 608 Discussion #1	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

Direct Response to added request for information: Reviewers wrote: *There are many readings related to English Language Learners and English Language Development. However, it is unclear how students practice and are assessed on leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. Please provide a link to the SED 609 Template(s) for the Graphic Organizers. The description provided does provide enough information to determine that candidates practice the skills of this TPE.*

Response: The program prepares candidates to value and leverage students' existing linguistic repertoires, including home languages and dialects, and to implement translanguaging practices that foster equitable access to curriculum. Candidates engage in coursework and field-based assignments in GoReact that emphasize the integration of multilingualism and multiliteracy in both English-medium and multilingual instructional settings.
SED 609 Literacy Graphic Organizer Assignment

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.

Added Narrative/Evidence August 2025:

The MOU has been updated to include language explicitly addressing the TPE, along with Appendix B containing the full text of TPE 7. The IE3 letter was revised to reflect current program requirements, and new MOUs were created for both Unpaid Student Teaching and Paid Internships. Additionally, the School Site Provider (SSP) training PowerPoint slides were updated to incorporate detailed language related to TPE 7 and literacy references.

4.2a Evidence:

[Unpaid Student Teaching MOU F25](#) See highlighted sections on p. 2; section 3.1, p. 4, section 3.14 letter i; and Exhibit B hyperlinked

[Paid Internship NU MOU document F25](#)- See highlighted sections on p.3, part 9 sections a, c with hyperlink to exhibit B, and letter P;

[SSP Training PPT](#)

[SED IE3 F25](#)

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.

Added Narrative/Evidence August 2025:

A document was added that includes a narrative and screenshot examples of the Brightspace tool, illustrating multiple levels of feedback. The document also demonstrates the use of GoReact for text-based comments, TPE tagging, and rubric-based assessment feedback, all aligned with TPE indicators and elements of the standard. This document serves as the SB 488 example of clinical practice feedback tools.

4.2c Evidence:

[SB 488 example of clinical practice feedback](#)

[SSP Training PPT- slide 18 specifically](#)

[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 608 Assignment 1A - Lesson Plan Stage One ITL 608 (W2) Micro Competencies #4 ITL 608 (W4) Discussion 4	ITL 606 W4 Assignment 4- Instructional Design- Teaching 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. ITL 606 W4 Assignment 4- Instructional Design- Teaching
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 Micro Competencies W3: MC13 – Identify types of progress monitoring strategies and MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements ITL 608 Micro (W3) Competencies #9 MTSS/Tiers, Interventions ITL 608 (W3) Assignment 3A.	ITL 606 3A Lesson Plan Rationale ITL 608 (W3) Assignment 3A. Meeting Students' Needs: MTSS/TIERs MMS620 Activity 1 – Explore Planning for Instruction: What Teachers Need to Know	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 One and Two ITL 608 (W2) Micro Competencies #5 ITL 608 (W3) Assignment 3A. Meeting Students' Needs: MTSS/TIERs

	ITL 608 Micro Competencies #4.		
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).	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
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	ITL 606 Assignment 3B ITL 606 (w3) Discussion 3 ITL 608 Discussion #2 MMS 617 Discussion 1, Week 1: Articulating familiarity of multiple sources of assessment	ITL 606 Assignment 3B ESN 639 - Discussion Forum 4 - Analyze data, share, and reflect on teaching exp MMS 617 Activity 3, Week 3: Types and purposes of progress monitoring	SED 609 Modules 2 Assignment 5 Case Studies student with LD and dyslexia SED 609 Modules 3 Assignment 3 Case Studies of English Learner with learning disability
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 609 Module 1 Assignment 2 Case Studies student with intellectual disabilities SED 609 Modules 2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 3 Case Studies of English Learner with learning disability	SED 607: Module 3 Assignment 10: Signature Assignment - Part 2 - Case Study Data Analysis

	SED 607 Required Resources- Module 4 MMS 620: Week 2 Collaborate – Engage in Knowledge of CBMs and CMAs as ways to monitor progress		
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 & COSS SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability	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 supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	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, Specialists, and Other Professionals (group assignment)	SED 609 Module 1 Assignment 2 Case Studies student with intellectual disabilities 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	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 of English Learner with learning disability

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	SED 607: Module 3-Required Readings and Lecture ESN 639 - Discussion Forum 2 – Language Development	SED 607 Module 1 and 2 Literacy Graphic Organizer SED 609 Module 1 Assignment 2 Case Study student with intellectual delays	ESN 641 - Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording MMS 620 – Signature Assignment: Compile a comprehensive learner

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.	MMS 617 Week 4 Quiz: Check for Understanding of Formative Assessments, Ethical Practices, and Supports	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	profile to make IEP decisions & recommendations
<i>MM/EX 7.2</i> Interpret assessment results and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.	SED 607 Module 3 Required Readings and Lecture	SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules 2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability ESN 639 – Assignment 1.3: Write a communication behavioral objective	MMS620 – Signature Assignment Compile a comprehensive learner profile to make IEP decisions & recommendations
<i>MM/EX 7.3</i> 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)	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 3 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

specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.			
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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.

Added Narrative/Evidence August 2025:

An updated MOU was developed to include language explicitly addressing the TPE, accompanied by Appendix B containing the full text of TPE 7. The IE3 letter was revised to reflect current program requirements, and new MOUs were created for both Unpaid Student Teaching and Paid Internships.

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](#)

[Examples of Clinical Practice Feedback tool](#)

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.

Added Narrative/Evidence August 2025:
5.2.c language, slide 18 of the SSP Training ppt was added to specific information to the mentor teacher that they need to provide teacher candidates opportunities to observe or participate in screening and diagnostic techniques to inform teaching and assessment and early intervention techniques. Slide 18 now says ***"Candidates must be provided opportunities to observe and practice Literacy instruction and the use of diagnostic techniques"***

TPE 7: Effective Literacy Instruction (Examples 7.1 – 7.5)		
Candidates must be provided opportunities to observe and practice Literacy instruction and the use of diagnostic techniques!		
TPE	Focus	Classroom Example
7.1	Evidence-based literacy aligned with standards	Teacher uses the CA ELD Framework to design lessons integrating literacy into science.
7.2	UDL, MTSS, Dyslexia Guidelines	Small-group Tier 2 reading intervention with structured literacy (phonics, morphology).
7.3	Asset-based & culturally affirming	Teacher invites students to share stories from home in their native language, connecting them to literacy lessons.
7.4	Engaging & responsive instruction	Literacy centers include games, digital tools, and family projects tailored to student needs.
7.5	Foundational skills	Daily phonics routine with decodable readers; explicit modeling of print concepts and fluency practice.

5.2c Evidence:

[SED HMSN 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

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

[School Site Provider Training PPT- Slide 18](#)

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:

Coursework (Standard 5.3f):

Candidates are provided opportunities to learn about the California Dyslexia Guidelines through the eLearning modules created by the UC/CSU Collaborative for Dyslexia that are embedded into SED 607 and SED 609 coursework, along with other instructional strategies.

Evidence:

- [UC/CSU Collaborative for Neuroscience, Diversity, and Learning \(ucayatearning.org\)](https://ucayatearning.org/)
- [UC/CSU California Collaborative for Neurodiversity and Learning eLearning Modules \(uccla.edu\)](https://uccla.edu/)

Clinical Practice (Standard 5.3c):

In clinical practice, candidates use the SED MMSN and ESN Lesson Plan template to design instruction for K-12 students with dyslexia, providing opportunities to observe and practice the concepts and strategies outlined in the California Dyslexia Guidelines.

Evidence:

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

5.3f Evidence:

SED 607 Language & Literacy Basics

SED 808 Language & Literacy Case Studies

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

Course Outline

ITL 604 Learners & Learning I

Teacher Education Department Course/Syllabus/ Outline: [ITL 604 Learners & Learning I](#)

For teaching inspiration, please review or re-review this short video provided to teachers as they enter the teacher education program: ([Click o view](#))

Instructor:

- Sanford College of Education Mission Statement
- Our mission is to deliver accessible, world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.
- Mission of the Teacher Education Department
- Our mission is to provide innovative, relevant, and inclusive educational experiences that prepare educators who inspire change and growth

Course Structure and Format Outline

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. Consider 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 promptly 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: Course Wide

AI Literacy & GAiIT: Generative Ai Inclusion Threshold Framework utilizes specific levels of AI access based on assignment and the assignment's purpose within the teacher candidates learning goals. The GAiIT Framework was developed by a team at National University, led by internationally acclaimed technology expert Dr. Torrence Temple. Together the GAiIT Framework builds AI literacy and a greater collaborative understanding behind the use of AI, the reason for using AI, and the expectations when using AI.

Please view: <https://thegaiitframework.org/> for more information.

Prerequisites

Completion of ILT 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 (604)

604	Activities/ Topics	Assignment	How Assessed	Related Resources	Literacy Standards Addressed (TPE-7)	Points Grade d
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 Assignment			24
		Assignment 1B Unpacking the TPE's	Rubric Provided with Assignment	Additional resources provided with the Assignment.		18
Week 2	Social, Cultural, and Physical Factors in the Development of Children	Discussion Week 2: IDEA Regulations & Provide a sample of a plan with reading interventions for Tier 1	Rubric Provided with Assignment.		TPE 7.2 (b) Introduced	10
		Assignment 2A Asset Identification Data Analysis	Rubric Provided with Assignment	Template is provided with Assignment.	TPE 7.2 (b) (c) Introduce	40

		Assignment 2B SEL Playbook	Rubric Provided with Assignment	Learning Portal link, template provided with Assignment.		30
		Assignment 2C Fundamentals of Reading/Foundational Skills	Rubric Provided with Assignment	PPT, video link, & links to external resources provided with Assignment. Three additional assignments with materials are also provided.	<i>TPE 7.5/U7.5 (a,b,c,d,e,f,g,h,i) Introduction, Practice, & Assess TPE 7.2 c Introduce</i>	10
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 Student	Rubric Provided with Assignment		<i>TPE7.5/U7.5 (a, b, c, d, e) 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 are provided with the Assignment.		30
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 impact 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.

Assignment Types:

Discussion: Meet and Greet (not graded)

Discussion: Funds of knowledge

Assignment 1A: Personal Identity Analysis

Assignment 1B: Unpacking the TPE's

Summary of Outcomes, Themes, Assignments, and Grading Criteria: *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.

Assignment Types used for TPE 7 Application:

Discussion: W2 **TPE 7.2 [Introduction]**

Assignment Breakdown

1. Read and answer each question, there may be more than one.
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' postings. Responses are due by Sunday at 11:59 p.m. PST
5. Review your postings to see who has 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.

Instruction:

Discussion: MTSS Refer to ([Click here](#)) and access the framework ([Click here for Framework](#)).

Provide a clear outline of the framework.

Discussion: Directions:

- 13 categories that students can qualify for within IDEA regulations.
- Provide one sample of a plan with interventions Tier 1.
- 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. (TPE 1.1)
- Read the California Dyslexia Guidelines: Provide three Key Concepts from - Chapter 6: When the Concern May Not Be Dyslexia

Module Learning Outcome (MLO): 2B: Gain an understanding of the 13 categories that students can qualify within IDEA regulations and identify the eligibility process for special education services.

Module Learning Outcome (MLO) 2C: Compare and contrast the components of a 504 plan and an IEP to ensure legal compliance of ADA and IDEA regulations.

Resources - Read and Watch

1. First, watch this video: Direct link: [IDEA Basics: \(504 Plan\) How is an IEP Different from a 504 Plan?](#)
2. 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:

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 this AI prompt: When should a teacher use an IEP and when should a 504 Plan to support a hearing-impaired student.

1. 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.
2. In addition to your summary of the videos, reflect in 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: ([Click here for webcam video discussion help](#))

Assignment Types used for TPE 7 Application:

Assignment 2A:

TPE 7.2 (b) [Introduced]

TPE 7.2 [Introduced]

Assignment 2A: *Asset Identification Data Analysis*

Refer to: ([Click here to see Asset Based Pedagogies](#)) and address the section for:

English Learner Roadmap Principles Overview (ELL – [Click here](#) // [For MTSS Click here](#))

Instruction:

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).
 - o 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 the different levels for interventions (Tier 1-Tier 2 and Tier 3)
- How do they identify that the student has dyslexia?

Resources:

In order 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](#)

Summary of Outcomes, Themes, Assignments, and Grading Criteria: 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.

Assignment Types used for TPE 7 Application:

Assignment 3A & 3B: **TPE 7.5 (a, b, c, d, e) [Introduced, Practiced & Assessed]**
TPE 7.2 [Introduced & Practiced]

- Assignment 3A: Asset Identification of 3 Focus Students Based on the California Dyslexia Guidelines
 - Chapter 6: When the Concern May Not Be Dyslexia.
 - Chapter 9: Screen and Assessment for Dyslexia
- Assignment 3B: Field Experience Assignment
- Additional Assignments:
 - Discussion W3: Develop a plan to implement collaboration and communication with the family, including how to support student success.

Summary of Outcomes, Themes, Assignments, and Grading Criteria: *Week 4*

Theme: Individual Learning Needs

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 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 for inclusive practices.
- Determine appropriate supports and strategies to differentiate instruction for 3 focus students.

Assignment Types used for TPE 7 Application:

Assignment 4A:

- Additional Assignments:
 - o Assignment 4B
 - o Discussion W4: Develop a plan to implement collaboration and communication with the family, including how to support student success.

ITL 604 Assignment Descriptions by Week

Week One: 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)

Week Two: 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 Two: 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 5.1)

Week Two: 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)

Week Two: Assignment 2C: Fundamentals of Reading/Foundation Skills

TPE 7.5/U7.5 [Introduced, Developed, & Assessed]

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

There are three (3) components for Assignment 2 C:

- 1) Complete these activities in chart #1
- 2) Complete the infographic
- 3) Prepare the presentation to address the guidelines and prompts.

Chart #1

Key Reading Terms	Resources and Activities:	Example of Learning Activity
	To prepare for the infographic assignment, and provide opportunities to introduce, practice, and assess these skills and knowledge. Use the following links and complete the activities:	
Print concepts, including letters of the alphabet (a)	This is a sample of a glossary with definitions of key vocabulary terms with examples of these literacy skills Introduce a- Click to see sample glossary Print Concepts (Introduce and Practice) Click to see resource Concepts of Print Ideas for Teachers Click to see resource Basics: Alphabet Knowledge Click to see resource	Grade Level: Learning Activity:
Phonological awareness, including phonemic awareness (b)	Phonemic Awareness (Introduce and practice) Click to see resource What is Phonological Awareness? (Introduce and practice) Click to see resource	Grade Level: Learning Activity:
Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences (c)	Phonics and Word Recognition (Introduce and practice) Click to see resource How Spelling Supports Reading (Introduce and practice) Click to see resource Phonics in Practice (Introduce and practice) Click here to see resource	Grade Level: Learning Activity:
Decoding and encoding, including morphological awareness (d)	Morphological Awareness (Introduce and practice) Click here to see resource	Grade Level: Learning Activity:
Text reading fluency, including accuracy, prosody (expression) and rate (as an indicator of automaticity) (e)	Reading Assessment (Introduce, practice, and assess) (Introduce , practice, & assess) Click here to see resource Text Reading Fluency (Introduce, practice, and assess) Click here to see resource	Grade Level: Learning Activity:

	Text Reading Fluency for older children: introduce, practice, and assess Click here to see resource	
Instruction that is structured and organized as well as direct, systematic, and explicit. (f)	Structured Reading Instruction (introduce and practice) Click here to see resource	Grade Level: Learning Activity:
Connected, decodable text. h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. (g)	Decodable texts (introduce, practice, and assess) Click here to see resource Decodable texts (introduce, practice, and assess) Click here to see resource Grade level decodable texts (introduce, practice, and assess) Click here to see resource	Grade Level: Learning Activity:
Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. (h)	Spelling (introduce, practice, and assess) Click here to see resource Spelling exercises and posttest (assess) introduce, practice, and assess Click here to see resource	Grade Level: Learning Activity:
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. (i)	Complete the comprehension module (assess) Click here to see resource Complete the module Comprehension in Depth (assess) Click here to see resource Complete the Comprehension in Practice Module (assess) Click here to see resource Complete the Comprehension Assignments (assess) Click here to see resource	Grade Level: Learning Activity:
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.	
Deliverables:	Create an infographic (using Venngage, Piktochart, Visme, etc.) on The Fundamentals of Reading. You are encouraged to use AI tools. Select the 9 key terms (a, b, c, d, e, f, g, h, i) For each key vocabulary term, you must include the connections to the grade level you wish to teach. To prepare the presentation: • 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: 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 report. 2. Collect Definitions and Concepts: Gather the relevant data or content you want to include in your infographic. These could be statistics 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 the information effectively. Remember that clarity and simplicity are essential. 4. Create Your Layout: Choose an infographic template or create your own layout. 5. Organize your content logically, ensuring a flow that guides the reader's eye from top to bottom or left to right. 6. 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. 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.
Resources:	Presentation: Technology Tools Vennngage: Click to see the resource Make Professional, Interactive Presentations with Visme: Click to see the resource Piktochart: Click to see the resource In order 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. That being said, 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.edupia.org/teaching-fundamentals-reading-101-2020 • Print Awareness and Alphabet Knowledge (Video mcmetrix.com) • https://www.edupia.org/teaching-fundamentals-reading-101-2020 • MS-SS Literacy Standard - TPEs (ca.gov) • NU Library, Citing A
Assesses TPE 7.5	ITL604 Rubric Assignment 2C <i>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</i>

	that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
Performance Scale	Rubric Information & Presentation on Foundational Reading Skills • 5 = Proficient – Meets and exceeds expectations, accurate, clear, creative, research-based • 4 = Acceptable – Meets expectations, mostly accurate, clear examples, some gaps • 3 = Developing – Partial coverage, limited detail, somewhat unclear connections • 2 = Emerging – Minimal coverage, inaccurate or vague, missing examples • 1 = Not Acceptable – Not addressed or inaccurate

Rubric Components

Component 1: Presentation (5 points total)

Key Term	Proficient (5)	Acceptable (4)	Developing (3)	Emerging (2)	Not Acceptable (1)
Print Concepts (a)	Clear definition with kindergarten example (e.g., book handling, letter recognition).	Accurate but lacks depth or clarity.	Partial definition or example.	Minimal coverage, vague.	Missing or inaccurate.
Phonological Awareness (b)	Complete with Grade 1 example (e.g., syllable clapping, blending onset-rime).	Accurate but missing one aspect.	Limited explanation.	Vague or unclear.	Missing.
Phonics/Spelling/Word Recognition (c)	Strong Grade 2 example (e.g., Elkonin boxes, sight words).	Adequate but limited details.	Weak explanation.	Minimal, vague example.	Missing.
d. Decoding & Encoding	Includes morphology example (prefix/suffix sort).	Adequate but surface-level.	Limited explanation.	Minimal coverage.	Missing.
e. Text Reading Fluency	Covers accuracy, prosody, rate with example (e.g., partner timed reading).	Addresses 2 of 3 fluency elements.	Limited example.	Minimal coverage.	Missing.
f. Structured & Explicit Instruction	Example of direct phonics lesson (I do, We do, You do).	Example provided, some gaps.	Partial coverage.	Minimal clarity.	Missing.
g. Connected, Decodable Text	Grade K–1 decodable passage aligned to phonics lesson.	Example less detailed.	Weak explanation.	Minimal.	Missing.
h. Fluency with Spelling/Patterns/Syntax	Strong Grade 3 example using multisyllabic words & morphology.	Adequate, some gaps.	Limited.	Minimal.	Missing.
i. Advancing Progress to Complex Texts	Grade 4–5 example analyzing nonfiction passage with morphology / syntax clues.	Adequate but surface-level.	Limited.	Minimal.	Missing.
Design & Creativity	Clear, engaging layout; visuals support comprehension.	Somewhat clear, limited visuals.	Somewhat cluttered or plain.	Minimal effort.	Disorganized.

Component 2: Presentation (5 points total)

Key Term	Proficient (5)	Acceptable (4)	Developing (3)	Emerging (2)	Not Acceptable (1)
a. Print Concepts	Explains Kindergarten print	Adequate but brief.	Limited example.	Minimal.	Missing.

	skills; uses example/student work.				
b. Phonological Awareness	Demonstrates oral blending/segmenting; connects to CA Standards.	Adequate but missing detail.	Limited.	Minimal.	Missing.
c. Phonics/Spelling/Word Recognition	Demonstrates spelling patterns/word building.	Adequate.	Limited.	Minimal.	Missing.
d. Decoding & Encoding	Demonstrates morphology activity (prefix/suffix).	Adequate.	Limited.	Minimal.	Missing.
e. Text Reading Fluency	Demonstrates paired reading; explains accuracy, prosody, rate.	Covers 2 of 3 aspects.	Limited.	Minimal.	Missing.
f. Structured & Explicit Instruction	Shows lesson with gradual release (I do → We do → You do).	Adequate.	Limited.	Minimal.	Missing.
g. Connected, Decodable Text	Example decodable passage linked to phonics lesson.	Adequate.	Limited.	Minimal.	Missing.
h. Fluency with Spelling/Patterns/Syntax	Demonstrates syllable analysis (e.g., “information”) linking to meaning.	Adequate.	Limited.	Minimal.	Missing.
i. Advancing Progress to Complex Texts	Demonstrates Grade 5 science text analysis; models annotation.	Adequate.	Limited.	Minimal.	Missing.
Research, Organization & Tech Use	Clear, multimodal, integrates Edutopia, Ignite Reading, TPEs; uses Venngage/Piktochart with citations.	Adequate, missing 1 resource/tool.	Limited.	Minimal.	Missing.

Total Score: /10

- **9–10** = Proficient
- **7–8** = Acceptable
- **5–6** = Developing
- **3–4** = Emerging
- **1–2** = Not Acceptable

Week Three: Assignment 3A: Focus Student Assignment

TPE 7.5/U7.5 [Introduced, Developed, & 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. This assignment is based on Reading foundations to understand typical learners’ assets to provide a deeper understanding of the needs of all learners.

Instructions

For this assignment, you will complete three tables (one for each Focus Student) with the help of the resources in the assignment.

Key Reading Terms	Resources and Activities:	Example of Learning Activity
	To prepare for the infographic assignment, and provide opportunities to introduce, practice, and assess these skills and knowledge. Use the following links and complete the activities	
Print concepts, including letters of the alphabet (a)	Resources included in assignment	See below
Phonological awareness, including phonemic awareness. (b)	Resources included in assignment	See below
Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences. (c)	Resources included in assignment	See below
decoding and encoding, including morphological awareness. (d)	Resources included in assignment	See below
Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) (e)	Resources included in assignment	See below
CLO Alignment:	All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!	
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 the most time on the synthesis: considering each child's assets and needs and including principles of universal design and multi-tiered systems of support (Be sure to <i>Read and Watch</i> 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! 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.	
Resources	- 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://cde.us/MTSS/Pages/CA-MTSS.aspx and access the framework: (Access the CA MTSS Framework HERE)	

Component: Presentation (30 points total)

Criteria	Proficient (30 points)	Acceptable (20 points)	Developing (10 points)	Emerging (5 points)	Not Acceptable (2 points)
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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 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
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
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

Week Three: Assignment 3B: Field Experience (Reflection and Metting 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 Four: Assignment 4A: Strategies & Support Identification – Signature Assignment

TPE 7.5/U7.5 (d)(e) [Introduced, Developed, & 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 them by completing tables (one for each focus student), which is considered an extension of the work in Week Three.

Instructions

You will use Week Three's completed tables that identify 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 support 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.

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.

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 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, 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 the objective!!! For example, if your objective is to have students be able to use inferencing 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.

Focus Student 1(FS1) EL Supports and Strategies Template		
Key Reading Terms	Resources and Activities: To prepare for the infographic assignment, and provide opportunities to introduce, practice, and assess these skills and knowledge. Use the following links and complete the activities:	Example of Learning Activity
Decoding and encoding, including morphological awareness. (d)	Resources listed below	See Below
text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) (e)	Resources listed below	See Below
CLO Alignment:	All seven of the Course Learning Outcomes for ITL604 are aligned with this assignment. This is a great opportunity to synthesize your learning!	
Deliverables:	Deliverables You will use Week 3's complete tables that identify 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 the most time on the synthesis: considering each child's assets and needs to identify support and strategies to fill the gaps. (Be sure to <i>Read and Watch</i> 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!	
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) Literacy Specific 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 LA Reading Informational Text Third grade Goal book UDL Aligned Strategies	

Focus Student 1(FS1) EL Supports and Strategies Template

Focus on FS1's:	Support 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 (including 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		

Rubric Component: Presentation (30 points total) – Assesses TPR 7.5/U7.5

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

Assesses: 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 identified 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.

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 & Interventions	Clear and comprehensive description of each 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.	Mostly clear descriptions of literacy performance and intervention ideas for each student. Most elements of TPE 7.5/U7.5 are addressed.	Some aspects of literacy performance described, but gaps remain. Limited interventions noted. Only some of the TPE 7.5/U7.5 components are addressed.	Few new details about reading performance; weak or missing interventions. Few elements of TPE 7.5/U7.5 included.	Inadequate or missing description of literacy performance and interventions. No evidence of TPE alignment.
	10	9	4	2,5	,6
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Overall Quality & Organization	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

Discussion Board Topics

Week 1

Examine how “funds of knowledge” can be applied to identify a learner’s prior knowledge while acknowledging lived experiences. (TPE 1.2)

Week 2

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. (TPE 1.1)

Read the California Dyslexia Guidelines: Provide three Key Concepts from:

Chapter 6: When the Concern May Not Be Dyslexia

Chapter 10. Chapter 10: Special Education and 504 Plans

Week 3

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

Week 4

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:

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>

Assessment Summary

Assignment	Assignment Due	Points
Discussion: Meet and Greet	Week 1	N/A
Discussion Week 1: Funds of knowledge	Week 1	10
Assignment 1A Personal Identity Analysis	Week 1	24
Assignment 1B Unpacking the TPE's	Week 1	18
Discussion Week 2 – 13 categories that students can qualify within IDEA regulations	Week 2	10
Assignment 2A Asset Identification Data Analysis	Week 2	40
Assignment 2B SEL Playbook	Week 2	30
Assignment 2C Fundamentals of Reading/Foundational Skills	Week 2	10
Discussion Week 3- Collaboration and communication with the family	Week 2	10
Assignment: 3A Focus Students Assignment Based on the California Dyslexia Guidelines Chapters:4, 6, and 9)	Week 3	30
Field Experience –Assignment 3C - Field Experience (Reflection and Meeting Notes)	Week 3	30
Discussion Week 4 – Inclusive Practices	Week 4	10
Assignment 4A: Strategies and Support identification of Whole Class and 3 Focus Students – Signature Assignment	Week 4	30
Knowledge Checks	Week 1-4	46
Bonus Points		8
Total		155

** Note the last day of the course is the last Saturday

Micro-Competencies

This course uses micro-competencies quizzes. This tool will help you identify what you already know, and give you specific resources to build the knowledge you need to gain. Your participation in micro-competencies quizzes accounts for 20 points of your total course grade.

To earn the total amount of points available for each week you must engage with the Knowledge Checks (KC) associated with the Micro-Competencies (MC) you will be assigned each week.

Points will be awarded each week of the course based on your participation (not your score) in the KC and studying the Learning Resources you will be provided. It is important to note that your KC score (out of 5) does not represent the grade you will receive.

Discussion Boards

Threaded discussions will be held on a weekly basis and are worth between 5 points each. Every Discussion Board requires one posting of at least 150 words (limit 300 words) and at no less than .50- 300 words.

Candidates will participate in threaded discussions, which will focus the discussion on important issues in Learning. Candidates will be expected to participate in each discussion with questions, answers, and comments expressing their opinions. The discussion prompts are not intended as essay questions, but rather to foster dialogue and encourage candidates to express their opinions as in a traditional oral group discussion.

Candidates are required to post one original entry and at least two responses to other postings per threaded discussion question. The initial post is due on Wednesday before midnight, and responses to other postings are due no later than Sunday at midnight. Late posting will not receive credit.

Participation: Brightspace - extra credit

Participation in person or via Zoom Collaborate Sessions provides an opportunity for your instructor to get to know you, gives you the opportunity to discuss content and requirements, and demonstrates your knowledge. For participation onsite, candidates will receive 2 points per week if they participate onsite.

Online courses will have one Collaborate Session per week scheduled for 2+ hours, from 5:30 to 6:30 pm, usually. Your instructor will let you know which evening. Although the expectation is for you to attend live, if you are *unable* to do so, the session will be recorded. Individuals not attending live are required to view the recorded session and complete a worksheet prepared for them. This is to be submitted by Friday of the week of the session unless your instructor tells you otherwise. (For hybrid and onsite courses, Collaborate Session content will be incorporated into the onsite session each week.

All assignments must follow APA format.

Grading will follow the university catalogue guidelines. The readings, handouts, and assignments will focus on best practices for teaching all students. Candidates are expected to log into the course, a minimum of twice a week, actively participate, and complete all assignments and activities identified in the course outline. Participants are required to adhere to the course outline, assignment instructions, and rubrics specific to the assignments.

Please check the course calendar for details regarding due dates. Grades are based on points accumulated from all assignments, collaborative group activities, and class participation. Each candidate may accumulate a total of points.

Course Grading

Please Note: Grades will be based on the points described in the assignments of this syllabus.

Grading Scale

Letter	Percentage	Letter	Percentage
A	96-100	A-	90-95
B+	87-89	B	84-86
B-	80-83	C+	77-79
C	74-76	C-	70-73
D+	67-69	D	64-66
D-	60-63	F	0-59

For Graduate work at National University, the grade of A is awarded only in cases of clearly exceptional performance on all assignments. Students working on a master's degree are expected to maintain a 3.0 (B) average.

NU policy requires students to be in "Good Academic Standing" with the University before they can be accepted for an internship.

Standards and Grading for Written Work:

All assignments must be original. Assignments using AI, Course Hero, or misrepresented as one's own will be sanctioned and receive zero points on the task. Written assignments will be graded on both process and content. The process of writing papers consists of grammar, punctuation, consistency, strong opening and closing statements that are appropriately linked, and ideas that are supported with relevant content. The content encompasses the expression of authenticity, analysis, scholarship, and meaning in your writing.

Papers and additional assignments that require writing are used as assessments in this course. The instructor's role is to evaluate the student's learning in the course, and therefore, the instructor will grade assignments based on course criteria. Writing will be used in the assessment; however, this is not a writing course, and students should contact the writing center for support. In other words, the professor does not teach students how to write if they are not performing at a graduate-level proficiency and will only assess the assignments for learning.

Consistent with the standards for written work established by the National University and well-established criteria for the graduate-level scholarship, all written work submitted to complete course requirements must adhere to the guidelines established by the Publication Manual of the American Psychological Association (7th Edition), otherwise known as the APA Style Manual. Students unfamiliar with APA style requirements should immediately contact the National University Writing Center or the NU library for direction and assistance.

Candidates are expected to:

Demonstrate the dispositions expected of teacher candidates.

- Be honest in all coursework.
- It is essential to bring the following attitudes to the class discussions:
- Willingness to accept the challenge of reading text and research concerning teaching and learning.
- Willingness to discuss, read, and write independently and in small and large groups.

- Willingness to listen with an open mind to the ideas and informed opinions of others.
- Willingness to express ideas in clear, concise English.
- Use APA format on written work, acknowledging sources with complete citations.

Attendance: (online courses)

It is expected that candidates will:

- Log in to the class every two days. Check announcements and emails.
- Questions and concerns can be expressed in Virtual Office.
- Contact the Help Desk immediately if technology problems prevent your access to doing the work required. Also, inform your instructor of unexpected delays.
- Acknowledge that failure to post responses and submit assignments by the day required may result in receiving no credit for the work.
- Submit assignments weekly. Assignments cannot be posted all at once during the last week.

Late Work Guidelines

- Unless prior permission has been given to the candidate, late work will not be accepted, and no credit will be given for that assignment.
- With prior permission, late work is accepted, and you will receive a deduction of 2 points per day in the grade for each day it is late.
- The candidates are responsible for ensuring that assignment files and links can be accessed. If the file cannot be accessed, it will not be eligible to receive full credit.

Additional expectations include:

All coursework must be original. Assignments using AI: Course hero or misrepresented as one's own will be sanctioned and receive zero points on the task.

- Civility in behavior and expression is required. Civility includes the consideration of ethics in how class members treat one another.
- Relying solely on examples from experience or personal opinions is a strategy that will not yield passing credit. Linkage is best demonstrated by discussing concepts (describe, relate, compare, contrast, etc.) and citing them, even in the context of personal experiences or opinions.
- Students are expected to participate in all class activities, complete reading as scheduled, and turn in all assignments on time. Failure to do so will result in a deduction of points from the final grade given.
- As this is a learning environment, an open exchange of ideas is expected. Questions and discussion are expected and encouraged; at a minimum, tolerance of alternative viewpoints is expected. Students are also likely to engage in dialogue as a learning exercise and skill development for exercising leadership.
- Submitted papers and other assignments are original (no part of the paper was used in another assignment or course), individual, and your best effort. Plagiarism will not be tolerated, resulting in a failing grade or further disciplinary action, including expulsion.
- Students are also expected to read all assigned material before the class session in which the material is presented and be prepared to contribute to the discussion and dialogue.

Incomplete

An incomplete is a grade given to a student at the instructor's discretion when a student has completed two-thirds of the course's sessions and assignments and cannot complete the remaining course requirements due to unfortunate circumstances beyond the student's control. The students must convey this circumstance to the instructor (verbally and in writing) before the final day of the

course. Suppose an instructor decides that an incomplete is warranted. In that case, the “incomplete” grade is posted online to the grades department and the Office of the Registrar, along with a statement by the instructor detailing what the student needs to do to remove the incomplete. However, if the student does not comply with the instructor’s requirements to remove the grade within the specified time frame for removal, the “incomplete” grade turns into an “F” grade. Incomplete assignments must be submitted within 10 days.

Course Outline

ITL606 The Learner and Learning II

Course Description

Examine 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.

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 Practice & Assess</i> <i>7.5 f, l, Introduce</i>	40
	Synchronous Session	Rubric Provided	Additional resources provided with the Assignment.		8
				Total Points	155

Summary of Outcomes, Themes, Assignments, and Grading Criteria: Course Wide

AI Literacy & GAiIT: Generative Ai Inclusion Threshold Framework utilizes specific levels of AI access based on assignment and the assignment's purpose within the teacher candidates learning goals. The GAiIT Framework was developed by a team at National University, led by internationally acclaimed technology expert Dr. Torrence Temple. Together the GAiIT Framework builds AI literacy and a greater collaborative understanding behind the use of AI, the reason for using AI, and the expectations when using AI.

Please view: <https://thegaiitframework.org/> for more information.

Summary of Outcomes, Assignments, and Grading Criteria: **Week 1**

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).

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.).

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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAiT Level	Assignment Title
	Discussion Meet and Greet (not graded)
	Week 1: Discussion
	Week 1: Assignment 1A - Theory to Practice

Note: AI inclusion levels are derived from this framework: thegaitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **Week 2**

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.).

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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAiT Level	Assignment Title
	Week 2: Discussion

	Week 2: Assignment 2A - Unpacking and Reflecting on TPE 3
	Week 2: Assignment 2B - Meeting Students' Needs

Note: AI inclusion levels are derived from this framework: thegaitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

 GAIiT Level	Assignment Title
	Week 3: Discussion
	Week 3: Assignment 3A Lesson Plan Rationale
	Week 3: Assignment 3C - Field Experience (Report and Reflection)

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAIiT Level	Assignment Title
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	Week 4: Discussion
	Week 4: Assignment 4A Instructional Approach: Teaching

Note: AI inclusion levels are derived from this framework: thegaitframework.org/

Assignments Overviews and Detailed Descriptions (by Week)

Week 2 Micro Competency Topics

MC 8 Areas of Focus:

- [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 Areas of Focus:

- [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 in 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](#)

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 10 Areas of Focus:

- [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 Areas of Focus:

- [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 Two: 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 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 differentiate, please share this with the Course Lead so adjustments can be made.	
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.
Teaching Assignment Deliverables:	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 draw from past experiences) and what areas you will need to engage in professional activities for growth

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		
Elements of Evidence of TPE 3.1	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Uses state and district standards as curricular guideposts to align curriculum Uses assessments to provide the next structure for instruction 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 Understands the importance of planned instruction to meet learning expectations Reinterprets historical events and literature based on the social understanding of the time	Directions: Self-evaluate by highlighting the elements of the TPE in: 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 <u>with an action</u> you will take to improve this area.

Ensures that subject matter is not static; it changes Is familiar with how the content relates to students' development Knows the content, current findings, and how they are interpreted Is knowledgeable about subject matter. Is knowledgeable of student's cognitive development Builds bridges between the new skills and content and students' prior experiences Provides instruction that supports all students' learning Uses academic vocabulary Makes relevant connections to standards during instruction to extend student learning Integrates key concepts, themes, relationships, and connections across subject matter areas Incorporates different perspectives, appropriate to discipline Utilizes current understanding of relevant content standards and frameworks		
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TPE 3.2

TPE 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.		
Elements of Evidence of TPE 3.2	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Understands students' individual cognitive, social, and physical development and scaffolds instruction accordingly Connects content to students' prior knowledge and their experiences Implementation of instructional strategies to match students' learning needs Engages and facilitates students' understanding by linking students' previous knowledge Scaffolds instruction to address achievement gaps for the full range of learners Builds understanding of English learners' levels of language acquisition to best support their learning Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities Guides all students in using analysis strategies that provide equitable access of subject matter Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles Designs instruction that is responsive to that motivates students Matches students' instruction with their pattern of abilities Acknowledges and understands students' cultural differences Transforms standards into incremental classroom targets and informs students of targets Checks for understanding so as to design instruction that meets students' learning needs Offers choices to encourage ownership	Directions: Self-evaluate by highlighting the elements of the TPE in: 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 <u>action</u> you will take to improve this area.
TPE 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. ¹		
Elements of Evidence of TPE 3.3	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills	Directions: Self-evaluate by highlighting the elements of the TPE in: Yellow if you are not familiar with the TPE	Directions: Identify 3 areas of growth with an <u>action</u> you will take to improve this area.

Organizes subject matter based on optimal pedagogical understanding to promote and support student learning 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 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 Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs Adjusts instruction within and across subject matter to ensure student learning Organizes instruction to reveal and value different cultural perspectives Organizes instruction to incorporate subject or grade-level expectations and curriculum frameworks to support student learning Implements instructional strategies to demonstrate key concepts and their interrelationships Analyzes collected assessment data to plan for future instruction Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups, and individual needs	Blue if you are moderately confident with the TPE Green if you are very confident with the TPE	
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TPE 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.

Elements of Evidence of TPE 3.4	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Long/short-term lesson plans/planning (unit plans, benchmark planning, grade level planning) Incorporate multiple means of representation, expression, and engagement	Directions: Self-evaluate by highlighting the elements of the TPE in: 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 <u>with an action</u> you will take to improve this area.

TPE 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.

Elements of Evidence of TPE 3.5	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Frontloading of vocabulary: word wall, choral reading	Directions: Self-evaluate by highlighting the elements of the TPE in:	Directions: Identify 3 areas of growth <u>with an action</u> you will take to improve this area.

Graffiti wall, Pair share; pair with peer mentors Game based: jeopardy Graphic organizers, note cards, pictures with definitions, Frayer model Struggling with reading; letter blocks; crashing game Modifications based on IEPs iPads as reinforcer or for expressive language Elmo, or other toys / assistive tools (age-relative)	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 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.		
Elements of Evidence of TPE 3.6	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Access materials Haiku Socrative quiz maker: chunking of material, focus; questions Smartboards; laptops, iPads; PP; digital version of student selection, Data director Videos iPads as reinforcer or for expressive language Elmo, or other toys / assistive tools (age-relative)	Directions: Self-evaluate by highlighting the elements of the TPE in: 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 <u>with an action</u> you will take to improve this area.
TPE 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		
Elements of Evidence of TPE 3.8	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Model knowledge, skills, and fluency in using digital tools for instruction Have students use digital tools to learn, create new content, and demonstrate learning Model and promote digital citizenship and critical digital literacy Promote equal access of all students to digital tools and assure that students are safe in their digital participation	Directions: Self-evaluate by highlighting the elements of the TPE in: 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 <u>with an action</u> you will take to improve this area.
TPE 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards		
Elements of Evidence of TPE 3.8	Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Uses technology to deepen teaching and learning	Directions: Self-evaluate by highlighting the elements of the TPE in:	Directions: Identify 3 areas of growth <u>with an action</u> you will take to improve this area.

Provides opportunities for students to participate in a digital society and economy	Yellow if you are not familiar with the TPE	
Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications	Blue if you are moderately confident with the TPE	
	Green if you are very confident with the TPE	

Week Two: Assignment 2B: Meeting Students' Needs

TPE 7.2 [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.

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.

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?

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?

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 with family?" 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 likenesses 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 Responsive Reaching
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 Classroom Community to Increase Diversity and Inclusion of All Students
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 Intro: 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 show how teachers in Chicago use a holistic approach to foster language identity. After watching the videos reflect on <i>Using Diversity to Build a Culture of Belonging and Building a Community in the Classroom</i>; 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 Two: Discussion
TPE 7.2 [Introduced]
Overview: 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?"
Introduction & 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.

Assignments Overviews and Detailed Descriptions (by Week)

Week 3 Micro Competency Topics: TPE 7.2 b. Introduced & Assessed

MC 12 Areas of Focus:

MC 12

- **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_pXUjvFNeCZvHP3eUGPUG7Cz6853BLmp/edit#slide=id.g1.p4

- **Individualized Education Program at a Glance**

8thGrade_IEP.pdf. (n.d.). Google Docs. https://drive.google.com/file/d/1G87EQm3442EHfP54ud8yc3Mn_xFvKs/view

- **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=npTQIGJa2lg>

- **Individualized Education Plan at a Glance (First Grader)**

FirstGrade_IEP.pdf. (n.d.). Google Docs. <https://drive.google.com/file/d/1je1e4PAMbSRMacjP9inFEZJ0PD440Qn/view>

- **Addition & Subtraction Fact Strategies**

Wichita Public Schools. (2014). Addition and subtraction fact strategies.

<https://community.k5de.org/LinkClick.aspx?fileticket=cn22HsEprfe%3D&tabid=6036&mid=14879>

- **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/yOEovK1Nzho?wmode=opaque&>

- **Assessment in the K-12 Classroom**

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

MC 13 Areas of Focus:

- **Student Progress Monitoring**

Dickenson, P. (n.d.). *Assessment in the K-12*

classroom. https://drive.google.com/file/d/1Xkx4_TmC8tdKWNotYuQayWXtPX2UuW/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**

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**

Thunder, K. (2020, May 1). *Progress Monitoring Tools to Make Learning VISIBLE - Corwin Connect*. Corwin Connect.

<https://corwin-connect.com/2019/10/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 Framework

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

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

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

- California Department of Education Multi-Tiered System of Support (MTSS)

California DoE. (n.d.). *Multi-tiered system of supports*. <https://www.cde.ca.gov/Ci/frm/>

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

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-s-denham>

- Student Social and Emotional 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

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 Three: Assignment 3B: Lesson Plan Rationale

TPE 7.2b [Introduced & Assessed]

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.

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)

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.

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).

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).

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.

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.

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?

Assessments

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

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

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

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 Students:

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.

Week Three: Assignment 3A: Lesson Plan Rationale

TPE 7.2b [Assessed]

Overview: 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).

Instructions

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.

Deliverables:

#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

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 Components

Literacy Based Instruction: (25 points total)

Criteria	Proficient (25 points)	Acceptable (20 points)	Developing (15points)	Emerging (10points)	Not Acceptable (5 points)
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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 application 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. Lacks 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 evident.	Writing is uneven or lacks clarity; some errors present.	Writing is disorganized or unclear; frequent errors distract from content.	Poorly written and disorganized; lacks coherence or readability.
	5	4	3	2	1
TOTAL	/25	/20	/15	/10	/5

Week Three: Assignment 3C: Field Experience – Part 1

TPE 7.10 [Introduced & Practiced]

Overview: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. (TPE 7.10)

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

Instructions

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.

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

Diverse Learners and Reflection in simSchool.

TPE 7.2 a. Introduced

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.

Your 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.

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.

Deliverables:

Field Experience Module

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: Assignment 3C - Field Experience (Report and Reflection)

Week Three: Assignment 3C: Field Experience (Report and Reflection)

TPE 7.10 [Introduced & Practiced]

Overview: This assignment is Part Two of your Field Experience. You will upload 3 documents to receive a grade for the simSchool Module: K-5 Teaching Diverse Learners OR Teaching Diverse Learners (Secondary).

Instructions

This assignment is Part Two of your Field Experience. You will upload 3 documents to receive a grade for the simSchool Module: K-5 Teaching Diverse Learners OR Teaching Diverse Learners (Secondary). Before you begin this assignment, watch the following videos.

Overview

- Watch *simSchool Fast Facts: Teaching in simSchools* to learn more about this topic.
- Watch the *simSchool Teach Aloud* to learn more.

Instructions

Complete Module: K-5 Teaching Diverse Learners (Multiple Subject candidates) OR Teaching Diverse Learners Secondary (Single Subject candidates).

1. To access SimSchool, go to ca.simschool.org.
2. Log in (you should have received login credentials). If not, email support@simsschool.org.
3. Click on Modules and complete the tutorials and then complete the module K-5 or secondary: Teaching Diverse Learners. After completing the SimSchool module for Module: K-5 Teaching Diverse Learners or a secondary one, answer the reflection questions (attached below from the Guided Observation Reflection Template).

Guided Observation Notes and Reflection

You will complete a guided observation form while you complete the module and then complete the reflection paper on what you observed. You will upload three documents for this assignment:

1. Guided Observation Form
2. Guided Observation Reflection Paper (2-3 pages) Include in your reflections:

How will you *practice monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instruction? Provide examples.*

Provide a plan on *how to appropriately assess and interpret results for EL students' assessments.* Include assessments and rationale for interpretation of results.

3. Highest class score of your Observation Report (simSchool)

For more information, please see the links below for the full assignment details.

- [Guided Observation Form](#)
- [Guided Observation Reflection](#)

Technical Issues

For any technical issues regarding SimSchool (logging in, fee questions, etc), please email support@simsschool.org.

Deliverables:

Grading

This assignment is worth 30 points and is due on Sunday, by Midnight (PST). Upload the 3 documents: Guided Observation Form as your notes, the Guided Observation Reflection Paper, and the highest score of Observation Report (simSchool).

Week Three: Discussion

TPE 7.2 [Introduced & Practiced]

Overview: This assignment is Part Two of your Field Experience. You will upload 3 documents to receive a grade for the simSchool Module: K-5 Teaching Diverse Learners OR Teaching Diverse Learners (Secondary).

Instructions

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 to inform instructional decision making?
- What barriers do you think you may face, and how would you go about overcoming those concerns?
- How would you monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques?
- Provide an example.

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.

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.

Resources:

- **Using Kaltura Media** -- Scroll to the "Kaltura Media" section for additional resources on making a video.

Week Four: Assignment 4A: Instructional Approach: Teaching

TPE 7.2a [Introduced & Practiced]

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).

Instructions

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).

Indicate Content Standard and Grade level

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

Resources

For Assignment 4A:

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

1. The CalTPA Version 7 Assessment Guide
 - a. Multiple Subject
 - b. Single Subject
2. The CalTPA Assessment Guide Glossary (found at the end of the website)
3. Literacy Resources for Teachers: All Grade Levels
4. Common Core Teaching Strategies RI Grades 6-12
5. Common Core Teaching Strategies RL Grades K-5
6. Teaching and Learning Strategies English Language Arts Reading Informational Text Third grade Goalbook

Template: Write a description of Students' Assets and Learning Needs

Week Four: 4A Template

Academic knowledge related to the specific content you plan to teach English language proficiency levels (Standard English learners and Fluent English Proficient, Heritage language speakers, and/or multilingual learners)

Describe what skills students already have coming into this lesson – what are they already able to do?

Cultural and linguistic resources and funds of knowledge (i.e., knowledge and skills derived from cultural experience)

List students and their ELPAC levels:

Cultural resources and funds of knowledge:

Linguistic resources and funds of knowledge:

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?
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 to 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 support their achievement of the learning goal(s)? Identify the UDL Principle Guidelines incorporated.
Create your own headings based on the indicators to the left!
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 Principal 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?
Create your own headings based on the indicators to the left!
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?
Create your own headings based on the indicators to the left!
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Assignment 4A - Instructional Approach: Teaching.

Week Four: Assignment 4A: Instructional Approach: Teaching
TPE 7.2a [Assessed]
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' 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). 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;
Instructions
Getting to Know Your Students 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). Indicate Content Standard and Grade level Write a description of Students' Assets and Learning Needs (Whole Class or Focus Students)
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 Component: Presentation (30 points total) – Assesses TPE

7.2a

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 standard 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 standard 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, assessments, families, student observation) and integrates 7.2a . UDL principles	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 used. Little evidence of UDL understanding.	Minimal detail provided. Lacks depth or specific connections to students' assets or needs.	Assets and learning needs are missing or unclear. No use of student data or UDL framework.
	10	8	6	4	2
	Proficient	Acceptable	Developing	Emerging	Not Acceptable
Completed Template with All Components:	Template is fully completed 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 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 & Organization	Submission is well-organized, clearly written, and professionally formatted. Demonstrates deep understanding of	Writing is mostly clear and organized. Minor formatting issues. General understanding of UDL and instructional design is evident.	Some disorganization or clarity issues. Lacks depth in instructional planning.	Writing lacks clarity and coherence. Frequent errors and inconsistencies.	Poorly organized, unclear, and lacks professional presentation. Content difficult to follow.

	instructional planning, UDL, and literacy instruction.				
	10	8	6	4	2
TOTAL	40	32	24	16	8

Week Four: Discussion

TPE 7.2 [Introduced & Practiced]

Overview for Required Articles for Discussion 4

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. www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf. This OER resource provides the California guidelines. The purpose for 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.

Discussions Overviews

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 2: Discussion

Read the presented scenario first and then answer the following questions. 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?

Week 3: Discussion

Develop a 2–5-minute video or a 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 overcome those concerns?

Week 4: Discussion TPE 7.2 C Introduced

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 concepts teachers should know about Dyslexia?
- Describe strategies that work with students with dyslexia.

Course Structure

The course structure in an online course is generally determined by the faculty “Course Author”, who provides the course content, and the “Learning Experience Designer”, who designs and develops the course. The final course is reviewed by the SCOE Director of Curriculum and approved by the Academic Program Director.

Course Outline

ITL 608 Design and Process of Teaching

ITL 608 Design and Process of Teaching

For teaching inspiration, please review, or re-review this short video provided to teachers as they enter the teacher education program: ([Click here to view online video](#))

Course Description

Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students have equitable access to the curriculum.

Sanford College of Education Mission Statement

Our mission is to deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

Mission of the Teacher Education Department

Our mission is to provide innovative, relevant, inclusive educational experiences that prepare educators who inspire change and growth

Course Prerequisites: ITL606

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.

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/UP7.8 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 the Assignment.	<i>7.8/U7.8 (b) Introduce</i>	10
	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			TPE 7.2 a, b Introduce TPE 7.10 Introduce	8
	Assignment 4A Unpacking TPE 7 Literacy		Additional resources provided with the Assignment.	7.5/U7.5 f Introduce & Practice	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

AI Literacy & GAiIT: Generative Ai Inclusion Threshold Framework utilizes specific levels of AI access based on assignment and the assignment's purpose within the teacher candidates learning goals. The GAiIT Framework was developed by a team at National University, led by internationally acclaimed technology expert Dr. Torrence Temple. Together the GAiIT Framework builds AI literacy and a greater collaborative understanding behind the use of AI, the reason for using AI, and the expectations when using AI.

Please view: <https://thegaiitframework.org/> for more information.

Summary of Outcomes, Assignments, and Grading Criteria: **Week 1**

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.

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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAiIT Level	Assignment Title
	Week 1: Discussion
	Week 1: Assignment 1A - Lesson Plan Stage One
	Week 1: Assignment 1B - Field Experience Rise

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: 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 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.

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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAiIT Level	Assignment Title
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	Week 2: Discussion
	Week 2: Assignment 2A and 2B - Lesson Plan Stages One and Two

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

Summary of Outcomes, Assignments, and Grading Criteria: **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)

Assignment AI Inclusion Level Assessed Per Assignment:

GAiT Level	Assignment Title
	Week 3: Discussion
	Week 3: Assignment 3A. Meeting Students' Needs

	Week 3: Assignment 3B. Field Experience Rise
	Week 3: Assignment 3C. simSchool Field Experience Reflection

Note: AI inclusion levels are derived from this framework: thegaiitframework.org/

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

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

Assignment AI Inclusion Level Assessed Per Assignment:

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

Note: AI inclusion levels are derived from this framework: thegaitframework.org/

Assignments Overviews and Detailed Descriptions (by Week): **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:

- **Accommodation 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

Week One: Discussion
TPE 7.8/U7.8(c) [Introduced]
Overview: Before responding to the discussion post, read Responding thoughtfully as your discussion rubric will contain many of the article's suggestions in the programs 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.

Background

Instructions

Week 1: Assignment 1A. Lesson Plan Stage One

Week One: Assignment 1A: Lesson Plan Stage One	
TPE 7.2 [Introduced]	
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 complete Lesson Plan looks like.	
Topical focus:	
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:

Deliverables:	See Lesson Plan structure below:

Lesson Plan Guide / Template

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 coming into your lesson? Think in terms of instructional academic language and vocabulary. What are the students' 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	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. Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson
Learning goal Components: Performance Condition Criterion	Describe what students will know and be able to do the end of the lesson by using a given strategy. Decide on your instructional strategy to list below. Complete the following steps below to put together your learning goal.
Strategy	Identify the instructional strategy.
Performance Verb	List the verbs using Blooms or DOK.

Condition 1.Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place
Criterion 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

Week One: Assignment 1B: Field Experience

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's content. You will understand the module's scope and your deliverables and begin thinking about how you will engage with the experience.

Topical focus:

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.

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 supports of a students IEP or 504. Please select any of the resources below:

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 supports of a students IEP or 504.

Please select any of the resources below:

Podcast

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

Template

- [Special Needs](#)

Analyze the assets and supports 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 Saying About Students \(Corwin\)](#)
- [Social-Emotional Development Domain: Infant/Toddler Learning & Development \(CPE\)](#)
- [Special Education Expert: Gail Lancaster](#)

Template

- [Special Needs](#)

Analyze the assets and supports 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)
Deliverables:	Field Observation Materials

Assignments Overviews and Detailed Descriptions (by Week): **Week 2**

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 Two: Discussion #2
TPE 7.2 [Introduced & Practiced]
Overview: 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
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.

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 Two: Assignment 2A & 2B: Lesson Plan Stages 1 and 2

TPE 7.2 (a)(b) [Introduced & Assessed]

TPE 7.7/U7.7 (a) [Introduced]

TPE 7.8 / U7.8(b) [Introduced]

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

Planning Your Instruction (2A)

See template below

Guide or Template A2a:

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)
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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 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	Skill: List both teacher actions (TA) and student actions (SA) for each 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	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.
	Grade-level appropriate content-specific learning goal(s) what students will be able to accomplish at the end of the lesson

Learning goal Components: Performance Condition Criterion	Describe what students will know and be able to do the end of the lesson by using a given strategy. Decide on your instructional strategy to list below. Complete the following steps below to put together your learning goal.
Strategy	Identify the instructional strategy.
Performance Verb	List the verbs using Blooms or DOK.
Condition 1.Support with Tools and Resources 2. Environment	Describe the circumstances under which the performance takes place.
Criterion 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

Week Two: Assignment 2A & 2B Instructional Approach: Teaching

TPE 7.2 (b) [Practiced]

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

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

Planning Your Instruction (2B)

See template below

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 knowledge (i.e., <i>knowledge and skills derived from cultural experience</i>)	Cultural resources and funds of knowledge: 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 Principle Guidelines incorporated.	
How will you know students understand the content? What evidence will you collect?	

Identify the UDL Principle Guidelines incorporated.	
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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 Principle Guidelines incorporated.	
How will you group students and manage group work to support student learning? Identify the UDL Principle Guidelines incorporated.	

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) [Develop]
What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?	7.7 / U7.7 (a) [Introduced] Include: adaptations and accommodations in your lesson to create an environment that fosters students' oral and written language development, including discipline-specific academic language.

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

Assessed 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.

Assessed TPE 7.2(b):

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

Criteria	Proficient (40 points)	Acceptable (30 points)	Developing (20points)	Emerging (10points)	Not Acceptable (5 points)
Lesson Plan addressing Stages One and Two is 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 – Stage One & Stage Two	Both templates (Stage One & Stage Two) are completed in full with clear, specific details. All required sections are addressed.	Templates are mostly complete with minor omissions or general responses.	Several required sections are incomplete or vague.	Limited completion of required templates; responses lack depth or specificity.	Templates are incomplete or missing.
	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 TPE 7.2a & 7.2b	Submission is clear, coherent, professionally written, and fully aligned to TPE 7.2a (UDL) and TPE 7.2b (MTSS) .	Submission is mostly clear and aligned to both TPEs with minor issues.	Organization or clarity issues 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.

	Demonstrates strong instructional planning				
	10	8	6	4	2
TOTAL	40	32	24	16	8

Activities and Resources: Week 2 for Assessment 2A

Analyze the assets and supports of an ELD (include 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 from the article below:

[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 Articles resources below:

- [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, identify a skill to teach and assess and then identify a UDL strategy. Please select any of the resources below:

Template

- [UDL Daily Checklist](#)

Video

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

Assignments Overviews and Detailed Descriptions (by Week): **Week 3**

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

Micro Competency Focus Areas:

MC 4 Areas of Focus:

TPE 7.2 b Introduced, Assessed

The Micro Competencies are assessed with quizzes

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 Three: Discussion

TPE 7.8 / U7.8 (b) [Introduced]

Overview: Differentiation is excellent for ALL students, but especially beneficial to meet the needs of special needs students. 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 such 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:

- **Skoolbo** -- 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.
- **RedInk** -- 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 into 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 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 Three: Assignment 3A: Meeting Students' Needs

TPE 7.2(b) [Practiced & Assessed]

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.

Instructions

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+Rtl)
Introduction: Watch the video How to Embed Social-Emotional Learning into MTSS .

Assignment Template / suggested outline:

List 3 steps for incorporating SEL into a tiered support system you heard.

(Add your answer in this box.)

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

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

(Add your answer in this box.)

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](#)

(Add your answer in this box.)

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

(Add your answer in this box.)

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?

(Add your answer in this box.)

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?](#)

(Add your answer in this box.)

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 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 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 body.

As described, our interaction with the environment has multiple links. A person can display a 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 the 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 on 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, in the afternoon, in the evening?

(Add your answer in this box.)

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 a physical activity or a 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 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.



(Add your answer in this box.)

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

(Add your answer in this box.)

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.

(Add your answer in this box.)

Your Action Plan & Rubric for Assignment:

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 provided downloadable form. 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 Students will use time efficiently, and finish what is asked of them.	Verbally remind all students to return to actively working on their project Provide a 3-minute warning prior to the end time for the project Provide positive reinforcement (Add yours)	Verbally, and/or gesturally, assist the 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 to pair up with someone else who finished working on their project (buddy system). Encourage achievements, and provide constructive non-judgmental feedback. (Add yours)	I will model to students one (or two) solutions 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 color 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 Qtip 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 type of texture.
13. **DIY Sensory Twister**: Students can follow the directions of a regular Twister game. They can use the different textures in place of the 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 who 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, find the dog.
16. **Freeze Tag**: Have students play outside or in the gym. Break students up into different roles: freezer, an un-freezer, 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 on One Foot**: This can be done in a group setting. Give children different task 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

Week Three: Assignment 3A: Metting Students' Needs
TPE 7.2(b) [Practiced & Assessed]
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.
Instructions

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 helping 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 a physical activity or a 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
- ✓ Understanding of SEL and MTSS integration.
- ✓ 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
--	--	---	--

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 general understanding of SEL and MTSS integration.	Prompts are answered briefly or without sufficient reflection. Limited depth or examples 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 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

Week Three: Assignment 3C: Field Experience

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.

Instructions

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 for 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 have to 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.

Getting into Simschool.org

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:

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 on your own the first three and co-teach with your classmates classes 4 and 5.

- For the co-teaching part, you or your classmate 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 screen.
 - ❑ Make sure to "read aloud" each of your steps and explain to each other 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 the 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 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 due on Sunday by Midnight (PST).

Activities and Resources: Week 3

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 Cheat sheet \(Wabisabi\)](#)

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](#)

Assignments Overviews and Detailed Descriptions (by Week): **Week 4**

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

Micro Competency Focus Areas:

Micro Competencies Week4

TPE 7.2(a) Introduced
TPE 7.2(b) Introduced
TPE 7.10 Introduced

NOTE: Assessed by the quizzes

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 Four: Discussion #4

TPE 7.2(c) [Introduced]

Overview: Develop a video that shows three strategies or new ideas that you found to be helpful in the way you see you managing your class. Not every strategy matches everyone's personality. You need to find what works for you!

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.

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.

Resources for the Discussion

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

Week Four: Assignment 4A: Unpacking TPE 7 - Literacy

TPE 7.5 / U7.5 (Foundational Skills a-j) [Introduced & Practiced]

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

Instructions

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](#)
- [Unrapping 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.

Teacher Placement

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 7.1

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

Current Assets and Strengths

Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?

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.

Directions: Self-evaluate by highlighting the elements of the TPE in:

- 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

Identify 3 Areas of Growth and an Action you will take

Directions: Identify 3 areas of growth *with an action* you will take to improve this area.

TPE 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

Current Assets and Strengths

Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?

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.

Directions: Self-evaluate by highlighting the elements of the TPE in:

Identify 3 Areas of Growth and an Action you will take

Describe the tools you need to investigate and practice using?

- **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

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.

Current Assets and Strengths

Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using?

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.

Directions: Self-evaluate by highlighting the elements of the TPE in:

- **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

Identify 3 Areas of Growth and an Action you will take

Describe the tools you need to investigate and practice using?

TPE 7.5

Foundational Skills. Develop students' skills in the following:

- 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)
- instruction that is structured and organized as well as direct, systematic, and explicit 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.
- 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.

Current Assets and Strengths	Identify 3 Areas of Growth and an Action you will take
Student teacher: Consider your introduction to literacy thus far. From your knowledge base, which ones do you feel comfortable using? 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. Directions: Self-evaluate by highlighting the elements of the TPE in: • 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	Describe the tools you need to investigate and practice using?

Week 4: Assignment 4b - Field Experience (simSchool – Literacy Focus)

Week Four: Assignment 4B: Field Experience (Report and Reflection)
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.
Instructions
Watch the simSchool video prior to completing your modules. 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

Week Four: 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 - 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 (Assignment 4C)	
Category	What Does It Look Like?
About	In the “about” section, you will highlight your skill set and your objective. Ex: “A determined and innovative educator seeking a full-time elementary teaching position.”
Background	Upload a professional photo. This photo should be a portrait quality photo with a solid color background with good lighting - wearing professional clothing. Next, upload a professional photo for your background (backdrop).
Experiences	In this section, you will upload several experiences or parts. <i>Instructions:</i> - 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. Field Experiences 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. Leadership Experiences You will upload your leadership experiences in chronological order. Work Experiences You will upload your work experience in chronological order. Mastery of TPEs 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. Make sure you list the name of the TPE in the “title” part when adding the experience. (Ex: Mastery of TPE 1). Teaching Statement Attach your Teaching Statement as a link or artifact (evidence) from your ITL 600 or SED 601 course
Licenses and Certification	Here you will upload any licenses and certifications. 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.
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	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. Click on the section titled, “Recommendations” to create one. Your instructor will view the recommendation you provided.
Networks	Follow at least three professional networks. Post or share at least two relevant posts.
Submission	You will submit the link of your LinkedIn account under the section titled, “Assignment 4B: LinkedIn” for credit.

Activities and Resources: Week 4

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 \(Edutopia\)](#)

Discussion Descriptions

Week 1: Discussion

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?

Week 2: Discussion

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?

Week 3: Discussion

Create a prompt that can mimic what these services provide.

What are the performance differences? Is it worth investing energy into 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.

Week 4: Discussion

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.

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: • How Technology Has Changed What It's Like to be Deaf. (13:49) • Ron McCallum: How technology allowed me to read TED Talk 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.	2	Thursday – initial post Sunday – reply posts

	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.		
1	Assignment 1: Identify Features of a Safe and Supportive Physical Classroom Environment (Fieldwork) 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. 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. Each guiding principle has its own checklist, and each guiding principle is based on current research. • 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 <u>How to Use the Checklists</u> 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. <u>Checklists: Designing Safe and Supportive Physical Classroom Environments</u>	5	Sunday

1	Assignment 2: Apply Your Knowledge of Students' Assets and Learning Needs to a Case Study (TPEs MM/EX 7.1 & 7.2) 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. Instructions Part I 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. • Assignment 2, Part I Table Template <u>Models of Disability</u> • 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 • Models of Disability • Stanford Encyclopedia of Philosophy, Disability: Definitions and Models - o Use Section 2.1 of this resource, Philosophical Discussion of Official Definitions of Disability, to understand the philosophical model. Part II Read the case study about Stefan. After reading the case study: • Identify strategies you could suggest that would assist this young man with managing his High School Competency (HSC) studies.	5	Sunday
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	Think about what he could do himself, what the school might be able to provide, and what changes may be needed at home. 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. Stefan Case Study Part III Record yourself explaining to Stefan's parents your recommended strategies and how your recommendations are supported by the assessment results.		
1	Quiz – Matching Disability Categories	7	Sunday
2	Discussion – Elaborate on Building Home-School Partnerships In your discussion group, respond to the three questions below. This discussion meets CLOs 4 and 13. - 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? 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.	2	Thursday – initial post Sunday – reply posts

2	Assignment 3 – Design a Professional Development Session to Foster Collaboration with Families/Guardians (TPE 7.10) To successfully complete this assignment, you will plan a 90-minute professional development session for the teachers at your school. Your session will • 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 appropriate support to students with extensive support needs. The plan for your 90-minute professional development session should include these components. • 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. ○ Will participants be listening to your lecture for 90 minutes? ○ Will participants be working in small break-out groups?	7	Sunday
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	○ 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	Assignment 4 – Interview a Teacher or Parent (fieldwork) 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 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)	5	Sunday

	- 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	Discussion – How Do We Determine the Function of Behavior? Start by watching the video "Behavioral Theory I: How Do We Determine the Function of Behavior?" linked below. <u>How Do We Determine the Function of Behavior? (11:02)</u> Respond to these two prompts: - 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	Thursday – initial prompt Sunday – reply posts
3	Assignment 5 – Identify the Purpose and the Function of Behavior 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. Read pages 3-17 in <i>Practical Functional Behavioral Assessment Training Manual for School-Based Personnel: Participant's Guidebook</i>. The link for this	5	Sunday

	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. Loman, S. & Borgmeier, C. (2010). <u>Practical functional behavioral assessment training manual for school-based personnel: Participant's guidebook.</u> Center on PBIS.		
3	Assignment 6 – Apply the Skilled Dialogue Framework to Your Collaboration with Parents, Teachers, Specialists, and Other Professionals (group assignment) (TPE 7.10) 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). • 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. Article • Barrea, I. & Kramer, L. (2012). <u>Using Skilled Dialogue to Transform Challenging Interactions.</u> National Association for the Education of Young Children (NAEYC). • - o Individual Education Plan (IEP) meetings can be contentious. The information in this brief	5	Sunday

	article provides a framework for re-focusing and transforming challenging interactions with parents, administrators, teachers, and other individuals into constructive and productive meetings. Videos • What is the Skilled Dialogue approach to cultural diversity? (pt 1) • 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 Table Template • Skilled Dialogue and IEP Meetings Template		
3	Quiz – FBA and Skilled Dialogue	8	Sunday
4	Discussion – Explain Work-Based Transition Activities Start by watching the video "Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Support Needs" by selecting the link below. Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Support Needs Then, respond to these two prompts within your discussion group: • 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	Thursday – initial response Sunday – reply to posts
4	Assignment 7 – Finding the Basics of Transition Planning-A Scavenger Hunt 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	7	Sunday

	Secondary Transition Planning: The Basics (2020), compiled by Sue Sawyer of the California Transition Alliance. <i>Some of these questions may appear on the Module 4 Exam: Signature Assignment.</i> Secondary Transition Planning: The Basics (2020), compiled by Sue Sawyer of the California Transition Alliance Finding the Basics: Scavenger Hunt Template		
4	Assignment 8 – Explain the Basics of Transition Planning 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. Transition Coalition - Website Explain the Basics of Transition Planning - Job Aid	10	Sunday
4	Assignment 9 – Portfolium • <i>Review your work from SED 606.</i> • <i>Identify an assignment that you believe represents your knowledge and application of a specific concept, idea, or topic.</i> • <i>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.</i> • <i>Include a short reflection that explains why you included that assignment and how it addresses one or more of the 13 Course Learning Outcomes.</i> • <i>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.</i> • <i>Check with your instructor if you have questions.</i>	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, TPE 7.7 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
 - This chapter introduces you to the building blocks of language development such as 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.
- 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/finaelacssstandards.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_AcademicLanguageWhitePaperFINAL.pdf [6pp] **TPE 7.7 Introduce: This resource introduces concepts to support 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.**

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 **TPE 7.7 Introduce: This resource introduces concepts to support 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.

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/2u4KkNloMUL-R9j-x3PNMAGKSLyVr8ia>

TPE 7.7 Introduce: This resource introduces concepts to support 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.

Lesson 2: Phonological Awareness: https://rise.articulate.com/share/c_VR-mBRHpFQTlFt7TPLyulpcsB1LtAS

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 GradeDiscussion 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, TPE 7.10b Practice, TPE 7.7b 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. The Video uploaded should include **modeling how students will be coached in the creation of diverse print, oral, digital, and multimedia texts, addressing TPE 7.7b.**

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 : **TPE 7.10b understanding how to appropriately assess and interpret results for English language learners**
- 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/ae/ac/documents/cadyslexguidelines.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?d=7b830efd_cd2d-3658-93b2-4548aae5d46b
- 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 morphological awareness.	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.
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 and includes TPE 7.10 language: understanding how to appropriately assess and interpret results for English language learners. Both MMSN and ESN are included.	Provided assessments for each domain and a thorough rationale and some TPE 7.10 language is included. Both MMSN and ESN are included.	Provided assessments for most domains. Rationale is included but may have errors or omissions of TPE 7.10 language. 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	Applying	Emerging	Beginning
	1	0.75	0.5	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 the strategy. Models 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			Not Completed
	1			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	Applying	Emerging	Beginning
	8	6.5	5	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	Applying	Emerging	Beginning
	1.5	1	0.5	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=csIShQVRKsM9PSuR> [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	Beginning
	1	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=3Vqyg72erPgV5mlM> [: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). *Podclass S2:E5 | Supporting students with Autism in reading and writing* [Video]. YouTube. <https://youtu.be/EVxppQQKIQ?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* (2nded.). 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	Applying	Emerging	Beginning
	1	0.75	0.5	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) (7.5c) decoding, encoding and morphological awareness.(7.5d)	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.
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	Provided an accurate and detailed evidence-based strategy and rationale for each	Provided an accurate evidence-based strategy for each domain.	Provided an accurate evidence-based strategy for some domains but	Selection of strategies may be incomplete and lack accuracy or

ESN) and provide a rationale for each.	domain. Both MMSN and ESN are included.	Some of the rationales are either missing or incomplete. Both MMSN and ESN are included.	not all. Rationales are incomplete or missing. Only MMSN or ESN is addressed but not both.	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	Applying	Emerging	Beginning
	1	0.75	0.5	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			Not Completed
	1			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	Applying	Emerging	Beginning

	8	6.5	5	1.5
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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](#)
 - [Acadience](#) 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 0.5	0
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 1	Beginning 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>

TPE 7.8c Introduce: This lecture will introduce Teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

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,; TPE 7.10a Assess

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. **TPE 7.10a. 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.**
2. **Summarize Strengths and Challenges:** Based on your analysis, write a brief summary highlighting the student's strengths and areas that need improvement. **TPE 7.10a. 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.**
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. **TPE 7.10a. 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.**

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/rf/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.wpenginepowered.com/wp-content/uploads/2018/08/assessing-reading-rev-2nd-edition-sample-pages.pdf>

Sedita, J. (2022, July 24). *Reading Assessment Basics*. Keys to Literacy. <https://keytoliteracy.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	Applying	Emerging	Beginning
	1	0.75	0.5	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	Applying	Emerging	Beginning
	3	2.25	1.5	0.75
Analyzes the meaning of data	Expertly analyzed the meaning of the data for each assessment administered in Module 2.	Analyzed the meaning of the data from for each assessment administered in Module 2.	Analyzes the meaning of the data from for each assessment administered in Module 2. May have weak observations.	Analyzes the meaning of the data from for each assessment 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	Comprehensive description of how students are managed and grouped, paraprofessional's role is noted. Notation of	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

	whole class activities, pair or individual.	whole class activities, pair or individual.		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 0.5	0
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 **TPE 7.7 Introduce: This resource introduces concepts to support**

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.

The International Dyslexia Association. (IDA). (2012). Understanding Dysgraphia.
https://resources.nu.edu/ld.php?content_id=75173554

TPE 7.8c Introduce: This resource introduces dysgraphia and the instruction strategies that can be used to support teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

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]

TPE 7.7 Introduce: This resource introduces concepts to support students' oral and written language development to support writing with comprehension and effective expression.

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>

TPE 7.8c Introduce: This resource introduces dictation and the instruction strategies that can be used to support teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

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/6DKhgE1d9Mk8P64OWr9cc3phjnd18G>

1. **TPE 7.7 Introduce:** This resource introduces concepts to support 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.
2. **TPE 7.8c Introduce:** This resource introduces dysgraphia and the instruction strategies that can be used to support teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

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/C~oX29MLHNg?si=n-kEw9DUxodhwGGI>
- Spear-Swerling, L. (2018). Structured literacy and typical literacy practices. *Teaching Exceptional Children*, 51(3). https://resources.nu.edu/ld.php?content_id=75173518
- 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	Applying	Emerging	Beginning
	3	2	1	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 – Structured Literacy Lesson Plan [Go React]- Assess TPE 7.5 b, c, d, e, g, h; 7.8 b,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 15-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. Lesson plan include spelling and dictation that **(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.**

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 b, 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, 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	Created 1-2 IEP goals that are Specific, 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.	Created 1 IEP goal that is Specific, Measurable, Achievable, Results-Oriented and Time-Bound n 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.	Created 1 IEP goal that is Specific, 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 intensive intervention in literacy MM/EX 7.3 Dictation and spelling section of the lesson plan include focus on the use of use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (TPE 7.8b)	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 intervention in literacy MM/EX 7.3 and include students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (TPE 7.8b)	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 intervention in literacy MM/EX 7.3 and include students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (TPE 7.8b) Some parts may be missing.	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 intervention in literacy . MM/EX 7.3 and includes students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (TPE 7.8b) Many parts may be missing, information may be unclear.
	Integrating / Innovative	Applying	Emerging	Beginning

	2	1.5	1	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=ZQ-4QY18UA>

[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

This course focuses on case studies of students with diverse educational abilities as they navigate the challenges of reading proficiency and integrating reading skills into their environments. Throughout this course, you will build upon the skills mastered in SED 607 and apply those foundational skills to support students with Mild/Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) starting in grade 4 and English Language Learners. You will also work within subject content areas such as math, science, and literature.

The course outcomes align with the Teaching Performance Expectations (TPE) established by the California Commission on Teacher Credentialing (CTC), as all teachers in California must fulfill the requirements for the Literacy Certificate. You will complete three Literacy Graphic Organizers and analyze case studies of three special needs students. Additionally, you will have the opportunity to demonstrate your skills in teaching reading, collaborate with peers on assignments, and develop essential teamwork skills for a school setting.

Active participation is crucial. Be sure to attend or view the Zoom sessions and complete all readings and assignments. This 4-week course provides a wealth of resources to support your development as an effective reading instructor for special needs students.

Your instructors have extensive expertise in reading instruction for students with special needs and are here to support you. Do not hesitate to reach out with questions as you progress through the course.

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 multilinguistic 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). <i>California Dyslexia Guidelines</i>. Retrieved from https://research.ebsco.com/c/udgvh3/search/details/bozghr4qwr?db=nlebk English Language Development Standards. (2012). <i>California Kindergarten Through Grade 12</i>. Retrieved from https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf California Commission on Teacher Credentialing. (2022). <i>Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials</i>. 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). <i>California practitioner's guide for educating English learners with disabilities</i>. Retrieved from https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf Commission on Teacher Credentialing (2016, June). <i>California teaching performance expectations/standards for educator preparation</i>. 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). <i>CCSSO English learners with disabilities guide</i>. Washington DC: Council of Chief State School Officers. Retrieved from https://ccsso.org/resource-library/ccsso-english-learners-disabilities-guide SIP. (2018). <i>Supporting inclusive practices</i>. 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:	
	Teaching Reading 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 This article validates the need for oral language instruction to support literacy development. 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 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. Academic Language 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. This article details the explicit instruction process for addressing inference in textbooks. 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. 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. This article demonstrates the value of text modifications in shared reading for ESN students. Adolescent Literacy

Adolescent Literacy – What’s Technology got to do with it?

<https://www.adlit.org/topics/technology/adolescent-literacy-whats-technology-got-do-it>

This article focuses on the use of technology to support adolescent reading.

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., Seunarinensingh, 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.

	Word Study Instruction in the K-2 Classroom https://www.readingrockets.org/topics/curriculum-and-instruction/articles/word-study-instruction-k-2-classroom This article describes nine tips for implementing a word study program in your classroom High Leverage Practices, Evidence Based Practices and Bloom’s Hierarchy of Learning 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 High Leverage Practice and Higher Order Thinking 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 Universal Design for Learning: https://universaldesign.ie/about-universal-design/the-7-principles Website about Universal Design for Learning Oxford Owl: https://www.oxfordowl.co.uk/ Free online books for students Online Resources Epic: https://www.getepic.com/educators Teacher resource for online books Unite for Literacy: https://www.uniteforliteracy.com/ Free online books for students World reader: https://www.worldreader.org/booklists/ Free online books for students. IBBY https://www.ibby.org/ Free online books for kids Videos Center for Dyslexia MTSU. (2025, January 23). Reading instruction from students with intellectual disabilities [Video]. YouTube. https://www.youtube.com/watch?v=ePdeV6v5FHg Cincinnati Children’s. (2025, January 23). What is AAC? Augmentative and alternative communication [Video]. YouTube. https://www.youtube.com/watch?v=r3m8_YmTDDM
CDE REQUIRED RESOURCES: Focus on Standards for students with extensive support needs	
	ELA Reading Standards: Literature: Kindergarten pp 11-12 ELA Reading Standards: Informational Text pp14 -15, ELA Reading Standards: Foundational Skills pp 17-19 ELA Reading Standards: Speaking & listening Kindergarten pp 27-28. ELA Language Standards: Kindergarten pp 32 -35

	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, i,) 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 TPE 7.10; 7.10a	Assignment # 2 CASE STUDY: High school student with ESN- see full case study in the resources section of Brightspace Overview In this assignment, you will conduct a comprehensive review of a case study involving a high school student with Extensive Support Needs (ESN). The case study provides background information, including the student's educational history, academic performance, functional skills, and social-emotional development. Your task is to analyze the provided documents, complete the case study template, and propose evidence-based goals and recommendations that address the student's unique learning and transition needs. This assignment emphasizes the integration of academic, functional, and life-skills instruction with individualized supports to prepare the student for post-secondary success. Instructions Using Case Study Review Template 1, respond to the prompts. Be sure to address: - The student's history, strengths, challenges, and key issues. - Academic and functional skills (literacy, numeracy, communication). - Adaptive and daily living skills. - Social-emotional and behavioral needs. - Transition planning for post-secondary goals (education/training, employment, independent/community living). - Collaboration with general education teachers, related service providers, and families. Write instructional goals in SMART goal format that reflect both academic and functional outcomes appropriate for a student with ESN. Provide specific, detailed, and evidence-based recommendations for: Classroom implementation (e.g., instructional strategies, accommodations, assistive technology, peer supports).

- b. **Parental and family support** (e.g., resources, training, and community services to reinforce independence and transition goals) including reading materials to use at home using CA Dyslexia Guidelines pp 81-94 .

Requirements

- Use the *Case Study Review Template* below.
- Write in complete sentences with clear, professional academic language.
- Support your analysis with at least **two scholarly resources** from course materials or other peer-reviewed sources.
- Cite all sources in **APA format**.

Case Study: High School Student with Extensive Support Needs (ESN)

Student Name: Jordan Rivera

Grade: 11th Grade

Age: 17 years, 2 months

School: Riverside High School

Background Information

Jordan Rivera is a high school student with extensive support needs, including significant cognitive and adaptive functioning challenges. He has been identified with an intellectual disability and requires support in multiple academic and functional areas. Jordan is nonverbal and uses a combination of gestures, assistive technology, and a communication device to interact with others.

Jordan enjoys music, movement activities, and interactive technology. He is highly motivated by one-on-one interactions and responds positively to structured routines and visual supports. His family reports that he is curious and eager to participate in activities when given appropriate support.

Educational History

- **Elementary School:** Jordan received individualized instruction in a self-contained special education classroom. Emphasis was on functional academics, social skills, and adaptive behavior. He used augmentative and alternative communication (AAC) devices to communicate.
- **Middle School:** Jordan continued to receive intensive special education services, focusing on functional reading, math, communication, and life skills. He participated in community-based instruction and social skills groups.

- **High School:** Jordan is enrolled in a self-contained special education classroom with a highly structured schedule. Instruction is tailored to his individual needs, including functional literacy, numeracy, communication, and life skills. Jordan participates in adapted physical education and vocational training programs.

Academic Performance

Reading and Literacy:

- Recognizes a limited set of sight words.
- Engages in functional literacy activities (e.g., identifying his name, following written instructions with support).
- Requires one-to-one support to participate in reading tasks.

Math:

- Performs basic functional math tasks, such as counting money, telling time, and simple measurement, with prompting.
- Requires visual supports and hands-on activities to complete math tasks.

Communication:

- Uses AAC device and gestures to communicate basic wants, needs, and responses.
- Beginning to use simple two-to-three word combinations on AAC device.

Adaptive Skills:

- Requires support for most daily living activities, including personal hygiene, meal preparation, and safety routines.
- Participates in community-based instruction for vocational and functional skills.

Social-Emotional:

- Engages positively in structured social interactions with peers and staff.
- Shows frustration when routines are disrupted or when communication is not understood.

Case Study Review Template- you will use this same template for all case studies in this course.

CASE STUDY REVIEW TEMPLATE

Directions:

Using the prompts below, respond to the case study by demonstrating your ability to interpret assessment results, plan and implement supplemental or intensive literacy interventions, and collaborate with families and IEP teams. In your responses, be sure to:

- Align goals and instruction to state-adopted standards (CCSS), the California ELD Standards/Framework, California Dyslexia Guidelines, Literacy TPEs 7, and the student's IEP goals.
- Incorporate the California Dyslexia Guidelines when addressing literacy areas of development
- Demonstrate how supplemental instruction and/or intensive intervention in literacy can occur in a variety of settings (e.g., in-class support, co-teaching, inclusion, self-contained classrooms, small-group instruction) (MM/EX 7.3).
- Consider how English Learners' language development impacts assessment, instruction, and progress monitoring.

Case Study Questions

Case Study # _____ Student Name
on Case Study: _____

Student Disability Category:

Assets and Areas for Development

Based on the assessment (and considering cultural/linguistic factors if the student is an English Learner), what are the student's assets and learning areas for development regarding language, reading, and functional skills? Use bullet points.

Explain how the identified areas for development will guide your planning for supplemental or intensive literacy instruction.

If the student was an English Learner, describe how you would interpret assessment results in relation to both the CCSS and the California ELD Standards.

(TPE 4.4, MM/EX 7.3)

SMART Goal Development

Using CCSS and the California ELD Standards (if applicable), develop a SMART goal with objectives to support the student in word study and reading.

- Explain how the goal aligns with his IEP.
- Describe how you would incorporate the California Dyslexia Guidelines when planning supplemental or intensive literacy instruction.

(TPE 4.7, 5.5, MM/EX 7.3)

Strategies and Interventions

Identify and describe two evidence-based strategies or interventions (including AAC or assistive technology, if appropriate) that best support the student’s academic/functional reading goals.

Explain why these strategies are appropriate for his developmental, cultural, and linguistic areas for development

Be specific about how you would provide these supports in different instructional settings (e.g., co-teaching, small-group, or one-on-one intensive intervention).

If the student was an English Learner, describe how you would integrate supports aligned to the ELD Framework (e.g., scaffolds for oral language, structured academic talk).

(TPE 3.6, 4.5, MM/EX 7.3)

Collaboration with the IEP Team

Describe how you will collaborate with the IEP team—including families, specialists, and general education teachers—to develop accommodations and day-to-day literacy supports.

- Discuss how team members will work together to provide materials and resources across settings (inclusive, resource, or self-contained).
- Include how you would collaborate with EL specialists if the student was an English Learner.

(TPE 2.6, 6.4, MM/EX 7.3)

Family Resources

What culturally responsive materials and resources will you provide to Sam’s family to support reading at home?

Be specific, and explain how you would ensure accessibility (e.g., translations, visuals, or technology supports).

Ensure the resources reinforce the supplemental or intensive literacy instruction provided at school.

If the student’s home language is not English, include resources aligned to the ELD Standards that promote biliteracy.

(TPE 2.6, 6.3, MM/EX 7.3)

Progress Monitoring

How will you measure the student's progress on the reading goals?

- Identify specific progress monitoring tools.
- Explain how you will adjust day-to-day instruction or provide more intensive intervention if progress is not sufficient.
- Address how you will account for both his disability-related areas of development and any English language development areas of development, referencing the ELD Framework.
(TPE 5.2, 5.5, MM/EX 7.3)

Case Study Assignment Rubric:

Criteria	Exceeds Expectations (2 pts)	Meets Expectations (1 pts)	Approaches Expectations (.5 pts)	TPE/MM/EX Alignment
1. Assets & Areas of Development Analysis	Thoroughly identify student's assets and learning areas of development in language, reading, and functional skills. Considers cultural/linguistic factors (if EL) and clearly explains how areas of development guide supplemental/intensive literacy instruction.	Identify most assets and areas of development with some connection to instruction. May mention EL factors.	Provides a limited list of assets/ areas of development; weak or unclear link to instruction.	TPE 4.4, MM/EX 7.3
2. SMART Goal Development	Develops a clear, standards-based SMART goal with objectives aligned to IEP goals. Explicitly integrates the California Dyslexia Guidelines and describes how instruction will be supplemental or intensive.	Develops a SMART goal aligned to standards and IEP goals; some reference to dyslexia guidelines or intensive supports.	Goal is vague, not fully SMART, or weakly aligned to standards/IEP. Little or no mention of dyslexia guidelines.	TPE 4.7, 5.5, MM/EX 7.3
3. Strategies & Interventions	Identifies two or more evidence-based strategies/interventions (including AAC if appropriate), justifies choices based on developmental, cultural, and linguistic areas of development, and explains use in multiple instructional settings.	Identifies two strategies with some justification and connection to student areas of development; mentions settings.	Identifies one strategy OR strategies are not well-justified; limited mention of settings.	TPE 3.6, 4.5, MM/EX 7.3
4. Collaboration with IEP Team	Provides a detailed description of collaboration with families, specialists, and general educators, including clear roles and responsibilities. Connects	Describes collaboration with IEP team; some mention of shared roles/resources.	Mentions collaboration generally but lacks detail on roles or application across settings.	TPE 2.6, 6.4, MM/EX 7.3

	collaboration to day-to-day literacy supports across settings.			
5. Family Resources	Identifies culturally responsive and accessible resources (e.g., translations, visuals, technology). Explains how resources reinforce school-based supplemental/intensive instruction.	Provides family resources with some attention to accessibility or cultural responsiveness.	Lists general resources with little attention to accessibility/culture or weak link to instruction.	TPE 2.6, 6.3, MM/EX 7.3
6. Progress Monitoring	Clearly describes specific tools/methods for monitoring progress. Explains how data informs instructional adjustments, including when to provide intensive intervention. Consider EL and disability areas of development.	Describes progress monitoring tools and some link to instructional adjustments; may mention EL/disability areas of development.	Mentions progress monitoring vaguely; little connection to instructional adjustments.	TPE 5.2, 5.5, MM/EX 7.3

TPE 7.7/U7.7 Practice TPE 7.7a Practice TPE 7.7b Practice	Assignment #3 Develop Literacy Graphic Organizer I (CLO: 2) Background Over Modules 1–3, you will collaboratively develop a Literacy Graphic Organizer that addresses 14 key domains/skills (focus areas) for teaching reading to students with special needs in grades 4–12. This work will support your understanding of assessment and instruction while preparing you to design effective literacy interventions for students with Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) and for English Learners. Before completing the assignment, carefully review the textbook chapters, the required course readings including the CA Dyslexia Guidelines and the English Language Arts/English Language Development Framework (ELA/ELD Framework) , course resources, and instructional videos. In Module 1, you and your small group will begin building the Literacy Graphic Organizer. The organizer will highlight critical aspects of reading and writing instruction. For each assigned domain/skill, complete all four columns of the organizer using the prompts below: Domain/Skill/Focus – Define the term clearly. CCSS Alignment – Identify the relevant Common Core State Standards (ELA/ELD and California Standards). Instructional Strategies – Provide one evidence-based intervention for MMSN students and one for ESN students. Progress Monitoring – Describe how progress in this domain will be assessed.

Example Domains/Skills to complete in Module 1:

- Motivating adolescents for literacy
- Word study in subject matter content
- Academic language
- Figurative language and idioms
- Conversation and discourse skills

At the bottom of the template, list **at least two resources/videos/research sources** your team used from the course materials. Use **APA format**.

Part 2: Collaborative Discussion Question (Individual Contribution)

By **Thursday at 11:59 PM (PT)**, submit one **open-ended question** related to Chapters 6 and 7 of the textbook and connected to one of the following topics:

- Productive group work routines in English, Math, Social Studies, Science, or Electives
- Group work routines in the content areas above
- Graphic organizer use in the classroom across subject areas

Your question should encourage deeper thinking, discussion, and application of course concepts.

Part 3: GoReact Mini-Lesson (Individual Work)

Using **GoReact**, develop and deliver a **five-minute mini-lesson** based on one of the following domains:

- Dyslexia
- Narrative Comprehension
- Expository Comprehension

Steps:

Student Focus: Select a student with MMSN or ESN from your class. If you are not currently teaching, identify a student in grades K–8.

1. **Lesson Plan & Delivery:** Create and record a 5-minute video using this sequence:

- Lesson Introduction:** Provide an overview, connect to prior learning, and use a visual aid (referencing Chapter 7 *Picture This: Graphic Organizers in the Classroom*).
- Modeling/Demonstration:** Explicitly show the literacy strategy or skill.
- Shared Practice:** Guide the student through practice.

d. **Progress Monitoring:** Demonstrate how you will track student learning.

2. **Self-Reflection:** Add a video comment reflecting on your modeling and lesson delivery.

Submission Requirements

- Completed **Literacy Graphic Organizer** (group submission) by Sunday 11:59 PM PT
- **Discussion Question** (individual submission by Thursday 11:59 PM PT
- **GoReact Video** and self-reflection (individual submission) by Sunday 11:59 PM PT

This assignment integrates **collaborative and individual work** to help you:

- Apply evidence-based reading and writing strategies for students with special needs
- Align instruction with CCSS and ELD standards
- Use graphic organizers and group routines to support literacy across content areas
- Practice lesson delivery and self-reflection through video-based modeling

Literacy Graphic Organizer Template

Course: _____

Module: 1

Group Members: _____

Domain/Skill/Focus	Definition	CCSS/ELA/ELD Alignment	Evidence-Based Strategies (MMSN & ESN)	Progress Monitoring
Motivating adolescents for literacy			MMSN Strategy: ESN Strategy:	
Word study in subject matter content			MMSN Strategy: ESN Strategy:	
Academic language			MMSN Strategy: ESN Strategy:	
Figurative language and idioms			MMSN Strategy: ESN Strategy:	
Conversation and discourse skills			MMSN Strategy: ESN Strategy:	

References (APA format)

Provide at least two resources, videos, or research sources from the course materials your group used.

- 1.
- 2.

Literacy Graphic Organizer: Rubric

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
7.5/U7.5 Foundational Skills**	Advance students’ progress in foundational skills, language, and cognitive skills with highly	Supports students’ progress in foundational skills and language with some effectiveness.	Limited strategies to support foundational skills; student progress is minimally addressed.	Strategies do not adequately address foundational skills; minimal or no student progress observed.

	effective strategies supporting comprehension and expression of complex disciplinary texts.			
7.6/U7.6 Meaning Making**	Engages students in meaning making by building on prior knowledge, using complex texts, questioning, and discussion; fosters literal, inferential, and higher-order comprehension across disciplines.	Engages students in meaning making with some questioning and discussion; partial support for comprehension.	Engagement and discussion are limited; comprehension development is minimal.	Little to no evidence of supporting meaning making or comprehension skills.
7.7/U7.7 Language Development	Promotes students' oral and written language development by attending to vocabulary, grammar, and discourse-level skills; instruction leverages students' existing linguistic repertoires and fosters translanguageing.	Supports oral and written language development with attention to some vocabulary, grammar, or discourse skills; some use of students' linguistic repertoires.	Limited support for language development; minimal attention to vocabulary, grammar, or discourse; translanguageing rarely used.	Language development is not addressed; no use of students' linguistic repertoires.
7.7/U7.7 Language Development – Application	Creates rich environments that foster oral and written language, including discipline-specific academic language; engages students in diverse print, oral, digital, and multimedia texts; guides	Provides environments and activities that support oral and written language and some academic language; some guidance in producing and revising texts.	Limited opportunities for language development and genre-based writing; minimal peer feedback or revision support.	No evidence of creating environments for language development; minimal to no guidance for writing or oral tasks.

	students through planning, drafting, peer feedback, revising, and producing texts in multiple genres.			
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Discussion 1: Collaborative Groups and Using Graphic Organizers in the Classroom

(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:

Prompt: Collaborative conversations and graphic organizers are strong methods that can be employed to allow students to build and cement their understanding of content in any given subject matter. Discussion allows students to put forth their thoughts, hear from others, and refine their thinking, while graphic organizers provide a visual framework for organizing and connecting new information.

By Thursday at 11:59 PM (PT), **submit one open ended question** related to the concepts you’ve read about in Chapters 6 and 7 of the textbook in this module and based on the topics listed below.

- Productive Group Work Routines in the content areas of English, Math, Social Studies, Science and Electives.
- Group Work Routines in the content areas of English, Math, Social Studies, Science and Electives.
- Graphic Organizer uses in the classroom in the content areas of English, Math, Social Studies, Science and Electives.

By Sunday at 11:59 PM (PT), **respond to at least two of your peers.** When responding to a classmate, you should address 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 Packback discussion is worth 3 points:

One (1) point for **one** robust question, submitted by Thursday at 11:59 PM (PT), meeting a Curiosity Score of at least 50.

Up to two (2) points for at least **two** posts responding to, countering, or supporting a peer's post, submitted by Sunday at 11:59 PM (PT), meeting a Curiosity Score of at least 50.

Module 2: English Learner with Dyslexia, Academic Reading

Required Readings:

7.5/U7.5 (i) Practice	COURSE RESOURCES (LIBGUIDE) Fisher, D., & Frey, N., (2020). Improving Adolescent Literacy: Content Areas Strategies at Work (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V • 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
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Recommended Resources:

Academic Language:

Barth, A. E., Ankrum, E. R., & Newman Thomas, C. (2024). Inference instruction for students with reading disabilities. *Rural Special Education Quarterly*, 43(4), 225-234.

This article details the explicit instruction process for addressing inference in textbooks.

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.

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. This article demonstrates the value of text modifications in shared reading for ESN students.

Academic Language

Barth, A. E., Ankrum, E. R., & Newman Thomas, C. (2024). Inference instruction for students with reading disabilities. *Rural Special Education Quarterly*, 43(4), 225-234. This article details the explicit instruction process for addressing inference in textbooks.

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<https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359>. This article is about the role of academic language in understanding text.

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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/eldstndspublication14.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 Thomas, A. & Thorne, G. Comprehension: Higher Order Thinking https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking Videos: Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ The Power of Assistive Technology https://www.youtube.com/watch?v=upL-3PYaPSM Dr. Anita Archer- Vocabulary Instruction https://www.youtube.com/watch?v=DC0HNTvxuRg
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CDE REQUIRED RESOURCES: Focus on Student with Dyslexia

TPE 7.10 (a) Practice	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)
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Module 2 Activities

7.6/U7.6 Introduce	LECTURES & PPTs Lecture & PPT 5 -Idioms & Figurative Language Lecture & PPT 6 - Academic Reading
	Assignment # 4 Complete the The Reading Brain and Dyslexia module UC/CSU Collaborative for Neuroscience, Diversity, and Learning
TPE 7.5/U7.5 f Assess	Assignment # 5
TPE 7.10 a Practice	CASE STUDY: High school student with Learning Disabilities and Dyslexia - see full case study in the resources section of Brightspace

TPE 7.10 b

Practice

TPE 7.10 c

Practice

TPE MM/EX 7.3:

Practice

Overview

In this assignment, you will conduct a comprehensive review of a case study involving a high school student with Learning Disabilities (LD) and Dyslexia. The case study provides background information, including the student's educational history, academic performance, and literacy profile. Your task is to analyze the provided documents, complete the case study template, and propose evidence-based goals and recommendations that address the student's specific learning needs.

- This assignment emphasizes identifying reading- and writing-based challenges, designing targeted interventions, and preparing the student for success in high school and beyond.

Instructions

- **Using Case Study Review Template 1**, respond to the prompts. Be sure to address:
 - The student's history, strengths, challenges, and key issues.
 - Literacy skills, including decoding, fluency, comprehension, and written expression.
 - The impact of dyslexia on academic performance across content areas.
 - Strategies and interventions to support reading and writing development.
 - Use of accommodations (e.g., audiobooks, text-to-speech, extended time) to ensure access to grade-level curriculum.
 - Collaboration with general education teachers to implement supports.
 - Transition planning, including self-advocacy, assistive technology, and preparation for college or career.
- **Write instructional goals in SMART goal format** that reflect targeted academic outcomes, particularly in reading and writing, and address both short-term and long-term progress.
- **Provide specific, detailed, and evidence-based recommendations** for:
 - **Classroom implementation** (e.g., structured literacy approaches, reading interventions, assistive technology, accommodations).
- **Parental support** (e.g., resources, apps, and strategies to reinforce literacy skills at home and promote advocacy skills) and provide parents with reading materials to use at home using CA Dyslexia Guidelines pp 81-94

Requirements

- Use the *Case Study Review Template 1*.
- Write in complete sentences with clear, professional academic language.
- Support your analysis with at least **two scholarly resources** from course materials or other peer-reviewed sources.
- Cite all sources in **APA format**.

High School Student with Learning Disabilities and Dyslexia:

Case Study Template: Alex Martinez

Student Name: Alex Martinez

Grade: 10th Grade

Age: 15 years, 8 months

Disability: Specific Learning Disability (Reading and Written Expression) / Dyslexia

1. Student Strengths and Interests

- Strong oral communication skills; can verbally summarize information accurately.
- Highly motivated by hands-on activities, technology, and problem-solving tasks.
- Persistent and engaged when tasks are of personal interest.
- Performs well in applied math and lab-based science activities.

2. Areas of Need

- **Reading:** Difficulty with decoding multisyllabic and irregular words; below-grade-level fluency; struggles with inferential comprehension.
- **Writing:** Frequent phonetic spelling errors; grammatical inconsistencies; difficulty organizing multi-paragraph texts.
- **General Academics:** Reading demands in content areas impact performance in science and social studies.
- **Social-Emotional:** Experiences frustration with reading-intensive tasks.

3. Assessment Data Interpretation

Assessment	Score/Performance	Interpretation
Oral Reading Fluency (DIBELS Next)	60% WPM for grade level	Below expected fluency; slow, effortful reading
Gray Oral Reading Test (GORT-5)	Fluency: 4th grade level; Comprehension: 5th grade level	Decoding difficulties impact comprehension
Spelling Inventory	2-3 grade level	Dyslexic spelling patterns; phonetic spelling errors
Writing Sample (Essay)	10 errors per 100 words; poor paragraph organization	Needs explicit instruction in written expression Oral expression is a strength; reading demands cause frustration

7.6/U7.6 Practice

Assignment # 6

LITERACY GRAPHIC ORGANIZER (LGO):

Background

Over Modules 1–3, you will collaboratively develop a **Literacy Graphic Organizer** that addresses 14 key domains/skills (focus areas) for teaching reading to students with special needs in grades 4–12. This work will support your understanding of assessment and instruction while preparing you to design effective literacy interventions for students with Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) and for English Learners.

Before completing the assignment, carefully review the textbook chapters, the required course readings including the **CA Dyslexia Guidelines** and the **English Language**

Arts/English Language Development Framework (ELA/ELD Framework), course resources, and instructional videos.

In Module 2, you and your small group will continue building the Literacy Graphic Organizer. The organizer will highlight critical aspects of reading and writing instruction. For each assigned domain/skill, complete all four columns of the organizer using the prompts below:

1. **Domain/Skill/Focus** – Define the term clearly.
2. **CCSS Alignment** – Identify the relevant Common Core State Standards (ELA/ELD and California Standards).
3. **Instructional Strategies** – Provide one evidence-based intervention for **MMSN students** and one for **ESN students**.
4. **Progress Monitoring** – Describe how progress in this domain will be assessed.

At the bottom of the template, list **at least two resources/videos/research sources** your team used from the course materials. Use **APA format**.

Part 2: Collaborative Discussion Question (Individual Contribution)

By **Thursday at 11:59 PM (PT)**, submit one **open-ended question** related to Chapters 6 and 7 of the textbook and connected to one of the following topics:

- Productive group work routines in English, Math, Social Studies, Science, or Electives
- Group work routines in the content areas above
- Graphic organizer use in the classroom across subject areas

Your question should encourage deeper thinking, discussion, and application of course concepts.

Part 3: GoReact Mini-Lesson (Individual Work)

Using **GoReact**, develop and deliver a **five-minute mini-lesson** based on one of the following domains:

Domains/Skills to complete in Module 2:

- Dyslexia
- Story Grammar,
- Text Genres,
- Narrative Comprehension
- Expressive Comprehension

Please review your work by checking the **Literacy Graphic Rubric**, prior to submission.

Part 2: Collaborative Discussion Question (Individual Contribution)

By **Thursday at 11:59 PM (PT)**, submit one **open-ended question** related to Chapters 6 and 7 of the textbook and connected to one of the following topics:

- Productive group work routines in English, Math, Social Studies, Science, or Electives
- Group work routines in the content areas above
- Graphic organizer use in the classroom across subject areas

Your question should encourage deeper thinking, discussion, and application of course concepts.

Part 3: GoReact Mini-Lesson (Individual Work)

Using **GoReact**, develop and deliver a **five-minute mini-lesson** based on one of the following domains:

- Dyslexia
- Narrative Comprehension
- Expository Comprehension

Steps:

Student Focus: Select a student with MMSN or ESN from your class. If you are not currently teaching, identify a student in grades K–8.

- Lesson Plan & Delivery:** Create and record a 5-minute video using this sequence:
 - Lesson Introduction:** Provide an overview, connect to prior learning, and use a visual aid (referencing Chapter 7 *Picture This: Graphic Organizers in the Classroom*).
 - Modeling/Demonstration:** Explicitly show the literacy strategy or skill.
 - Shared Practice:** Guide the student through practice.
 - Progress Monitoring:** Demonstrate how you will track student learning.
- Self-Reflection:** Add a video comment reflecting on your modeling and lesson delivery.

Submission Requirements

- Completed **Literacy Graphic Organizer** (group submission) by Sunday 11:59 PM PT
- **Discussion Question** (individual submission by Thursday 11:59 PM PT)
- **GoReact Video** and self-reflection (individual submission) by Sunday 11:59 PM PT
- Apply evidence-based reading and writing strategies for students with special needs
- Align instruction with CCSS and ELD standards
- Use graphic organizers and group routines to support literacy across content areas

	Practice lesson delivery and self-reflection through video-based modeling
	Assignment #2 DISCUSSION BOARD: Examine the Strategies at Work for English, Social Studies and Mathematics. Using PlayBack develop 2 questions from each area to share with your peers.
	Assignment # 7 TECHNOLOGY TOOLKIT: Developed from the CA Dyslexia Guideline Appendix B pp103 Part 1 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: Reading domain/skill addressed Appropriate age/grade for use with students Cost of the app Part 2: APPLICATION OF TOOLBOX TO STUDENT WITH DYSLEXIA 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. The candidate will review apps for iPads in the areas of Spelling Tools, Reading Tools, Writing/Notetaking Tools, and Applications. 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. Assignment # 1 QUIZ on Dyslexia
Module 3: English Learner with Learning Disabilities, Literature, and Informational Text	
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/
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. <i>Insights into Learning Disabilities</i>, 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? <i>New Directions for Child and Adolescent Development</i>, 2019(166), 145–189. https://doi.org/10.1002/cad.20302 Lama, A. (2019). Difficulties in English language learning for students with dyslexia. <i>SEEU Review</i>, 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? <i>Reading Rockets</i>. 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.uiowa.edu/portfolio/dr-don-deshler-disciplinary-literacy-strategies High Leverage Practices

	• McCray, E., Brownell, M., Kamman, M., Robinson, S., & CEEDAR CENTER. (n.d.). <i>High leverage and evidence-based practices: A Promising pair for all learners</i>. 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 • Higher Order Thinking https://www.readingrockets.org/topics/comprehension/articles/higher-order-thinking Videos Reading Rockets. (2019, Aug. 19). <i>Reading multisyllable words with Xavier, third grade</i> [Video]. YouTube. https://youtu.be/5xXEwm-6brE?si=4EycSkFtHrN76eR The IRIS Center Video Collection. (2018, May 4). <i>English language learners: Sheltered instruction</i> [Video]. YouTube. https://youtu.be/0kw_wZU5hY7si-T5mw8C9Utw-t1K
CDE REQUIRED RESOURCES	
	California Department of Education. (2019). California Dyslexia Guidelines. https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf These guidelines are to assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting. students with Dyslexia. • Required to read Chapter 7 pages 33-58. CA Practitioners' Guide for Educating English Learners with Disabilities https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf • Chapter 2: Support for English Learners with a Multi-Tier System and Support pp. 43 – 103 English Language Development Standards. (2012). California Kindergarten Through Grade 12. https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf 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. • Required reading Chapters 2 and 3 Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12 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 language acquisition, with social justice, diversity, and inclusion being its underlying values, correlating itself with the California Comprehensive State Literacy Plan. • Required Reading pages 1-13
Module 3 Activities	
7.6/U7.6 Introduction, practice and assess	LECTURES Lecture & PPT 9 Supporting the English Learner in Learning to Read Lecture & PPT 10 Reading Intervention for Narrative Comprehension Lecture & PPT 11 Reading Intervention for Expository Comprehension
	Assignment # 8 CHECK FOR UNDERSTANDING Report on 3 things you learned 2 questions you have 1 strategy you will implement for teaching reading in your classroom.

Assignment # 9

CASE STUDY: Student with a learning disability and is also an English Learner- see full case study in the resources section of Brightspace

TPE 7.10 (b)
Practice and
Assess

TPE 7.10 c
Practice and
Assess

Overview

In this assignment, you will conduct a comprehensive review of a case study involving a student with a learning disability who is also an English Learner (EL). The case study provides background information, including the student's history and academic performance. Your task is to carefully analyze the provided documents, complete the case study template, and propose evidence-based instructional goals and recommendations that address the student's unique learning needs.

This assignment emphasizes the integration of special education practices with English Learner supports, with particular attention to oral and written language development.

Instructions

1. **Using Case Study Review Template 1**, respond to the prompts. Be sure to address:
 - a. The student's history and academic performance.
 - b. Strengths, challenges, and key issues revealed in the data.
 - c. Vocabulary knowledge.
 - d. Grammatical structures.
 - e. Discourse-level understandings.
 - f. Strategies that promote oral and written language development for English Learners in reading, listening, speaking, and writing.
2. **Write instructional goals in SMART goal format** that reflect the student's needs in both academic and language development.
3. **Provide specific, detailed, and evidence-based recommendations** for:
 - a. **Classroom implementation** (instructional strategies, accommodations, and supports).
 - b. **Parental support** (programs, resources, and activities families can use to reinforce learning at home) and provide parents with reading materials to use at home using CA Dyslexia Guidelines pp 81-94 .

Requirements

- Use the *Case Study Review Template provided in module 1*.
- Write in complete sentences with clear, professional academic language.
- Support your analysis with at least **two scholarly resources** from course materials or other peer-reviewed sources.
- Cite all sources in **APA format**.

Case Study: Middle School Student with LD and English Learner Status

Student Name: Sofia Nguyen

Grade: 7th Grade

Age: 12 years, 10 months

School: Jefferson Middle School

Background Information

Sofia Nguyen is a 7th-grade student who was born in the U.S. but speaks Vietnamese at home. She is classified as an English Learner and has been receiving English language development (ELD) support since kindergarten. In 3rd grade, Sofia was identified with a Specific Learning Disability (SLD) in the area of reading and written expression. The school psychologist diagnosed her with deficits in visual and working memory.

Sofia enjoys working with peers on collaborative projects, creative writing, and hands-on science experiments. Her family reports that she is motivated and enjoys learning when lessons are interactive and visual. However, she becomes frustrated with lengthy reading assignments, especially in English, and struggles with written tasks that require extended responses.

Educational History

- **Elementary School:** Sofia received pull-out ELD instruction for English language development and resource support for reading. She participated in a structured phonics program, received small-group interventions, and used assistive technology for reading.
- **Middle School:** Sofia continues to receive ELD support and special education services. She is enrolled in general education classes with accommodations and modifications for reading, writing, and language demands. She participates in a co-taught English class with a general education teacher and a special education teacher.

Academic Performance

English/Language Arts:

- Reading comprehension is below grade level; struggles are compounded by English language proficiency challenges.
- Decoding of complex words is inconsistent; reading is slow and effortful.
- Written expression shows frequent spelling, grammar, and syntactical errors; ideas are sometimes incomplete or unclear.

Math:

- Sofia performs at grade level when instruction is language-light and computation-based.
- Word problems are challenging due to reading demands and language comprehension needs.

Other Subjects:

- Science and social studies performance is impacted by reading-heavy instruction.
- Excels in interactive labs and hands-on activities where oral instruction and visual support are provided.

Literacy Profile

Reading:

- **Phonological awareness:** Slightly below expectations; struggles with decoding multisyllabic words.
- **Decoding:** Challenges with irregularly spelled words; English as a second language increases difficulty.
- **Fluency:** Reads at 65% of expected words per minute for grade level; pauses frequently to decode words.
- **Comprehension:** Basic comprehension is emerging; struggles with inferential and analytical questions.

Writing:

- **Spelling:** Phonetic spelling common; influenced by L1 interference (Vietnamese phonology).
- **Grammar:** Frequent errors with verb tense, sentence structure, and word order.
- **Organization:** Limited paragraph and essay structure; ideas often disconnected.

Language Development:

- **English proficiency:** Intermediate (ELD Level 3); can communicate orally in English but struggles with academic language and content-area vocabulary.
- **Receptive skills:** Understands instructions better with visual support or gestures.
- **Expressive skills:** Can express ideas orally but struggles with written expression and complex sentence construction.

Assistive Technology:

- Text-to-speech software supports reading comprehension.
- Graphic organizers aid in structuring writing assignments.
- Speech-to-text helps with written assignments and reduces frustration.

Social-Emotional:

- Engaged in collaborative and hands-on learning.
- Demonstrates frustration with independent reading and writing tasks in English.
- Responsive to praise and scaffolding.

Assignment # 10

LITERACY GRAPHIC ORGANIZER (LGO):

Background

Over Modules 1–3, you will collaboratively develop a **Literacy Graphic Organizer** that addresses 14 key domains/skills (focus areas) for teaching reading to students with special needs in grades 4–12. This work will support your understanding of assessment and instruction while preparing you to design effective literacy interventions for students with Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) and for English Learners.

Before completing the assignment, carefully review the textbook chapters, the required course readings including the **CA Dyslexia Guidelines and the English Language**

7.7/U7.7 c
Introduce and
Practice

7.8/U7.8 a
Practice and
Assess

Arts/English Language Development Framework (ELA/ELD Framework), course resources, and instructional videos.

In Module 3, you and your small group will continue building the Literacy Graphic Organizer. The organizer will highlight critical aspects of reading and writing instruction. For each assigned domain/skill, complete all four columns of the organizer using the prompts below:

2. **Domain/Skill/Focus** – Define the term clearly.
3. **CCSS Alignment** – Identify the relevant Common Core State Standards (ELA/ELD and California Standards).
4. **Instructional Strategies** – Provide one evidence-based intervention for **MMSN students** and one for **ESN students**.
5. **Progress Monitoring** – Describe how progress in this domain will be assessed.

Part 2: Collaborative Discussion Question (Individual Contribution)

By **Thursday at 11:59 PM (PT)**, submit one **open-ended question** related to Chapters 6 and 7 of the textbook and connected to one of the following topics:

- Productive group work routines in English, Math, Social Studies, Science, or Electives
- Group work routines in the content areas above
- Graphic organizer use in the classroom across subject areas

Your question should encourage deeper thinking, discussion, and application of course concepts.

At the bottom of the template, list **at least two resources/videos/research sources** your team used from the course materials. Use **APA format**.

Part 3: GoReact Mini-Lesson (Individual Work)

Using **GoReact**, develop and deliver a **five-minute mini-lesson** based on one of the following domains:

Domains/Skills to complete in Module 2:

- **Writing**
- **Writing Organization,**
- **Writing Conventions**
- **Translanguaging**

At the bottom of the template, list **at least two resources/videos/research sources** your team used from the course materials. Use **APA format**.

Part 3: GoReact Mini-Lesson (Individual Work)

Steps:

Student Focus: Select a student with MMSN or ESN from your class. If you are not currently teaching, identify a student in grades K–8.

5. **Lesson Plan & Delivery:** Create and record a 5-minute video using this sequence:

a. **Lesson Introduction:** Provide an overview, connect to prior learning, and use a visual aid (referencing Chapter 7 *Picture This: Graphic Organizers in the Classroom*).

b. **Modeling/Demonstration:** Explicitly show the literacy strategy or skill.

c. **Shared Practice:** Guide the student through practice.

d. **Progress Monitoring:** Demonstrate how you will track student learning.

6. **Self-Reflection:** Add a video comment reflecting on your modeling and lesson delivery.

Please review your work by checking the **Literacy Graphic Rubric**, prior to submission.

7.5/U 7.5 f
Assess

7.2 a
Practice &
Assess

Signature Assignment # 14 Sections 1- 4

Instructions

1. **Select a Student**

Choose a special needs student from your class. You will use this student as the focus for your lesson planning and video.

2. **Complete Sections 1 & 2 of the Signature Assignment Lesson Plan Template**

o Include **UDL, MTSS, and student engagement strategies** in reading, listening, speaking, and writing.

o Show how students will **draw evidence from texts** and **respond to higher-order questions** that encourage **reflection, research and analysis**.

o Write **three SMART goals** that address **word study, comprehension, and writing**.

3. **Develop Your Lesson (Sections 3 & 4)**

Use the lesson planning template to design a lesson that focuses on **word study, writing, or reading comprehension**. Include how you will teach students to **draw evidence from texts**. These sections should be completed individually.

4. **Teach and Record the Lesson**

o Use **GoReact** to record yourself teaching the lesson to your selected student.

o The lesson should be **no more than 15 minutes long**.

5. **Review and Annotate Your Video**

After recording, review your lesson in GoReact and add annotations. Use the following annotation titles to guide your comments:

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 Writing (1.5 pts)	All three SMART goals are clear, measurable, targeted, and relevant to text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). 7.5e	Goals are specific and mostly measurable; mostly aligned to student needs in text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 7.5e	Some goals are vague or lack measurable components of text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 7.5e	Goals are missing, unclear, or not relevant and do not contain text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 7.5e	___ /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.	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	Annotations are present and clearly explain	Some annotations lack clarity or depth.	Annotations are missing or too vague.	___ /1.5

		deep reflection on strategies, environment, engagement, and assessment.	instructional choices.				
	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. 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.	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	

Module 4: Writing and Lesson Delivery	
Recommended Readings:	
	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 Digital Storytelling: Extending the Potential for Struggling Writer https://www.readingrockets.org/topics/common-core-standards/articles/digital-storytelling-extending-potential-struggling-writers 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 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>. LINK: https://research.ebsco.com/linkprocessor/plink?id=77729730-7f76-399e-8915-c0940c75eff3 6 + 1 Trait Writing Rubrics for K – 2 https://www.readingrockets.org/resources/resource-library/61-trait-writing-rubrics-grades-k-2 Teaching Writing to Diverse Student Populations https://www.readingrockets.org/topics/writing/articles/teaching-writing-diverse-student-populations Writer’s Checklist: Procedural Support for Struggling Writing https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1802.
	TEXT Fisher, D. & Frey, N. (2020). <i>Improving Adolescent Literacy: Content Areas Strategies at Work</i> (5th ed.) Hoboken, NJ.: Pearson Education. ISBN: X004G1HQ6V Chapter 9: Powerful Lines: Writing to Learn Content
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	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 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

	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.
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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	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

	organized as well as direct, systematic, and explicit (TPE 7.5f)				
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 assess 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	Points	Due Date
1 Weekly Collaborate – Describe Assessments to Develop a Comprehensive Learner Profile - Identify types of assessment used in special education. - Define the purposes of formal and informal assessments. - Articulate the role in conducting comprehensive educational evaluations.	03	Sunday
1 Discussion Forum – Articulate familiarity of multiple sources of assessment used to develop a comprehensive profile. TPE 7.10 Introduce: Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Download and read HLPs in Special Education Assessment Research Synthesis. Focusing on HLP4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs. (pp. 2-3). Post an initial response to the following questions:	05	Sunday*

	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. References 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 Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education. <i>Teaching Exceptional Children</i>, 50(1), 20-27. https://du.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmd9k/cdl_crossref_primary_10_1177_0040059917724412 Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson. Chapter 3 – Standardized assessment types, scores, and accommodations, pp. 53-94.		
1	Activity 1: Record information from statistical concepts and scoring terminology. - 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
1	Activity 2 - Complete steps to administer a standardized academic achievement test. TPE 7.10.a. Assess - Preparation to administer a standardized academic achievement test – WJIV <u>Completion of WJIV Tutorials</u> - 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)	10	Sunday

	Answer ALL reflection questions. 1. What information gained from observing the student during the administration of the test will add to the formal testing? 2. 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? 3. What should you do when setting up the testing environment to allow for a student's behavioral issues and/or health/medical issues? 4. What procedures illustrate best practices? What can you do to ensure the assessment is consistent with appropriate ethical conduct expected from professionals? Explain. 5. 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? Optional Resources 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 • 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. Mindrila, S. (2017). <i>Standardized assessments</i> [Video]. YouTube. https://www.youtube.com/watch?v=QINm-81yw-o		
2	Considerations for Selection, Administration, and Evaluation of Accommodations		
	Assignments	Points	Due Dates
2	Weekly Collaborate – Explore Guidelines for Accommodations 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
2	Discussion Forum – Demonstrate knowledge of accommodations. 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? Post an initial response: 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?	05	Sunday*

	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? References 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. https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_2011_45140 The Regents of the University of California. (2023, July 29). Usability accessibility and accommodations guidelines. https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf		
2	Fieldwork 1– Conduct an ecological assessment Instructions 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. - 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. Resources to get you started. Murphy, M., & Beam, H. (2021, Feb. 19). Four tips for self-contained classroom. https://www.edutopia.org/article/4-tips-successful-self-contained-classroom Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd ed.). Pearson. - Figure 4-20 – Class/School Environmental Checklist, p.119.	07	Sunday
2	Fieldwork 2 – Identify accessibility supports TPE 7.8b Practice - Choose a focus student with mild to moderate support needs to enhance their competence with writing utilizing technology, keyboarding, assistive technology, and other learning media. - Using a strengths-based approach, describe the focus student's characteristics (age, primary disability, language proficiency, and learning preferences. Note any accommodations on the student's IEP for instruction and assessment. - Explore the embedded and non-embedded technology tools for writing fluency, such as spelling and handwriting, keyboarding, alongside mastering language conventions and improving decoding skills identified from the California Assessment Accessibility Resources Matrix (CDE, 2024) to determine the appropriate accessibility resources for the student. Focus on the student's specific strengths, interests, and needs to advance their writing. - Consider accessibility resources that eliminate or diminish barriers to successful text production, such as technological tools to develop spelling, handwriting fluency, letter formation through printing, keyboarding, grammar, and spell checkers, and software to convert the handwritten text to typewritten text. TPE 7.8b	8	Sunday

5. Describe how the use of the selected accessibility resources (universal tools, designated supports, and accommodations) for instruction and assessment intersect with the student's needs in writing, keyboarding, language conventions, communication, and other learning media. **TPE 7.8b**
6. Identify potential opportunities for the student to practice using the selected accessibility tools (accommodations, universal tools, and designated supports) during the day and in the content area **to develop the use of keyboarding, technology, and multimedia, as appropriate and fluency in spelling handwriting and other language conventions to support writing and presentations (TPE8b).**

References

CAASPP & ELPAC. (2025, Mar. 17.) *Introduction to Accessibility Resources* [Video].

https://www.youtube.com/watch?v=TDPVRU05C_k&t=65s

CDE. (2024). The California Assessment Accessibility Resources Matrix. <https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix>

Smarter Balanced. (2023, July). Usability, accessibility, and accommodations implementation guide.

<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-implementation-guide.pdf>

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://openideasthatwork.org/sites/default/files/AccommodationsManual.pdf>

Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No.IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configuration/>

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), related to writing, keyboarding, spelling, multimedia, and language conventions (TPE 7.8b). 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, CCSO 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 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.	Reflects meaningfully on the process and considers student voice. Next steps are appropriate and show an understanding of accommodations for writing and access.	Reflection is present but lacks depth or specificity. Discussion of student awareness or future planning is limited or vague.	Minimal or missing reflection. No evidence of planning next steps. 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 - 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.	03	Sunday
3 Discussion Forum – Communicate recommendations to support paraprofessionals. Instructions	05	Sunday*

	• 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 dependence by adults such as interference with peer interactions, or interference with creativity or interference with teacher contact and instruction. • Respond to the following questions: 1. Describe the situation, the actions taken. 2. What actions could have been taken to support interdependence and independence of the student(s)? References Alberta Schools (2018, April 10) <i>Rethinking the role of educational assistants</i> [Video]. YouTube. https://www.youtube.com/watch?v=UIH7Dz3wMpQ 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 https://nu.primo.exlibrisgroup.com/permalink/01NATIONAL_INST/1gmol9r/cdi_proquest_journals_201168209		
3	Activity 3 – Paraphrase the types and purposes of progress monitoring. TPE 7.10 Practice - Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Instructions Review the rubric and Word Document worksheets attached prior to beginning the activity. 1. Complete the following IRIS Center modules on Progress Monitoring: a. Progress Monitoring: Reading (https://iris.peabody.vanderbilt.edu/module/pmr/#content) b. Progress Monitoring: Mathematics (https://iris.peabody.vanderbilt.edu/module/pmm/#content) 2. 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. 3. 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. 4. Pay close attention to the formulas to determine the baseline and projection of growth to determine if the student is making adequate progress.	05	Sunday

	5. Refer to the resources attached for the established range of scores to calculate growth, benchmarks, and goal setting. TPE 7.10 Practice 6. 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. TPE 7.10 Practice 7. Submit the screenshots and the completed Assessments into Brightspace. 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_2011_04204 Spinelli, C. G. (2012). <i>Classroom assessment for students in special and general education</i> (3rd 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			Point Due s Date
4	Weekly Collaborate – Synthesize Multiple Data Sources to Compile a Comprehensive Learner Profile. - o Articulate assessment data to the IEP team members. - o Practice interpreting and communicating assessment information to IEP team members. - o Communicate a collaborative plan for instruction. - o Depict safe and appropriate environments to support student learning. - o Express strategies for families of students with chronic illness and degenerative conditions.	03	Saturday **

	○ Justify responses to scenarios focusing on assessments.								
4	Discussion Forum – Justify responses to scenarios about assessments. 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. • Jess • Enrique • Kaden First response – Respond to a candidate’s initial post that selected a different student scenario than yours. Second response – Respond to a candidate’s initial post that selected a different student scenario. Essentially, each candidate is contributing to all 3 scenarios. Cite the specific references provided below each scenario.	05	Saturday **						
4	Quiz - Check for Understanding of Formative Assessments, Ethical Practices, and Supports TPE MM/EX 7.1 Introduce and Practice Timed – One attempt is allowed	05	Saturday **						
4	Activity 4 – Develop and implement high-quality educational programs TPE 7.10 Assess TPE MM/EX 7.1 Introduce and Practice Instructions 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> TPE 7.10 Assess Rubric Activity 4: Develop and implement high-quality educational programs <table><tr><td>Criteria</td><td>Integrating</td><td>Emerging</td></tr><tr><td>Certificate of Completion</td><td>Certificate uploaded</td><td>Certificate mentioned, but not evident</td></tr></table>	Criteria	Integrating	Emerging	Certificate of Completion	Certificate uploaded	Certificate mentioned, but not evident	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. 1. Write a professional report describing the student's overall level of achievement. 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
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? 2. What challenges do you think education specialists might encounter? Provide an example.	05	Sunday*
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	08	Sunday

	TPE 7.2.b. Practice how to 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); Directions: Complete the self-paced module from PROGRESS Center and explore the library collection of resources for HLP 11, 12, & 13 In this module you will practice how to Identify the three key steps in planning for 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). You will also and describe how to set meaningful learning targets using individualized education program (IEP) goals and/or grade-level standards; identify learning targets to set a clear sequence for instruction; and establish clear lesson objectives with aligned practice opportunities		
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: • Assessment of students' interests • Concrete-representational-abstract assessment within authentic contexts • Error patten analysis • Flexible interviews Read the article and address the following questions: 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.	05	Sunday*

	What was a key takeaway for you as a special education teacher?		
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 • Watch the Six-Step Protocol for engaging students in progressing monitoring (The PROGRESS Center 2021). • Jot down key takeaways. • Respond to the following questions: 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: 1. What are your thoughts on the usefulness of teachers considering the adaptation of non-EBPs using HLPs? Give an example. 2. What has been your experience using check-in sheets?	05	Saturday*

	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). 1. Do you agree or disagree, why or why not, provide examples.		
4	Fieldwork 5: Validate the application of student-centered progress monitoring. Administer the Six-Step Protocol to the focus student.	05	Saturday**
4	QUIZ – 10 True/False questions to check understanding of CBMs	05	Saturday**
4	Signature Assessment – Compile a profile to make IEP decisions and recommendations TPE MM/EX 7.1 Assess TPE MM/EX 7.2 Assess 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.	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, 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.	Creates a complete profile with relevant assessment data and interprets how it informs instructional decisions. Shows understanding of how data connect to student needs in literacy.	Profile includes some relevant assessment data but lacks depth, synthesis, or connection to instructional planning.	Incomplete or vague profile. Limited or missing use of assessment data. There is no clear 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.

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	35

	1 x 05	
	1 x 05	
QUIZ - Check for Understanding – Types of collaborative practices	ungraded	00
Signature Assignment – Designed to assess 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
1	Session 1 - Case Managers as Members of Collaborative Teams • 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	Discussion Forum – What is Ableism? • 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	Fieldwork 1 – Inventory of Range of Collaborative Practices 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.	10	Sunday
1	Fieldwork 2 – Examine the Role of Student Voice in the IEP Process 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.	05	Sunday

2	Session 2 – Acquire Effective Communicative Practices with Parents - Enhance the effectiveness of interviewing parents/families. - Address professional roles and responsibilities for	03	Specified by Instructor
Module	Activities/Assignments	Points	Due Date
	interacting with families. Identify strategies to promote family participation in educational decision-making.		
2	Discussion Forum – Indicate ways to Promote Family Input - 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? - 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?	05	Sunday*
2	Fieldwork 3 – Conduct interview with Parents(s)/Family Member(s) & Reflection - 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	Fieldwork 4 – Administer a Tool to Promote Metacognitive Skills 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.	05	
3	Session 3 – Optimize Special Education Teacher’s Role as a Collaborator - 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
	- 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 - 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 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 - 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. - 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	05	Saturday

	positively impart the educational system for students with		
Module	Activities/Assignments	Points	Due Date
	disabilities.		
4	Readings, Media, & Resources check	✓	
4	Activity #3 – What’s your Conflict Management Survey • 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	Signature Assessment – Generate a Toolkit of Collaborative Practices • 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	Activity 4 – End of Course & Program Survey Candidates complete an end of course and program survey.	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.casponline.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

TPE EX 7.2 (practice): Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

Purpose

This assignment provides practice in interpreting assessment results and developing a behavioral objective that incorporates individualized adaptations for students with Extensive Support Needs (ESN), including those with dyslexia and other disabilities that impact literacy development. This task supports your practice of **TPE MM/EX 7.2**, which emphasizes using assessment data to plan accommodations and modifications tailored to students with complex learning needs.

Directions

1. **Select a Learner (Real or Simulated):** Choose one school-aged student with ESN (pseudonym required) or use a peer volunteer roleplaying as a learner with ESN. Review available or simulated assessment data (formal, informal, curriculum-based, or functional assessments) that highlight the learner's literacy-related strengths and challenges.
2. **Identify Target Skill:** Based on the assessment data, select one communication or literacy-related skill to target (e.g., recognizing core sight words, identifying environmental print, matching letters to sounds, requesting preferred items using a symbol, or labeling pictures). The skill should represent a new behavior not yet in the learner's repertoire.
3. **Plan Adaptations for ESN:** Identify at least two specific adaptations that address the learner's unique needs (e.g., augmentative/alternative communication [AAC], use of tactile symbols, visual supports, assistive technology, multisensory prompts, simplified text, chunking steps, extended time). Clearly connect the adaptations to the learner's assessment results.
4. **Write the Behavioral Objective:** Include the following and ensure the objective reflects the adaptations described in step 3.
 1. Condition: setting/materials (e.g., "Given a communication board with 10 picture symbols...")
 2. Behavior: observable, measurable action (e.g., "...the student will select the picture symbol that corresponds to the spoken word...")
 3. Criterion: level of accuracy, frequency, or independence (e.g., "...with 80% accuracy across 3 consecutive sessions").
5. **Submit:** Your behavioral objective (2 points) and a short list of adaptations (1 point).

Rubric – Assignment 1.3

Criteria	Integrating/Innovative (Full points)	Applying/Emerging (Partial points)	Beginning/Unacceptable (0 points)	Points earned
Behavioral Objective	Objective includes clear condition, behavior, and criterion; directly aligned to learner's ESN literacy needs; measurable and specific.	Objective missing one element OR lacks precision; partially aligned to ESN literacy needs.	Objective absent, vague, or not measurable; does not address ESN literacy needs.	___/2
Adaptations for ESN	At least two well-chosen adaptations explicitly connected to assessment data and learner profile; supports access and participation.	One adaptation described OR weak connection to assessment data; partially addresses ESN needs.	No adaptations evident or not connected to assessment data; not relevant to ESN.	___/1
Total points: ___/3				

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	Describes typical methods and frequency of	Minimal insight into communication strategies.	Lacks meaningful detail or is absent.	___ /2

	responsive family communication, with examples.	communication with families.			
Communication with Administration (1 pt)	Strong description with examples of effective, professional communication with school and district administrators.	Describes interactions with administrative staff clearly.	Partial or vague description.	Absent or lacks relevance.	___ /1

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

TPE 7.7 (practice)

Overview: The candidate will learn about language development in order to 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.

(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

TPE EX 7.1, 7.3 (Practice)

TPE 7.6, 7.7, 7.8 (Assess)

Purpose

Design and present a low-/no-tech communication board grounded in PECS principles to support oral, written, and literacy language development for a specific learner with ESN. You will practice planning supplemental/intensive literacy intervention (MM/EX 7.1, 7.3) and demonstrate how the board advances Meaning Making (7.6), Language Development (7.7), and Effective Expression (7.8).

What you will submit

1. Communication Board (artifact): Functional, accessible board with pictures paired with written words; core + fringe vocabulary aligned to learner’s goals and routines.
2. Design Brief (1–2 pages):
 - Learner assets & needs; rationale for vocabulary/categories; UDL access features (layout, contrast, motor/vision supports).
 - How the board supports structured literacy (phonology, orthography/phonics, morphology, syntax, semantics) and comprehension.
3. Instruction & Data Plan (≈1 page + tools):
 - Where/when/how you will teach and use the board (natural opportunities + brief practice), with prompting/fading, aided language input, reinforcement.
 - Identify whether supports are Tier 2 supplemental or Tier 3 intensive; include a baseline probe, progress-monitoring schedule, a data sheet, and decision rules (e.g., change method if <X% growth across Y sessions).
 - Note home/community carryover steps and collaboration.
4. Reflection (≈1 page): What worked/what you would change; how the learner’s assets/needs and data informed your plan.
5. In-class Demonstration (5–7 minutes):
Show how the board would be used; model at least one meaning-making routine, one language development target, and one effective-expression move (e.g., build a phrase to request/comment/write).
6. References (APA 7):
≥2 high-quality sources (course or external). Cite in brief and reflection

Rubric – Assignment 2.3

Criterion	Integrating / Innovative (Full points)	Applying / Emerging (Partial points)	Beginning / Unacceptable (0 points)	Points earned
Artifact: Board Design & Access	Board is functional, purposeful, and accessible (clear layout, motor/vision supports); vocabulary reflects core + individualized fringe tied to routines; pairing picture + written word is systematic for literacy carryover.	Board is functional but some access or vocabulary choices are generic or not well tied to routines.	Board is incomplete, hard to access, or poorly matched to learner needs.	___/2
Design Brief: Literacy & Meaning Making	Clearly explains how the board drives meaning making (literal, inferential, higher order) and structured literacy (phonology,	Addresses some literacy or UDL elements but lacks depth or full coverage across components.	Lacks clear connection to literacy/meaning-making or UDL.	___/2

	orthography/phonics, morphology, syntax, semantics); shows UDL features and links to participation in reading/writing tasks.			
Instruction & Data Plan (Tiering + Monitoring)	Plan specifies Tier 2 or Tier 3 intensity, baseline probes, progress monitoring (schedule, tool), prompting/fading, aided language input, reinforcement, and decision rules; includes home/community carryover.	Plan mentions instruction and data, but tiering/monitoring or decision rules are vague; limited generalization steps.	No clear instruction plan, baseline, or monitoring	___/1.5
Effective Expression Enablement	Shows how the board enables writing, discussion, presenting, and language conventions (e.g., phrase/sentence building, discourse frames) for varied purposes and audiences.	Some expression opportunities are present but limited in range or explicitness.	Expression supports are absent or unclear.	___/1.5
Reflection & Presentation	Reflection uses data and learner assets/needs to justify changes; demonstration effectively models meaning-making, language, and expression routines; ≥2 APA-formatted references integrated.	Reflection or demo present but light on data-informed reasoning or modeling; minor APA issues or <2 references.	Missing reflection/demo or lacks professional/APA expectations.	___/1.0
Total points: ___/8				

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 7.10 - Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

Overview

In this discussion thread, you will apply **TPE 7.10** by monitoring your student's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques to guide instructional decision making. Building on Discussions 2 and 3, you will analyze your learner's growth in acquiring the targeted vocabulary and literacy skills, with particular attention to data trends that inform how instruction should be adapted to meet student needs.

Instructions

1. Behavioral Objective & Graph

Repost your behavioral objective from Discussion Forum 2 and provide your updated graph. Ensure the graph reflects both baseline data and intervention data, clearly showing your student's progress over time.

2. Data Analysis

Using your baseline and intervention data, write a paragraph analyzing the data in relation to literacy progress. Address the following:

1. Is the baseline data showing less than 20% correct responses (indicating limited initial mastery)?
2. Do you see a difference in trends between baseline and intervention phases?
3. Is the intervention data showing evidence of progress in literacy skills?

Your analysis should reflect the use of formative assessments and data trends as diagnostic tools that inform instructional decision making.

3. Anticipated Results & Instructional Decision Making

Based on your data analysis and the learner's strengths and needs, write a paragraph predicting the anticipated results if the intervention continues. Discuss how these anticipated results will guide your future instructional planning, including potential adjustments to instructional strategies, supports, or literacy tasks.

4. Reply to a Colleague

Respond to at least one peer by offering feedback on their data analysis and anticipated results. Suggest at least one additional way they might use formative assessment or progress monitoring to refine instructional decision making.

Rubric – Discussion Forum 4

Criteria	Integrating / Innovative	Applying / Emerging	Beginning / Unacceptable	Points earned
Behavioral Objective & Graph	Provides a clearly measurable behavioral objective and accurate graph depicting baseline and intervention data aligned to literacy goals. (1 pt)	Behavioral objective or graph is present but somewhat unclear, incomplete, or contains minor errors. (0.5 pts)	No objective or graph provided. (0 pts)	
Data Analysis	Provides accurate, thoughtful analysis of baseline and intervention data; explicitly addresses % accuracy, trends, and literacy progress. (1.5 pts)	Provides limited or partial analysis; may address some but not all of baseline %, trends, or progress. (0.75 pts)	No meaningful analysis provided. (0 pts)	

Anticipated Results & Instructional Decision Making	Predicts results insightfully based on data trends; explicitly links findings to instructional decision making and literacy supports. (1.5 pts)	Provides anticipated results with limited or vague instructional implications. (0.75 pts)	No anticipated results or instructional decision making included. (0 pts)	
Application of TPE 7.10	Demonstrates clear application of formative assessment, progress monitoring, and diagnostic techniques to inform instruction. (0.5 pts)	Partial or emerging application of TPE 7.10 practices. (0.25 pts)	No evidence of TPE 7.10 practices. (0 pts)	
Colleague Reply	Provides constructive, professional, and specific feedback, offering an additional formative assessment or monitoring suggestion. (0.5 pts)	Provides a reply that is relevant but lacks depth or specificity. (0.25 pts)	No reply posted. (0 pts)	
				Total points earned: ___/5

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 measurable? 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

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 coursework

Each week, teacher candidates may earn up to 11 points through engagement with lectures and course materials, and up to 14 points through the completion of creative main assignments and field experience activities. At the conclusion of the course, the instructor will award the remaining 2 points based on the extent to which each candidate consistently demonstrated professional dispositions throughout the term.

Discussion Forums: Candidates are required to submit one main post (minimum 200 words) by Thursday at 11:59 p.m. EST, and at least one peer reply (100–150 words) by Sunday at 11:59 p.m. EST.

Assignments and Field Experiences: All assignments are due by Sunday at 11:59 p.m. EST, unless otherwise specified by the instructor.

Formatting: All submissions—including discussion posts, assignments, and field experience documentation—must adhere to APA 7th edition style guidelines.

Week	Assignments & Field Experiences	Points possible
1	Discussion Forum 1 - Describe a Standardized Test	5

	Assignment 1.1 – Webinar Summary	3
	Assignment 1.2 – Textbook Chapter(s) Summary	3
	Assignment 1.3 - Meeting Mr. Jones, the Students, and Sorting Data	5
	Field Experience 1 (2 hours) – Classroom Arrangement	9
2	Discussion Forum 2 – Method to Teach Academics	5
	Assignment 2.1 – Webinar Summary	3
	Assignment 2.2 – Textbook Chapter(s) Summary	3
	Assignment 2.3 – Writing an Academic Lesson Plan with Behavioral Objectives	9
	Field Experience 2 (2 hours) – Communication Change Program Part 1	5
3	Discussion Forum 3 – Method to Teach Social Skills	5
	Assignment 3.1 – Webinar Summary	3
	Assignment 3.2 – Textbook Chapter(s) Summary	3
	Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives	9
	Field Experience 3 (4 hours) – Communication Change Program Part 2	5
4	Discussion Forum 4 – Method to Teach Living Skills	5
	Assignment 4.1 – Webinar Summary	3
	Assignment 4.2 – Textbook Chapter(s) Summary	3
	Assignment 4.3 – Signature Assignment (data analysis & plan instruction)	9
	Field Experience 4 (2 hours) – Communication Change Program Part 3	3
	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

During the first week of the course, the lecture provides a comprehensive overview of the assessment process, addressing the purposes and methods of assessment, types of assessment procedures, and both formal and informal strategies. The session also examines assessment models, the interpretation and use of test results, and the structure of an assessment report. Particular emphasis is placed on academic and developmental assessment, offering candidates a deeper understanding of their applications in practice.

Assigned Readings

Chapter 4 Teaching Students with Moderate and Severe Disabilities: Using Assessment for Planning Standards-Based Individualized Education Programs

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 Assessments

- [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 11:59 p.m. EST.

Discussion Forum 1 – Describe a Standardized Test

Request access to a standardized test through your school resources (e.g., school psychologist, occupational therapist, physical therapist, speech-language pathologist, or administrative staff) or another accessible source. In some cases, you may not be permitted to check out the entire test, as many assessments include multiple components and materials that are not easily transportable. If this is the case, arrange to review the test on-site for one to two hours in order to familiarize yourself with the materials. When possible, seek guidance from a knowledgeable staff member who can provide an overview of the assessment. Be sure to request access to the test manual, as it is essential for study and review. As a reminder, a standardized test is administered and scored in a consistent manner each time, following prescribed

directions without deviation. Examples of standardized tests are provided below; however, you may seek instructor approval to use an alternative assessment not included on 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

In your main post, be sure to:

1. Identify the test by name.
2. Describe its intended purpose.
3. Summarize the standardization process as outlined in the test manual.
4. Explain the materials required and the testing procedures.
5. Discuss its limitations, drawing from both the manual and your personal experience.

Your main post should be a minimum of 200 words (you are welcome to exceed this length). In addition, provide a substantive reply to at least one colleague's post.

Assignment 1.1 – Webinar Summary

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

For this assignment, you will write a clear, organized summary of the assigned textbook chapter(s) for the week. Your summary should demonstrate both comprehension of the key ideas and the ability to synthesize content in a concise, academic manner.

Requirements:

- Provide a comprehensive yet concise summary of each assigned chapter.
- Highlight the main concepts, theories, and practices addressed in the chapter(s).
- Discuss the relevance of the material to teaching and supporting students with Extensive Support Needs (ESN).
- Identify at least one connection between the chapter content and your developing knowledge as a teacher candidate (e.g., implications for classroom practice, use of assessment, collaboration with families, etc.).
- The combined length of the summary across all chapters should be a minimum of 200 words (you may exceed this requirement as needed for completeness).

Formatting Guidelines:

- Write in academic prose (no bullet points or fragmented notes).
- Use APA 7th edition style for any citations or references.
- Submit as a single document in Word or PDF format by Sunday at midnight EST.

Evaluation Criteria (3 points):

- 3 points (Exceeds Expectations): Provides a clear, comprehensive, and well-written synthesis of all chapters, with accurate connections to ESN practice and professional relevance.
- 1.5 points (Approaches Expectations): Provides a partial or general summary with limited depth or weak connections to ESN practice.
- 0 points (Does Not Meet Expectations): Missing, incomplete, or superficial summary with little evidence of comprehension.

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.

Assignment 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

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 student 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 – Writing an Academic Lesson Plan with Behavioral Objectives

TPE 7.6/U7.6: Meaning Making (Practice)

This is a collaborative assignment you will complete with one of your peers. Each of you must submit the complete assignment in Brightspace (D2L) and 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) template provided by the Special Education Department, you will design one academic lesson for the three focus students introduced earlier in the course (Ivelia, Maurice, and Tyler).

This assignment aligns with the following Course Learning Objectives (CLOs) and associated Teacher Performance Expectations (TPEs):

- Supporting the use of AAC and assistive technology to promote communication, curriculum access, and skill development for students with ESN (CLO 2 – TPE 1.2, 1.7, 2.1).
- Developing a list of appropriate accommodations and modifications (including AAC and assistive technology) that can be shared with general education teachers, paraprofessionals, and families to promote student success in inclusive settings (CLO 6 – TPE 2.5, 2.11, 2.12, 3.3, 4.3).

- Using evidence-based high-leverage practices to ensure students with disabilities have equitable access to the state-adopted core curriculum (CLO 7 – TPE 4.4).

Your lesson must also demonstrate knowledge and integration of **TPE 7.6/U7.6: Meaning Making** by engaging students in:

- Building on their prior knowledge, routines, and interests; Using adapted literary and informational texts (print with visuals, digital with supports, oral storytelling, multimedia);
- Designing questioning and discussion at the student’s communication level (e.g., AAC, choice-making, yes/no, picture exchange);
- Embedding opportunities for literal comprehension (e.g., “who,” “what,” “where”), inferential comprehension (“why,” “how”), and higher-order skills (e.g., perspective-taking, predicting, reasoning);
- Providing multimodal opportunities to demonstrate understanding (AAC, visuals, gestures, sorting, pointing, verbal responses).

Assignment Requirements

- Develop a Behavioral Objective for each student on a chosen academic skill (1 point).
- Select and Describe an Instructional Method that is evidence-based for students with ESN. Explain how it fosters meaning making and ensures equitable access to the curriculum (1 point).
- Develop an Assessment Procedure to measure each student’s performance on the targeted skill (e.g., task analysis checklists, prompting data, observational notes of AAC/assistive tech use) (1 point).
- Prepare a Learning Map using the department template. Instruction should incorporate reinforcers, accommodations/modifications, AAC/assistive technology, and provide multiple opportunities for meaning making (6 points).
-

Assignment 2.3 – Rubric (9 points)

Criteria	Integrating/Innovative	Applying/Emerging	Beginning/Unacceptable	Points earned
Behavioral Objective (1 pt)	Objective is individualized, measurable, and clearly aligned with learners’ needs; supports meaning making through academic access (e.g., building on routines or interests).	Objective is stated but not fully measurable or only loosely connected to meaning making.	Objective is missing, vague, or unrelated to the learners’ needs.	___/1
Instructional Method (1 pt)	Evidence-based instructional method is clearly named and described; explicitly designed to foster questioning, discussion, and access to adapted texts; promotes TPE 7.6 practices.	Instructional method is named and somewhat described; supports limited aspects of meaning making.	Instructional method is unclear, missing, or inappropriate for learners with ESN.	___/1
Assessment Procedure (1 pt)	Procedure is clearly described; measures progress using AAC, assistive technology, and multimodal responses; captures	Procedure is partially described; limited connection to meaning making or multimodal assessment.	Procedure is missing, unclear, or not appropriate for ESN learners.	___/1

	both literal and inferential comprehension.			
Learning Map & TPE 7.6 Meaning Making (6 pts)	Learning Map is complete and integrates all five TPE 7.6 practices: 1) builds on prior knowledge/routines/interests; 2) uses adapted literary/informational texts; 3) incorporates questioning/discussion at student communication levels (AAC, choice-making, etc.); 4) embeds literal, inferential, and higher-order comprehension; 5) provides multimodal response opportunities (AAC, visuals, gestures, pointing, oral/verbal). Includes accommodations, modifications, and reinforcers that can be shared with educators/families.	Learning Map is somewhat complete; includes some TPE 7.6 practices but lacks depth or consistency across all five. Limited evidence of accommodations or multimodal opportunities.	Learning Map is incomplete or missing significant parts; minimal or no evidence of TPE 7.6 practices; lacks adapted texts, questioning, or opportunities for meaning making.	___/6
Total points earned:				/9

Field Experience: Communication Change Program (Parts 1-4)

TPE 7.2a – Plan and implement literacy instruction using UDL principles to promote comprehension and access.

TPE 7.2c – Integrate structured literacy aligned with the California Dyslexia Guidelines, including phonology, orthography, phonics, morphology, syntax, and semantics.

TPE 7.7c – Conduct instruction leveraging students' linguistic repertoires, including home languages and dialects, encouraging translanguaging.

In this field experience, you will design and implement a Communication Change Program for a student with Extensive Support Needs (ESN). The assignment is divided into four parts, allowing you to systematically document present levels, set goals, design intervention, collect baseline and progress data, and evaluate outcomes.

The purpose of this assignment is to demonstrate your ability to:

- Assess communication and literacy needs using culturally responsive practices;
- Develop goals and objectives aligned with Universal Design for Learning (UDL), structured literacy, and the California Dyslexia Guidelines;
- Integrate augmentative and alternative communication (AAC) and assistive technology to increase student access and participation;
- Plan and implement evidence-based interventions that promote communication, language development, and literacy outcomes;

- Evaluate the impact of interventions on student learning and reflect on implications for future practice.

This assignment also emphasizes inclusive practices, such as leveraging students' home languages and cultural repertoires (translanguaging), collaborating with families, and designing supports for general education settings.

This assignment aligns with the following Course Learning Objectives (CLOs) and Teacher Performance Expectations (TPEs):

- Support the use of AAC and assistive technology for communication, curriculum access, and skills development (CLO 2 - TPE 1.2; 1.7; 2.1).
- Develop inclusion plans and formulate short- and long-term goals responsive to student needs and grade-level curriculum (CLO 4 - TPE 1.7; 2.3; 2.12; 3.1; 4.5).
- Create a resource guide for general educators and families, emphasizing collaboration, person-centered planning, and evidence-based instruction (CLO 5 - TPE 2.14; 2.4; 4.6; 5.1).
- Support evidence-based high-leverage practices for equitable access to the core curriculum (CLO 7 - TPE 4.4).

This assignment also explicitly incorporates TPE 7 integration:

TPE 7.2a – Plan and implement literacy instruction using UDL principles to promote comprehension and access.

TPE 7.2c – Integrate structured literacy aligned with the California Dyslexia Guidelines, including phonology, orthography, phonics, morphology, syntax, and semantics.

TPE 7.7c – Conduct instruction leveraging students' linguistic repertoires, including home languages and dialects, encouraging translanguaging.

Assignment Components (Parts 1–4)

Part 1: Student Profile & Present Levels

- Provide a comprehensive description of the student's communication, academic, social-emotional, and behavioral functioning.
- Include data from multiple sources (teacher observation, parent/family input, assessment reports, IEPs).
- Highlight the student's existing linguistic repertoires, home language(s), and cultural background.

Part 2: Goal & Objective Development

- Write at least two measurable, functional communication and/or literacy goals with short-term objectives.
- Demonstrate attention to person-centered/family-centered planning.
- Ensure goals align with:
 - Structured Literacy principles (phonology, morphology, syntax, semantics);
 - UDL principles to promote access for students with ESN;
 - **TPE 7.2a & 7.2c** requirements for evidence-based literacy instruction and dyslexia guidelines.

Part 3: Assessment, Baseline, and Intervention Design

- Define the target communication/literacy behavior clearly.
- Collect baseline data using culturally responsive, multimodal methods (e.g., direct observation, AAC logs, caregiver report).
- Design an evidence-based intervention plan that:

- o Incorporates AAC and assistive technology.
- o Leverages student linguistic repertoires and supports translanguaging (TPE 7.7c).
- o Promotes vocabulary, syntax, and discourse-level communication in functional contexts.
- o Uses multimodal supports (visuals, gestures, digital tools).

Part 4: Progress Monitoring, Evaluation, and Reflection

- Collect ongoing progress monitoring data (tables, charts, or graphs).
- Evaluate the effectiveness of the intervention by comparing baseline and intervention data.
- Document student outcomes, including evidence of independence, generalization, and maintenance across settings.
- Reflect on:
 - o What worked and what didn't.
 - o How you integrated literacy, language, and cultural responsiveness.
 - o Next steps for instructional planning and family collaboration.

Rubric – Field Experience 4: Communication Change Program (Parts 1–4)

Performance Level	Description	Comments
Integrating / Innovative (3 pts)	Submission is comprehensive and cohesive across all parts. Student profile, goals, baseline, intervention, and progress monitoring are detailed, data-driven, and explicitly responsive to the needs of learners with ESN. Effectively integrates AAC, UDL, structured literacy (phonology, morphology, syntax, semantics), and California Dyslexia Guidelines. Demonstrates strong cultural and linguistic responsiveness, including translanguaging practices (TPE 7.7c). Reflection is insightful, forward-looking, and grounded in evidence-based practices.	
Applying / Emerging (1.5 pts)	Submission addresses all required parts with clarity, but some sections lack depth or detail. Goals are measurable and interventions are evidence-based, but integration of UDL, literacy, and AAC are partial or inconsistent. Cultural/linguistic responsiveness and translanguaging are mentioned but not fully developed.	

	Reflection addresses effectiveness but is general or lacks strong connection to best practices.	
Beginning / Unacceptable (0 pts)	Submission is missing sections, underdeveloped, or superficial. Goals are vague or disconnected from ESN needs. Baseline data and intervention design are incomplete or lack evidence base. Little or no integration of UDL, structured literacy, or AAC. Minimal to no attention to cultural/linguistic responsiveness. Reflection absent or perfunctory.	
		POINTS AWARDED: ___/3

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://doi.org/10.1186/1092-213X-44-11). 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](https://doi.org/10.1080/07317107.2016.1203135). 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](https://doi.org/10.1080/07317107.2016.1203135). (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

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 – Writing a Social Skills Lesson Plan with Behavioral Objectives

TPE 7.7 (Language Development): Lesson promotes vocabulary, syntax, and discourse-level communication during social skill practice.

TPE 7.3 & 7.2.c (Literacy Practices): Lesson integrates structured literacy practices (phonology, morphology, syntax, semantics) and dyslexia guidelines into social communication tasks, ensuring alignment with IEP goals.

This collaborative assignment will deepen your ability to plan, teach, and assess social skills instruction for students with Extensive Support Needs (ESN). You will work with a peer to design a Social Skills Lesson Plan with Behavioral Objectives using the Learning Map format. Each candidate must submit the completed assignment individually to Brightspace (D2L) with both partners' names included.

This task directly supports your preparation for the Signature Assignment due in Week Four. It emphasizes aligning social skill instruction to individualized needs, incorporating augmentative and alternative communication (AAC) systems, assistive technology (AT), and evidence-based literacy practices.

This assignment integrates Week 3 Course Learning Outcomes (CLO):

- Develop guidelines for new teachers on assessments, data use, and communicative competencies (CLO 1; TPE 1.7, 5.2, 5.3, 5.7);
- Support the use of AAC and assistive technology for communication and curriculum access (CLO 2; TPE 1.2, 1.7, 2.1);
- Support evidence-based high-leverage practices for equitable access to curriculum (CLO 7; TPE 4.4).

Your lesson must also demonstrate integration of California Teaching Performance Expectations (TPEs) listed above, as well as:

- TPE 7.7 (Language Development): Promote vocabulary, syntax, and discourse-level communication during social skills practice.
- TPE 7.3 & 7.2.c (Literacy Practices): Integrate structured literacy practices (phonology, morphology, syntax, semantics) and dyslexia guidelines into social communication tasks, ensuring alignment with student IEP goals.

Assignment Requirements:

Using the provided Learning Map template, complete the following:

1. Develop Behavioral Objectives (1 point):

Write individualized, measurable behavioral objectives for each of the three case study students (Ivelia, Maurice, and Tyler) that target the development of a social skill (e.g., turn-taking, initiating greetings, requesting, sharing).

Objectives should be aligned with IEP goals and written in observable terms.

2. Select and Describe Instructional Method (1 point):

Choose one evidence-based instructional method for teaching the targeted social skill (e.g., modeling, role-play, peer-mediated instruction, video modeling). Clearly name and describe the method and justify its use for students with ESN.

3. Develop an Assessment Procedure (1 point):

Describe how you will assess each student's performance on the chosen social skill. This may include a data collection sheet, observation checklist, or frequency recording. Ensure your assessment aligns with the behavioral objectives and measures observable skills.

4. Prepare a Learning Map & Lesson Plan (6 points):

Complete the Learning Map by outlining the instruction according to your chosen methodology. Be sure to include:

- Planned use of reinforcers (individualized or group);
- Specific accommodations and modifications (e.g., AAC systems, visual supports, technology, environmental adjustments);
- Integration of structured literacy practices and dyslexia guidelines within the context of social communication (phonology, morphology, syntax, semantics);
- Opportunities to practice vocabulary, syntax, and discourse-level communication within the social skill activity;
- Strategies that promote access, participation, and inclusion in general education and community environments.

Assignment 3.3 – Social Skills Lesson Plan with Behavioral Objectives Rubric

(9 points)

Criteria	Integrating/Innovative (full points)	Applying/Emerging (half points)	Beginning/Unacceptable (no points)	Points earned
Behavioral Objective (1 pt)	Objectives for all three students are clear, observable, measurable, and aligned to IEP social-skill goals (e.g., turn-taking, requesting, initiating).	Objectives are partly clear/measurable, or one student's objective is missing or weakly aligned.	Objectives are unclear, unmeasurable, or missing for multiple students.	___/1
Instructional Method (1 pt)	Method is named, evidence-based, and well-described for students with ESN; ESN fit is explicit.	Method is named but description/ESN fit is partial or generic.	Instructional method is unclear, missing, or inappropriate for learners with ESN.	___/1
Assessment Procedure (1 pt)	Assessment is clearly described and aligned to objectives; tools feasible for ESN population (e.g., frequency/latency, prompting hierarchy levels, task analysis checklist).	Assessment is partly described or loosely aligned to objectives; tool choice is limited.	Assessment is missing or not aligned to objectives/needs of learners.	___/1

	partner-assisted scanning notes, AAC output logs).			
	(6 pts.)	(3 pts.)	(0 pts.)	
Learning Map & Lesson Design (6 pts.)	Strong, consistent evidence across subareas: • TPE 7.7 – Language Development: Vocabulary, syntax, discourse explicitly taught with AAC modeling. • TPE 7.3 & 7.2.c – Structured Literacy: Phonology, morphology, syntax, semantics integrated systematically; dyslexia guidelines referenced; IEP-aligned. • AAC/AT & Access: Robust AAC use across all phases with modeling, prompting, fading, and data collection. • Accommodations/UDL: Individualized supports, multiple means of engagement, culturally responsive. • Practice & Inclusion: High-opportunity practice, naturalistic contexts, collaboration with families/staff.	Partial or inconsistent evidence across subareas; supports included but limited in depth, ESN specificity, or systematic literacy alignment.	Minimal or no evidence across subareas; little attention to language, literacy, AAC, UDL, or generalization.	___/6
Total points earned:				/9

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.co-operation.org/what-is-cooperative-learning>
- IRIS Center. (n.d.). [Differentiated instruction: Maximizing the learning of all students](https://iris.peabody.vanderbilt.edu/module/di/). [Creative Commons BY-NC-ND 4.0] <https://iris.peabody.vanderbilt.edu/module/di/>
- IRIS Center. (n.d.). [Intensive intervention](https://iris.peabody.vanderbilt.edu/module/dbi1/cresource/q1/p01/) (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

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

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)

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:

- (1) 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).
- (2) 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
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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://ceedar.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.bhwcares.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 progress. 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

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, turn-taking, consensus-building, and conflict resolution.	Demonstrates appropriate meeting skills; contributes effectively.	Some participation; shows developing meeting behaviors.	Limited or ineffective meeting participation and interaction.	___ /2

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

SSP Training PPT:



Site Support Provider Training for the Teacher Education and Special Education Programs

Revised 8/2022

1



Welcome to the National University Site Support
Provider training session.

We would like to thank you for your willingness to
support a student teacher or intern.

Our Clinical Practice program would not be possible
without teachers like you.

2

Topics

- Philosophy of the Student Clinical Practice
- Goal of the Clinical Practice Program
- Glossary
- Student Teaching Placements
- Student Teaching Policies
- Teaching Performance Expectations (TPEs)
- University Support Provider (USP) Supervision Requirements
- Go/No-Go
- Evaluation Practices
- Site Support Provider (SSP) Responsibilities
- Professional Development
- Proposed Sequencing for Student Teaching
- Observation Technique Suggestions
- Resources



3

Philosophy of the Clinical Practice Program

- The Clinical Practice Program at National University provides an opportunity to develop and evaluate the students' competence in an actual school setting.
- Clinical Practice is intended to bridge theory and practice.
- The relationship among University Support Provider (USP), Site Support Provider (SSP), and student teacher or intern influences the quality of the Clinical Practice experience and aids in ensuring consistent successful student experiences.



4

Student Teacher Placements

- Student teachers are required to complete 80 instructional days, about 16-18 weeks or one semester, of clinical practice under the supervision of a classroom teacher with a clear credential in their subject area.
- The 18 weeks can be divided into two nine-week blocks with different placements.
- Revised CTC guidelines allow the candidates to remain in one assignment for the entire 18 weeks as well.
- National University will accept either option at the discretion of the local school district.



5

Student Teaching Policies

Attendance

- Student teachers are expected to be in attendance every day for the full day.
- Daily arrival and departure times will follow the daily schedule of the Site Support Provider (SSP).
- Only **three** absences, whether for illness or personal reasons, are allowed.
- All other absences must be made up.



6

Student Teaching Policies Concerns and Issues

Students who enroll in student teaching make a commitment to the goals, responsibilities, and expectations outlined in this guide. The following procedure should be used when a student teacher has difficulty fulfilling these responsibilities:

- An initial communication on the matter between the Site Support Provider (SSP) and the student teacher should be held with an opportunity to improve. **Documentation of the communication is imperative.**
- You will be sending the University Support Provider (USP) an email every 2 weeks. In your bi-weekly updates, be sure to include all concerns and how you are providing support.



7

Student Teaching Policies Concerns and Issues Intervention

- If the problem is not resolved, the SSP should contact the University Support Provider (USP) and arrange a conference with the student teacher, the SSP, and USP as soon as possible. At this meeting, we will establish a **Progress Alert Plan**.
- Notify the University Support Provider (USP) immediately if there are grounds for dismissal.



8

Student Teaching Policies Student Teachers as Substitutes



National University allows student teachers to substitute teach as part of their student teaching experience according to the following criteria/guidelines:

- Student teachers may substitute teach only in the classroom in which they are student teaching. Additional specifics should be discussed with the University Support Provider.

9

Teaching Performance Expectations



The Teaching Performance Expectations (TPEs) are organized by the six California Standards for the Teaching Profession (CSTP) domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements within each of the seven interrelated domains of teaching practice (2018):

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator
7. Effective Literacy Instruction for All Teachers

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Teaching Performance Expectations (TPEs)

TPE 1	Engaging and Supporting All Students in Learning
1.1	Identify students' prior knowledge, experiences, interests, and individual learning needs, as well as their skills in reading, writing, language, and mathematics to inform instruction.
1.2	Engage students in learning activities that are relevant, meaningful, and challenging, and that support students' understanding of the subject matter.
1.3	Assess student progress in learning activities and provide ongoing feedback to support student learning and growth.
1.4	Use a variety of instructional strategies, resources, and materials to engage students in learning activities and to support their understanding of the subject matter.
1.5	Monitor student progress and provide ongoing feedback to support student learning and growth.
1.6	Provide a supportive learning environment for students that is safe, respectful, and inclusive.
1.7	Provide a supportive learning environment for students that is safe, respectful, and inclusive.
1.8	Provide a supportive learning environment for students that is safe, respectful, and inclusive.
1.9	Provide a supportive learning environment for students that is safe, respectful, and inclusive.
1.10	Provide a supportive learning environment for students that is safe, respectful, and inclusive.

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Teaching Performance Expectations (TPEs)

TPE 2	Creating and Maintaining Effective Environments for Student Learning
2.1	Provide students with a safe, secure, and supportive learning environment that is free from harassment, discrimination, and other forms of abuse.
2.2	Establish a positive learning environment that is safe, secure, and supportive.
2.3	Establish a positive learning environment that is safe, secure, and supportive.
2.4	Establish a positive learning environment that is safe, secure, and supportive.
2.5	Establish a positive learning environment that is safe, secure, and supportive.
2.6	Establish a positive learning environment that is safe, secure, and supportive.
2.7	Establish a positive learning environment that is safe, secure, and supportive.
2.8	Establish a positive learning environment that is safe, secure, and supportive.
2.9	Establish a positive learning environment that is safe, secure, and supportive.
2.10	Establish a positive learning environment that is safe, secure, and supportive.

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Teaching Performance Expectations (TPEs)

TPE 3	Understanding and improving student writing for student learning
1.	Demonstrate knowledge of student writing, including the relevant California State Standards and curriculum frameworks.
2.	Use knowledge about students and writing goals to generate the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to provide student access to the curriculum.
3.	Plan, design, implement, and monitor student writing with content subject matter, language in the content, and/or process, and design and implement strategies and non-disciplinary writing supports, including scaffolding the student and providing an exemplar to the student.
4.	Identify and through consultation and collaboration with other educators and members of the larger school community, plan for effective student writing instruction and use multiple means of representing, representing, and representing students to ensure the best possible outcome.
5.	Adapt student writing curriculum, assignments, and planning to support the expansion and use of students' English when writing to ensure the student writer knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs at the most effective outcome.
6.	Use and select resources, standards-aligned non-curricular materials, and a range of technology, including student technology, to facilitate student writing access to the curriculum.
7.	Include and design digital literacy by using technology to engage students and support their learning, and provide digital literacy, including teaching copyright law, understanding the use of digital and the use of Creative Commons license, and supporting digital literacy.
8.	Demonstrate knowledge of effective writing strategies aligned with the appropriate recognized educational technology standards.

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Teaching Performance Expectations (TPEs)

TPE 4	Designing instruction and designing learning experiences for all students
1.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
2.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
3.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
4.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
5.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
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7.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
8.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
9.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
10.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.

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Teaching Performance Expectations (TPEs)

TPE 5	Assessing student learning
1.	Apply knowledge of the subject, standards, and assessment tools to select and use appropriate assessment tools, including formative, summative, and performance-based assessment tools, and use the results to inform instruction and learning experiences.
2.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
3.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
4.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
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10.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.

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Teaching Performance Expectations (TPEs)

TPE 6	Developing as a professional educator
1.	Reflect on their own teaching practice and use of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2.	Recognize their own strengths and areas for growth, and use this information to inform instruction and learning experiences.
3.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
4.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
5.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
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9.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
10.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.

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***New- TPE 7: Effective Literacy Instruction for All Students

TPE 7	Effective Literacy Instruction for All Students
1.	Plan/Implement evidence-based literacy aligned with standards & curriculum frameworks
2.	Apply LIRA, LIRA (Tier 1-3) Dyslexia Guidelines, structured literacy
3.	Identify needs, barriers, culturally & linguistically affirming practices, support multilingual programs
4.	Engaging, motivating, developmentally appropriate instruction, LIRA, family engagement, trauma-informed
5.	Foundational skills: phonics, phonology, reading, fluency, vocabulary & explicit instruction
6.	Assessing reading: sample texts, questioning, discussion, comprehension, critical thinking
7.	Language development: vocabulary, syntax, discourse, home languages, translanguaging, media
8.	Effective expression: writing, discussion, presentation, oral communication, rubric, ethics, technology
9.	Communicate with students and families about the student's learning goals, progress, and needs, and use this information to inform instruction and learning experiences.
10.	Monitor progress with formative/summative assessments, identify effectiveness, collaborate with families/parents
11.	Provide comprehensive LIRA (prevention & intervention) aligned with standards, potential English use

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TPE 7: Effective Literacy Instruction (Examples 7.1 – 7.5)

Candidates must be provided opportunities to observe and practice Literacy instruction and the use of diagnostic techniques

TPE	Focus	Classroom Example
7.1	Foundational skills: phonics, phonology, reading, fluency, vocabulary & explicit instruction	Teacher uses the CA LIRA/2020 Frameworks to design, teach, and integrate, literacy instruction
7.2	LIRA, LIRA (Tier 1-3) Dyslexia Guidelines	Small group Tier 2 reading intervention with LIRA/2020 Frameworks (phonics, morphology)
7.3	Identifying & responding to students' needs	Teacher identifies students in their classes that have a need for literacy instruction, and provides them with literacy instruction
7.4	Engaging & responsive instruction	Literacy lessons include games, digital tools, and family projects tailored to students' needs
7.5	Foundational skills	Daily phonics routine with decodable readers, explicit modeling of print concepts and fluency practice

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TPE 7: Effective Literacy Instruction (Examples 7.6 – 7.11)

TPE	Focus	Classroom Example
7.6	Identifying reading & comprehension	Teacher uses reciprocal teaching (predict, question, clarify, summarize) with informational text.
7.7	Language development	Vocabulary walls, sentence frames, and opportunities for oral presentations to build academic language.
7.8	Effective responses	Students write opinion essays, give review drafts, and present findings using multimedia.
7.9	Content knowledge & disciplinary literacy	Students read primary sources to identify, evaluate facts, and discuss using academic discourse.
7.10	Program monitoring & assessment	Teacher asks running records and reading inventories to identify risk for dyslexia, then collaborates with specialists.
7.11	English Language Development (ELD)	Integrated ELD in a science lesson where ELL use sentence starters to describe observations.

Candidates will need multiple evidences of Literacy instruction to submit the CalTPA Literacy Performance Assessment

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GoReact Formal Observation



- University Support Providers (USPs) will be responsible for all formal observations.
- All observations must be recorded and uploaded to GoReact. GoReact is a video coaching and resource sharing platform designed to improve teaching and learning.
- The roles of observers will be aligned to the Teaching Performance Expectations (TPEs).

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GoReact Formal Observations

GoReact, the video coaching program, will **not** be a part of your responsibility.

The next few slides will give you an idea of how the video coaching works, just for your information.



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GoReact Observation Notes

Each lesson recorded will include commentary.

Commentary will cover connections in the lesson with TPEs. **Attachments** can be added as support documents.

Comments will include:

- TPEs
- Suggestions
- Questions

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GoReact Evaluation Procedures

- It is the responsibility of the SSP and USP to ensure that the candidate receives timely and continuous feedback on their performance.
- The student or intern recommended for certification must possess the skills and maturity to be a successful teacher.



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GoReact Reporting

- These assessments provide the SSP and USP with opportunities to identify the strengths and weaknesses of a candidate.

- These reports profile the student's competency in subject matter, instruction, assessment, and professionalism.



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SSP Responsibilities TPE Running Record

Collaborate with the candidate in filling out the TPE Running Record.

- This record is used to guide and support the student teacher or intern throughout the placement.
- The document and comments also serves as evidence of meeting TPEs.
- This comes in handy when completing the assessments that require evidence to be provided.
- TPE Running Record needs to be included in each email update.**

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SSP Responsibilities TPE Running Record – Google Doc & Comments



- By using the TPE Running Record as a Google Doc, the SSP, candidate and USP all have access to it and can monitor, comment on or add information.
- For example, note the comment on the right, where the USP was able to help the candidate add evidence to the document.

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SSP Responsibilities Bi-weekly Email Communication Regarding Student Teachers



- Every two weeks you will send an email with the TPE Running Record document or Google Doc link.
- As well as your own insight on the Student Teacher's progress.
- Another important part of the bi-weekly email is to inform the USP of any issues that need support. *We need to know as soon as possible about any concerns.*

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SSP Responsibilities Bi-weekly Email Communication Regarding Interns



- Every month you will send an email with the TPE Running Record document or Google Doc link.
- As well as your own insight on the intern's progress.
- Another important part of the monthly email is to inform the USP of any issues that need support. *We need to know as soon as possible about any concerns.*

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SSP Responsibilities Accclimate the Student Teacher to the Classroom



- Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom.
- Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting them as a co-worker and professional person.
- Acquaint the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.

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SSP Responsibilities Student Teacher Classroom Responsibilities



- Immediately involve the student teacher in specific classroom tasks.
- Plan a schedule with the student teacher for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as they exhibit readiness to do so.
- Require the student teacher to be solely responsible for all planning, preparation, instruction and evaluation for a minimum of two weeks at the end of each course.

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SSP Responsibilities Student Teacher Skills

- Guide the student teacher in preparing daily lesson plans, unit plans, and tests. Approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques.
- Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
- Guide the student teacher in developing and understanding the skills of self-evaluation.



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SSP Responsibilities Student Teacher Performance and Disposition

- Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems.
- Help the student teacher relate theory to practice.
- Keep a record of attendance and tardiness of the student teacher. If absences or tardiness are observed, report this to the University Support Provider (USP).



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SSP Responsibilities Student Teacher Communications

- Develop a confidential mentoring relationship with the student teacher.
- Establish regular meetings with the student teacher to reflect on teaching practices and to support professional growth. Meetings are arranged to meet the needs of both the SSP and the student teacher and may be held at the school site, over the telephone, or by video, or via email.
- Conduct ongoing communication, which may include observations during each of the 30-day periods. Informal discussions and consultations should be ongoing and frequent.



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SSP Responsibilities Student Teacher Induction Plan & Competency Log

- Complete the Individual Induction Plan draft with the Student Teacher. The Student Teacher Candidate will enter the Individual Induction Plan into the webform which will then route to you for signature followed by the USP.
- Complete Competency Log with the Student Teacher. The Student Teacher Candidate will upload the completed Competency Log into the Candidate's Clinical Practice Brightspace course.
- Maintain collaboration with the National University Support Provider (USP). Meet a minimum of four times, during the 18 weeks, with the USP.



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SSP Responsibilities Performance Evaluation Recommendations

- Establish a routine time and place for collaboration.
- Offer immediate feedback; feedback as close to the events as possible helps communicate relevance.
- Create notes to record ideas during observation; use them as a guide to direct discussions.



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SSP Responsibilities Performance Feedback and Reflection Recommendations

- Encourage candidate self-assessment and reflection.
- When opportune, encourage re-teaching.
- Be firm and fair in providing needed corrective feedback.



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Proposed Sequencing for Student Teachers First Week

Student teachers should gradually assume all duties of the teacher. It is important that the student teacher be left alone in the classroom periodically. Here are some suggestions for sequencing the student teaching experience.

- Allow opportunities to observe your class, other teachers, and become oriented to the school
- Teach a small group of students



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Proposed Sequencing for Student Teachers Weeks 2-3



- Co-planning, co-teaching of 1-2 subject areas/classes
- Small or large group instruction
- Gradually increase responsibilities and decrease dependency on supervising teacher
- Evaluate student teacher's daily plans for approval and improvements
- Evaluate progress and give frequent feedback
- Continue to model effective teaching techniques/strategies

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Proposed Sequencing for Student Teachers Weeks 4-5

- **Teaching**
Multiple Subject: Assume responsibility for 2 subject areas
Single Subject: Assume responsibility for 1 class period
- Evaluate student teacher's daily plans for approval and improvements
- Evaluate progress and give frequent feedback



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Proposed Sequencing for Student Teachers Weeks 6-9

- **Teaching**
Multiple Subject: Assume responsibility for 3-4 subject areas
Single Subject: Assume responsibility for 2-3 class periods
- Evaluate student teacher's daily plans for approval and improvements
- Evaluate progress and give frequent feedback
- Continue to increase responsibilities and decrease dependency on supervising teacher
- Have the student complete the last two weeks of full-time teaching



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Proposed Sequencing for Student Teachers Weeks 10-16



- If student is beginning a new placement, follow the procedures outlined for weeks 1-9
- **Teaching** If placement remains the same:
Multiple Subject: Continue assuming more teaching responsibility
Single Subject: Assume responsibility for 3-4 class periods
- Evaluate student teacher's daily plans for approval and improvements
- Continuously evaluate progress and give feedback as they assume more duties

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Proposed Sequencing for Student Teachers Weeks 17-18

- Evaluate student teacher's daily plans for approval and improvements
- Have students complete independently the last 2 weeks of teaching



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Seminars

Candidates are required to participate in seminars, which are held on-line after school hours. The seminars will focus on the **California Teaching Performance Assessment (CalTPAs)**. They will have assignments to complete, including recording lessons in the classroom.

California Teaching Performance Assessment (CalTPA) is a state-mandated assessment for Multiple and Single Subject Credential Program candidates. When taken as a whole, teaching performance assessment tasks measure the seven TPE domains.

<https://www.ctr.ca.gov/educator-grep/tpa>



Observation Technique Suggestions Beginning Class Activities

- Did the class start on time? (How long after?)
- Was there a bell to start class?
- How long did attendance take? What did the students do during this time?
- Were the students in their seats when the bell rang?
- Which of these techniques did you like?
- How would you have done things differently?



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Observation Technique Suggestions Daily Objectives Established

- Was an objective for this class period given?
- What was it? When was it stated?
- Was the objective measurable?
- Was there a link to prior-knowledge?
- Was it evident that the teacher had objective(s) for this class period?



Observation Technique Suggestions Daily Objectives Achieved

- Did the class or teacher digress from objectives?
- Were the objectives reached by the end of the period?
- If not, why not?
- Did the closure include a summary of the objectives?
- Which of these techniques did you like?
- How would you have done things differently?



45

46

Observation Technique Suggestions Directions Established

- How were directions given?
- Was everyone listening?
- How did the teacher get everyone's attention?
- Was the teacher clear?
- Was the teacher concise?



Observation Technique Suggestions Directions Understood

- What was the noise level during directions?
- What was the body posture of the students during directions?
- Did the students seem to understand the directions?
- Did the teacher check for understanding? How?
- Were the directions given more than once?
- How would you change the presentation of the same directions?



47

48

Observation Technique Suggestions Expectations

- Were there stated expectations? Were they clear? Were they reasonable?
- Did the students seem to already know what was expected?
- Did the students' behavior correspond with the stated expectations?
- Did the expectations help the students focus on the desired outcomes?
- How would you have stated the expectations differently?



49

Observation Technique Suggestions Discussion / Presentation - Students

- How did the students give input? Raise hands? Call out? No response?
- How effective was the student input?
- If more than one type of student input was observed, which seemed to be most effective and why?
- Did the learning remain focused? Did the teacher digress? Did the students digress? How did the teacher bring them back together again?



50

Observation Technique Suggestions Discussion / Presentation - Style

- What percentage of the hour was lecture?
- Did the teacher use active participation? List examples:
- What was the noise level for each kind of presentation used?
- Did you observe cooperative learning?
- For the lesson being presented, what presentation mode would you have used?



51

Observation Technique Suggestions Pacing

- Did the period move along smoothly?
- What did the teacher do to maintain or pick up the energy level?
- How did the teacher challenge the students?
- What did the teacher do to make the lesson interesting?
- What novelty type activities did the teacher use?
- Would these teaching techniques be something that you might use?



52

Observation Technique Suggestions Sequencing

- Did the lesson go from known to unknown?
- Did the lesson go from simple to complex?
- Did the lesson "go step by step"?
- Did the students seem to follow and understand the lesson?
- Could you follow and understand the lesson?
- Did the teacher monitor and adjust the lesson?
- How did they adjust the lesson?
- How would you have done it differently?



53

Observation Technique Suggestions Motivation

- What motivational techniques did you observe?
- Was there any creativity in the presentation?
- What additional motivational techniques do you plan to use?



54

Observation Technique Suggestions
Classroom Management – Materials

- How were the materials distributed?
- What was the noise level? Was the process efficient?
- Did the students have their own materials with them?
- Did the students have their own textbook or were they distributed in class?
- Did all the students have a pencil? If not, how did the teacher handle this?



55

Observation Technique Suggestions
Classroom Management – Homework

- Was there a homework assignment due that day?
- How many students either forgot it or did not do it?
- How did the teacher react?
- Were there disruptions caused by students who did not have materials?
- How would you handle distribution of materials in class?



56

Observation Technique Suggestions
Classroom Technology

- What technology was used in the lesson?
- How smooth was the operation or use of these?
- Did the use of technology effectively contribute to the lessons?
- What apps or programs can you recommend?



57

Observation Technique Suggestions
Behavior Management – Student Behavior

- What student disruptions did you observe?
- What evidence of off-task behaviors did you observe?



58

Observation Technique Suggestions
Behavior Management – Student Behavior Reinforcement

- What positive reinforcement did the teacher use?
- What negative reinforcement did the teacher use?
- Is the tone of the classroom affected by the choice of reinforcement used?
- Did the teacher sometimes ignore good behavior?
- Did the teacher sometimes ignore bad behavior?



59

Observation Technique Suggestions
Behavior Management – Addressing Student Behavior

- Were individual behavior problems addressed in front of the whole class or privately?
- Did the teacher use any non-verbal discipline techniques? What were they?
- List some positive responses used by the teacher?
- List some negative responses used by the teacher?
- What was the overall tone of the class?



60

Observation Technique Suggestions Behavior Management – Teacher Response

- Were there more positive or negative responses by the teacher?
- Did the teacher responses (either positive or negative) seem to fit the behavior of the students?
- About a particular discipline problem:
 - What went wrong?
 - How did the teacher respond?
 - Did the student's behavior then change for the better?
 - What might you have done differently?



61

Observation Technique Suggestions Non-Verbal Communication

- What non-verbal teacher behavior did you observe?
How effective were they?
- What non-verbal student behavior did you observe?
Did the teacher respond?



62

Observation Technique Suggestions Grading Policy



- Are grades mentioned during class?
- Do grades seem to motivate good student participation/behavior?
- How are daily grades recorded during class? Privately? Publicly?
- Who hands back graded student papers in class?
- Do students grade one another's papers in class?
If so, does the teacher give specific directions as to how to mark them?
- Are grades an integral part of this class?
- How do you feel about the confidentiality of grades?
- What are the advantages and disadvantages of grading papers during class?

63

Observation Technique Suggestions Ending / Closure Class Activities

- What did the teacher do for closure?
- Was there a summary?
- Who contributed? Teacher and/or students?
- Did closure include a check for understanding?
- Did you have a sense that the teacher was aware of the time and trying to wrap-up for a good ending?
- Did the class have an ending, or did it just stop?
- Was dismissal rowdy or quiet?



64

Observation Technique Suggestions Learning Styles

- In what ways did the teacher employ visual learning?
- In what ways did the teacher employ audio learning?
- In what ways did the teacher employ kinesthetic learning?
- Give an example of how you could employ all three learning styles in your teaching?



65



Thank you once again for your willingness to support a student teacher or intern.
Our program greatly depends on teachers like you.

66

Guides and Resources

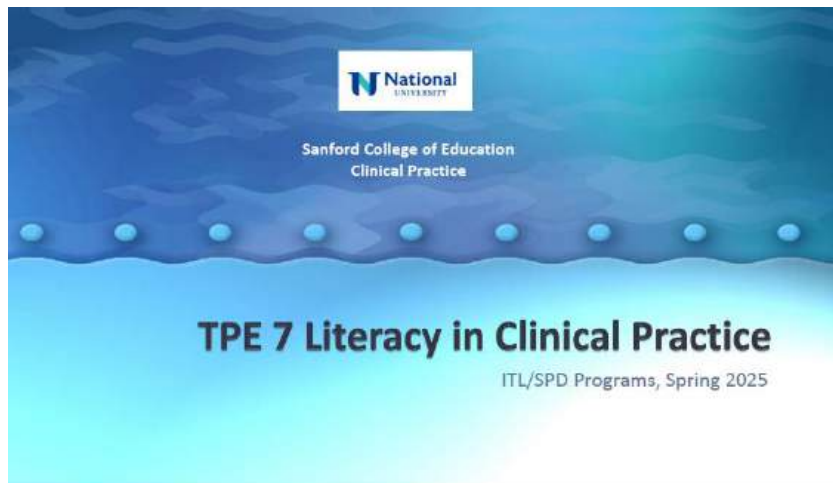
General Information

Teaching Performance Expectations (TPE) (2020) <https://www.cde.ca.gov/te/te/tpe/te/tpe.asp>
TPE 1-9 Table <https://www.cde.ca.gov/te/te/tpe/te/tpe1-9.asp>
Continuum of Teaching Practice (CTP) <https://www.cde.ca.gov/te/te/tpe/te/ctp.asp>
Professional Development Center <https://www.cde.ca.gov/te/te/tpe/te/pdc.asp>
Multiple and Single Subject CTPA <https://www.cde.ca.gov/te/te/tpe/te/cta.asp>
CTPA Assessment Overview Instructional Cycle <https://www.cde.ca.gov/te/te/tpe/te/cta/cta.asp>
CTPA Assessment Materials <https://www.cde.ca.gov/te/te/tpe/te/cta/cta.asp>

Specific Resource Resources

California Commission on Teacher Credentialing: Resource Guide on Preparing Teachers for Effective Literacy Instruction
California Dept. of Education: English Guidelines <https://www.cde.ca.gov/te/te/tpe/te/eng.asp>
California Dept. of Education: General Information on English <https://www.cde.ca.gov/te/te/tpe/te/eng.asp>
California Dept. of Education: Literacy <https://www.cde.ca.gov/te/te/tpe/te/eng.asp>
California Dept. of Education: English Framework <https://www.cde.ca.gov/te/te/tpe/te/eng.asp>

Triad Meeting Slide Deck:



The Literacy Standard TPE 7

- Aligned to the Literacy CalTPA expectations
 - Senate Bill 488 (Chap. 678, Stats. 2021)
 - <https://www.ctc.ca.gov/educator-prep/literacy-and-reading-instruction>
- Responds to the CTC requirement to implement, assess and provide professional development for TPE 7
 - National University has participated in the Literacy Pilot and Field Test
 - CTC feedback on the Literacy Field Test pending
 - Final CalTPA Rubrics available Fall 2025
- Included as a separate rubric once in the A course, once in the B course
 - Considers the video recording, TPE Running Record and Lesson Plans

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 5-9 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](#)
- **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/ci/ci/>
- **California Dept. of Education: ELA/ELD Framework :**
<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrkshadopted.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>



Credentials Department

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



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 F25:

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 and University policy. 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. The university reserves the right to make the final determination of any Intern's acceptance into the Program, and approval of potential placement, 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. Evidence of basic skills met by Bachelor's Degree 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. Placement policies by program provided below.
 - 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 may include up to 10 hours of initial orientation provided through the University, with waivers possible for documented prior professional development. 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>**
The SSP will work with the University Support Provider to ensure opportunities for observing and practicing all aspects of TPE 7 are provided to candidates. Planning of assessed lessons must include detailed TPE 7 experiences.
Exhibit B: TPE 7
www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12
<https://www.ctc.ca.gov/educator-prep/standards-prep-program/california-tpes>
- 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 and 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. The training/orientation will include specific Literacy requirements for all candidates, pursuant to SB488 including CA Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
- l. Institution with interns must have an active, 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 RtI/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.

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.

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

EXHIBIT B

TPE 7

www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

<https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes>

TPE 7 Effective Literacy Instructions for All Students
1. 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.
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).
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 <u>English</u> in multilingual (dual language and bilingual education) programs.
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.
5. Foundational Skills. Develop students' skills in the following: 1. print concepts, including letters of the alphabet 2. phonological awareness, including phonemic awareness 3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences 4. decoding and encoding, including morphological awareness 5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 6. instruction that is structured and organized as well as direct, systematic, and explicit 7. connected, decodable text

TPE 7 Effective Literacy Instructions for All Students

Multiple Subject and Single Subject English Candidates:

Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates:

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.

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.

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.

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.

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.

TPE 7 Effective Literacy Instructions for All Students

10. Multiple Subject and Single Subject English Candidates: 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 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.

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

Unpaid Student Teaching MOU F25:

Agiloft ID# \$id

CONFIDENTIAL



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



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 may include up to ten (10) hours of initial orientation provided through University on the program curriculum, with waivers possible for documented prior professional development. The program curriculum provides 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/ac/documents/cadyslexiaguidelines.PDF>. The SSP will work with the University Support Provider to ensure opportunities for observing and practicing all aspects of TPE 7 are provided to candidates. Planning of assessed lessons must include detailed TPE 7 experiences.

Exhibit B: TPE 7

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12



Practicum programs must have a fully qualified administrator holding an administrative services credential or equivalent.

3.15 **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.

3.16 **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.

3.17 **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.

3.18 **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.

3.19 **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.

3.20 **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.

3.21 **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.

3.22 **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.

3.23 **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.

3.24 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.

3.25 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	*****	*****	*****

EXHIBIT B

TPE 7

www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12
<https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes>

TPE 7 Effective Literacy Instructions for All Students

1. 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.



TPE 7 Effective Literacy Instructions for All Students

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).

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.

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.

5. **Foundational Skills.** Develop students' skills in the following:

1. print concepts, including letters of the alphabet
2. phonological awareness, including phonemic awareness
3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences
4. decoding and encoding, including morphological awareness
5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
6. instruction that is structured and organized as well as direct, systematic, and explicit
7. connected, decodable text

Multiple Subject and Single Subject English Candidates:

Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

**TPE 7 Effective Literacy Instructions for All Students**

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.

10. Multiple Subject and Single Subject English Candidates: 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 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.

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

**TPE 7 Effective Literacy Instructions for All Students****Multiple Subject and Single Subject Candidates:**

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.

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.

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.

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.

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)
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UNIVERSAL TPE 1: Engaging & Supporting All Students in Learning		
TPE	Date	Evidence
Highlighted text are TPEs unique to ESN specialization.		
U 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.		
ESN 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.		
U 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.		
U 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.		
ESN 1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, postsecondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.		
ESN 1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy		

based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.		
U 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. ESN 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP.		
U 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.		
U 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. ESN 1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and building comprehension, and develop appropriate language development goals within the IEPs for those students. ESN 1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		
U 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		

U 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		
ESN 1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.		
ESN 1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.		
ESN 1.3 Identify the unique features of deafblindness and the impact of combining hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.		
ESN 1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.		
ESN 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.		
UNIVERSAL TPE 2: Creating & Maintaining Effective Environments for Student Learning		
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.		

U 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. ESN 2.5 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.		
U 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. ESN 2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations		
U 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. ESN 2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.		
U 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom. ESN 2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological ages, developmental levels, and disability-specific needs, including community-based instructional environments.		

U 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families ESN 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior Intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. ESN 2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.		
ESN 2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.		
ESN 2.2 Utilize information from collaboratively developed individual health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.		
ESN 2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.		
ESN 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		
ESN 2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.		

ESN 2.11 Apply and collaborative implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		
ESN 2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.		
UNIVERSAL TPE 3: Understanding & Organizing Subject matter for Student Learning		
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		
U 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. ESN 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum		
U 3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.		
U 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards		
ESN 3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.		
ESN 3.5 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		
UNIVERSAL TPE 4: Planning Instruction & Designing Learning Experiences for All Students		
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. ESN 4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.		

U 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.		
U 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		
U 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable. ESN 4.3 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. ESN 4.4 Demonstrate the ability to use evidence-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with state-adopted core curriculum.		
U 4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) ESN 4.8 Use person-centered/family-centered planning processes, and strengths-based functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.		

U 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.		
ESN 4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.		
U 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.		
U 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.		
ESN 4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.		
ESN 4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.		
ESN 4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.		
UNIVERSAL TPE 5: Assessing Student Learning		
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.		
U 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. ESN 5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use UUC appropriately for facilitating the participation in the assessment of students with complex communications needs.		
U 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		
U 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.		
U 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.		
U 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. ESN 5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.		
U TPE 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.		
U 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.		

ESN 5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.		
ESN 5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.		
ESN 5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		
ESN 5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		
UNIVERSAL TPE 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
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. 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).		
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). 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.		
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.		
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. 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.		
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.		
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.		
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.		
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		

referrals for students who need more intensive support.		
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.		
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.		
EX 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.		
EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.		
EX 7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.		

MMSN Running Record:

Mild to Moderate Support Needs (MMSN) 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.		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 MMSN 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. MMSN 1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.		
U 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.		
U 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. MMSN 1.5 Demonstrates the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education and careers, with appropriate connections between the school curriculum and life beyond high school. MMSN 1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college.		

independent living and community participation.		
U 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. MMSN 1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP.		
U 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.		
U 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. MMSN 1.2 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. MMSN 1.3 Demonstrates knowledge of students' language development across disabilities and the life span, including typical and atypical; language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		
U 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		
U 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		
MMSN 1.1 Demonstrate the ability to develop and implement instructional goals that ensure access to Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities		

in the general education core curriculum.		
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. MMSN 2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (2.1/2.6)		
U 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. MMSN 2.1 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.		
U 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. MMSN 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environments for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.		
U 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. MMSN 2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.		
U 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom. MMSN 2.9 Demonstrate the skills required to ensure that		

interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.		
U 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families MMSN 2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of support that may be needed to address these behavior issues.		
MMSN 2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.		
MMSN 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment center, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		
MMSN 2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		
MMSN 2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change to function.		
UNIVERSAL TPE 3: Understanding & Organizing Subject matter for Student Learning		
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. MMSN 3.2 Demonstrate knowledge of disabilities and their effects on learning skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective		

instruction.		
U 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.		
U 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.		
U 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.		
U 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking. MMSN 4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.		
U 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.		
U 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.		
MMSN 4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.		
MMSN 4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.		
UNIVERSAL TPE 5: Assessing Student Learning		
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. MMSN 5.1 Apply knowledge of the purposes, characteristic, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (5.1/5.2)		
U 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students'		

learning over time. MMSN 5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communication needs. (5.2/5.4)		
U 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		
U 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students 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
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. 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).		
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). 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.		
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.		
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. 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.		
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.		
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.		
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.		
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 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:	☐ ESN or ☐ MMS
Grade Level(s):	Lesson Topic:		Content Area: ☐ English/ELD ☐ Math ☐ Other []
Type of Service Delivery: ☐ Special Day Classroom ☐ Learning Center ☐ General Education Co-Teaching ☐ General Education ☐ Resource Center ☐ 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: ☐ Multiple Means of Engagement: [] ☐ Multiple Means of Representation: [] ☐ Multiple Means of Action & Expression: []
7. Describe below any adaptation of instruction and materials:
☐ Differentiation: []
☐ Accommodations: []

☐ 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. ☐ Rubric is attached to this lesson plan.
D. Establish a Consistent, Organized, & Respectful Learning Environment
1. Barrier-free space (physical classroom arrangement): []
2. Specialized equipment: []
3. Safe space (sensory area, break area): []

TEACH & ASSESS (TPEs 1, 3, & 5)
A. Introduction of the Lesson
1. What is the essential question/hook? []
2. What is the connection to real life application? []
3. How do you check for understanding (make connections to prior learning)? []

4. Behavioral expectations are ☐ stated orally AND ☐ posted.
B. Explicit Teaching – I DO
1. How will you explain and model the lesson content (think alouds, demonstration, etc)? []
2. How will you provide multiple opportunities to respond and provide feedback on performance? []
3. How will you use higher order thinking (HOTS)/critical thinking skills? []
4. How will you check for understanding during the “I DO” lesson? []
C. Explicit Teaching – WE DO (Guided Practice)
1. Flexible Grouping Practice: ☐ whole group ☐ small group-same ability ☐ small group-mixed abilities ☐ pair/partners ☐ 1-to-1
2. How will you scaffold the guided practice? []
3. How will you provide multiple opportunities to respond and provide feedback on performance? []
4. How will you provide positive & constructive feedback (learning & behavior) (ongoing assessment)? []
5. How will you check for understanding during the “WE DO” lesson? []
D. Explicit Teaching – YOU DO (Independent Practice)
1. How will you assess independent practice? ☐ observation ☐ exit ticket ☐ worksheet ☐ academic discourse ☐ work product ☐ other []
2. How will you provide positive and constructive feedback? On learning: [] On behavior: []
3. How will you evaluate the need to • 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/cl/>
- **California Dept. of Education: ELA/ELD Framework :** <https://www.cde.ca.gov/ci/rl/cf/elaeldfmwksbheadopted.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>

SED 609 Lectures and PPTs

Module 1 Reading Skills PPT Introduce TPE 7.5e

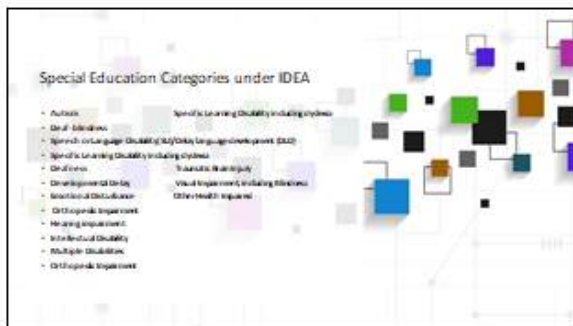


1

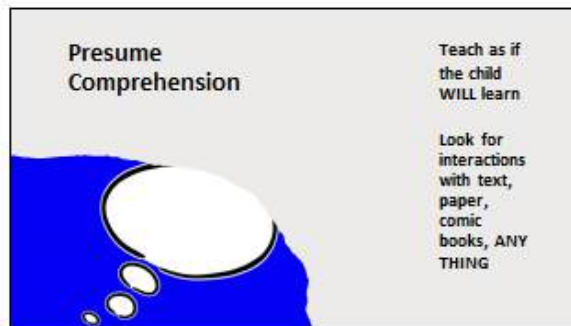
Focus for this Lecture

- Introduce you to the Foundational Skills of Decoding and Encoding, including morphological awareness (TPE 7.5/U7.5d)
- Prepare you to be assessed with a Case Study of a student with ESN:
 - o Assess your knowledge of the foundational skills of instruction that is structured and organized as well as direct, systematic, and explicit (TPE 7.5/U7.5 f)
 - o Assess your knowledge of students' assets and learning needs and use the results of screenings and informal, formative, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized interventions for students instead of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development. (NM/EX 7.5)
 - o Assess your understanding of monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. (TPE 7.5g)
 - o Assess your understanding of how to use screening information to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. (TPE 7.5h)

2



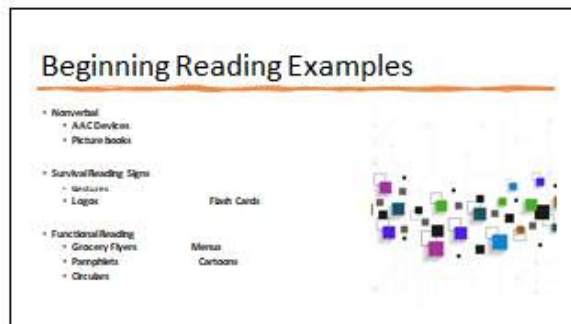
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4



5



6

Reading Process for Students with Extensive Support Needs (ESN)

- Determine balance between functional reading and learning how to read
- Increase access to literature
 - structured, interactive reading practices and peer-supported interventions in enhancing literacy outcomes for students with significant disabilities. They also highlight the potential for generalizing comprehension skills across different settings and educators
- Peer-delivered least prompts intervention combined with adapted read-alouds of grade-level novels improved listening comprehension for students with ESN

Hudson M.E., & Tait D.W. (2011). Evaluating the effectiveness of using textbooks to provide literacy for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities*, 38(1), 34-42.
Hudson M.E., & Browder D.M. (2015). Improving listening comprehension and comprehension for students with moderate intellectual disability during literacy class. *Research and Practice for Persons with Severe Disabilities*, 38(2), 171-181.

7

Functional Reading Resources

- Visual and sound recognition
- Some association between sounds and letters
- Memorize noun-word patterns – names (4 letter words)
- Can retell a story

Survival Reading

- Stop Signs
- Bathrooms
- Emergency Symbols
- Sort picture cards

8

Learning to Read – Foundational Reading

- Sound recognition
- Visual recognition of words
- Phonics
- Sounds to letter
- Sight Words
- Letter Recognition
- Sentence Reading
- Story Recall



9

Functional Reading Skills

- School Words
- Fluency
 - Repeat reading
 - Corrective feedback
 - Graph performance



10

GOALS

Level 3 Fluent reading – speed, tempo, intonation

Level 4 Proficient reading – fluency and comprehension

11

Every student has a reading goal 2023

- A reading diagnosis for every student with ESN
- Determine reading level
- Focus on areas of interest
- Work at instructional level NOT frustration level
- Provide interventions to increase reading
 - Additional signs
 - More words
 - Repetition/repetition
 - Nonsense words

AAC devices
Low tech devices

12

Primary Goals

- Focus on decodable words
- Increase literature exposure
 - Comics
 - Newspapers
 - ANYTHING

13

Section B: Review environmental activity	1. Waste management, recycling, recycling initiatives	- Review the use of waste and resources – access to recycling programs - Consider quality initiatives - Review quality improvement initiatives	
	2. Financial management and risk management	- Review the financial management of the business - Review the risk management of the business	
	3. Human resources management	- Review the human resources management of the business - Review the recruitment and retention of staff - Review the training and development of staff	
	4. Product innovation and development	- Review the product innovation and development of the business - Review the research and development of new products - Review the marketing and sales of new products	
	5. Health and environmental management	- Review the health and environmental management of the business - Review the safety and health of the workforce - Review the environmental management of the business	
	6. Customer service and satisfaction	- Review the customer service and satisfaction of the business - Review the quality of the customer service - Review the feedback from the customer	
	7. Quality management	- Review the quality management of the business - Review the quality of the products and services - Review the quality of the processes	
	8. Supply chain management	- Review the supply chain management of the business - Review the quality of the supply chain - Review the cost of the supply chain	
	9. Environmental management and sustainability	- Review the environmental management of the business - Review the sustainability of the business - Review the environmental impact of the business	
	10. Training and development	- Review the training and development of the business - Review the quality of the training - Review the cost of the training	

14

Reading Planning Tool for students with ESN

Figure 1. Utility Instruction and Support Planning Tool

[illegible]

15

Build Phonemic Awareness

- Use objects/visual
- Use signs, air writing, whole body response while standing/tactile
- Songs, poems, rhymes / auditory
- Materials include sand, shaving cream/kinesthetic

16

Comprehension Interventions

- Reciprocal Teaching

Clarifying	Predicting
Questions	Summary

17

Peer Reading—Reading Accuracy

- Quizzes 1-10
- Studied 2.7 to 3 years before the reading
- Procedures
1. identify the network in each syllable
 2. identify the pre-syllable and the syllable
 3. separate each syllable with their boundary
 4. identify the syllable, to pre-syllable and the word
- Based on 4 elements for a total of 2 boxes of instructions

18

Peer Sharing Interventions



Divide the class randomly into 2 teams by drawing colored paper

In each group one student is the reader and the other the coach

Two points for reading the sentence correctly

One point for rereading the sentence correctly.

READ FOR 10 MINUTES THEN CHANGE ROLES

19

Multiple meaning words



20

Multisyllabic Words



-  1. Start with 2 syllables
-  2. Divide 3 syllable words
-  3. Practice to 95% accuracy
-  4. Embed some fun words

21

MAKE IT FUN!

Rhyming words _____

Songs Raps _____

Sounds – buzz _____

Use gestures _____

Use signing _____

Provide physical objects _____

22

OPEN the OPPORTUNITIES for READING

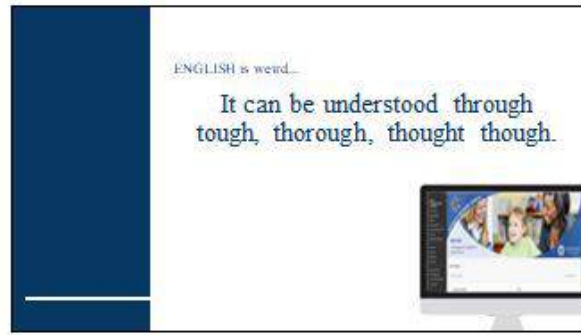
- Find the door: A small beginning
- Turn the knob: a little step
- View the world: AMAZING

23

Module 1 Lecture Word Study PPT Introduce TPE 7.5e and 7.5i



1

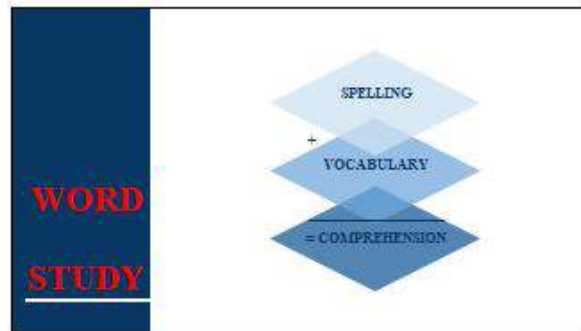


2

Focus for this Lecture

- **Introduce** you to the Foundational Skills of Decoding and Encoding, including morphological awareness. (TPE 7.5/UT.5d)
- Prepare you to be assessed with a Case Study of a student with ESN:
 - **Assess** your knowledge of the foundational skills of language, and cognitive skills that support students as they read and write increasingly complex disciplinary texts with comprehension and effective expression. (TPE 7.5/UT.5 i)

3



4

WHAT "DOESN'T" WORK?

- Write the word 50 times
- Memorize these 10 words
- Marking spelling word correct or incorrect
- Friday Quiz

5

SPELLING LAYERS

Alphabetic layer
+ Letters = Phonemes

Pattern layer ← →
+ shun tion ance cian

Morpheme layer - morphology - the smallest unit of meaning

Free morpheme stands alone
Examples: dog, picture

Bound morpheme occurs as part of a word
cats: un+happy crumb+ed

6

Derivational= change the meaning of a word
presuffixes + suffixes

Presuffixes—de pre in un
Suffixes—ion able er

O'Connor Chapter 8 P 117 Greek + Latin

Inflectional— change the tense of a word
Examples: plural+s, ed, ing

Early Phases of Word Learning

Phase 1: pre-alphabetic – lacks knowledge of alphabetic principles

Phase 2: partial-alphabetic – recognizes word in context-free environments

Phase 3: full-alphabetic – uses grapheme-phoneme correspondences

Phase 4: consolidated –alphabetic – sees sequences and patterns to help them read

Phase 5: automatic – recognition of sight words

Word Form Theory : the BIG 5

- Phonemic Knowledge = sounds
- Grapheme Knowledge = letters
- Orthographic Knowledge = correct writing
- Morphological Knowledge = prefixes & suffixes
- Semantic Knowledge = meaning

1. Phonemic Awareness – sounds

What are the sounds of the language?

Deleting – if I say cowboy and take away cow, what is the word?

Segmentation – what are the sounds in cat?

Blending – can you put these sounds together c a t

Substituting – say boy, now say it with a t

Mather & Jaffe Orthographic Knowledge is Essential for Reading and Spelling 2021

Phonemic Awareness

Orthographic pattern knowledge

2. Orthographic pattern knowledge :-

How to say a word & HOW TO SPELL A WORD

Knowledge about word patterns

Knowledge of rules of letter sequence

Knowledge of morphemes (prefix and suffix = affixed)

Knowledge of semantic structures

GOAL – Automatic word recognition (decoding) and ability to write the word (encoding)

Which word is correct?

sleep sleep

Which is a flower?

rose rows

Which is correct?

delk dekl

Assessment
Ideal

MGR

Mental Graphemic Representation (MGR)

Diagnosis:
Lack mental picture of words

Intervention:
Color code consonants and vowels

Picture the word

Spell the word backwards

13

Part 2: Rules

Orthographic rules

Letter correspond to sound/phonemes

Positional - ck is not used at the beginning of a word

Pattern frequencies - tion

Letter that can or cannot be sequence - jr

Orthographic error hedge heche

Rules

14

Morphological Rules

3. Morphological Rule

Inflectional - ed, ing

Derivational - comes from the root word - teach to teacher

Leave off prefixes and suffixes

Incorrectly add an affix to a word

Morphological Errors

hike for hiked
swimming for swimming
tag to tagged
stories for stories

15

4. Semantic Errors

Correctly spell words that convey the wrong meaning.

Semantic Errors

there for their

rought for wrought

one to won

knew for new

Semantic Errors

16

Multilingualistic Spelling Strategy

Phonemic Awareness

Diagnosis - Student omits sounds

Intervention

Put a bead on a string for every sound
Then write one letter for each sound

17

Word Types

Polysyllabic Words - words with multiple meanings. The primary meaning of a word is the concrete meaning while the secondary meaning is more abstract.

Double-Function Words - words with a physical meaning or the literal meaning and a psychological meaning which is metaphorical.

Adverbs of Likelihood - words indicating a possibility that a particular event will occur (definitely, probably).

Adverbs of Magnitude - words of magnitude suggest degrees (slightly, extremely).

Abstract Nouns - words with intangible concepts or emotions (freedom, opinion).

18



Metacognitive Verbs - words reference speaking (predict, imply).

Metacognitive Verbs - referring to act of thinking (hypothesize, infer).

Verbs of Conjecture - verbs that express conjecture (believe, think).

Verbs of Fantasy - verbs expressing conjecture (fancy, pretend).

Active Verbs - presupposes the truth of the complement clause (know, notice).

Nonactive Verbs - the truth of the complement clause is uncertain (think, guess).

19



Strategies for Building Academic Vocabulary/ Language

20

Evidence Base Principles of Academic Language

Different type of words require different types of instruction

Effective vocabulary instruction does not rely on solely definitions

Teaching word parts enhances learning

Students need to use word knowledge , linguistically and non-linguistically

Repeat exposure to the word is essential

21



Word consciousness assists students in learning and using new words

Provide direct explicit instruction

Focus on key words from the text that are essential for understanding the selection

Select textbook words that address critical concept of the chapter

75% of ELL state that vocabulary is the key to understanding English

Comprehension of texts is dependent upon understanding WH questions

22



charts

Maps

Photo Spreads

Graphs/Tables

Boldface Type

Boxes & Lists

23

Textbook Supports for Academic Vocabulary

Table of Contents

Index in the Back of the Text

Glossary of Terms

Appendices

Chapter Openers

Chapter and Unit Summaries

Key Vocabulary Insets

24

Process for Defining Words

- Process for Defining Words - use a graphic organizer**
1. Definition - the word is defined in the text
 2. Synonym - It an "alike" word
 3. Inference - the word needs to be deciphered from the text
 4. Superordinate - a larger category - animal
 5. Subordinate - a smaller category - Siamese
 6. Convergent - connecting words
 7. Divergent - different word
 8. Antonym - an opposite

25

Word Study: Categories

- Definition - description
an apple is a fruit
- Opposite - vegetable
- Superordinate - general things we eat
- Subordinate - specific
Honey crisp

26

Interventions Systems

Visual
Tactile
Progressive
Sequential
Build on success

Science of Reading
Multisensory

27

Vocabulary Tiers

- Tier 1 Basic - nouns, verbs (8,000)
- Tier 2 - Mortar Words
high frequency,
multiple meanings
action words
transition words
concept words
- Tier 3 - Academic Language
low frequency,
context-specific words - ELA, Science (40,000 words)

28

Vocabulary Scenario Technique (VST)- 4th Grade

- Focus on Tier 2 Words (Beck et al, 2003) - Critical to comprehending text across disciplines
- Use/draw a picture
- Provide a student-friendly definition
- Employ gestures
- Provide contextualized examples
- Present written word

29

REQUIRED KNOWLEDGE-WORD STUDY INTERVENTIONS

- Assessment - spelling inventory and independent writing
- Small group instruction
- 10 minutes: teacher directed word knowledge
- 10 minutes: word study activities
- 10 minutes: word games
- Teach word knowledge, not just words
- Embed word knowledge within reading and writing
- Word wall
- Sound strings
- I do - we do - y'all do - you do
- Word work - sorting, categories (See - put was) (Match reach switch coach) (short vowel vs long vowel)

30



REQUIRED KNOWLEDGE: METACOGNITIVE QUESTIONS

- What did you have to remember while you were spelling the words?
- What words were **difficult** for you?
- What are the most difficult words for you?
- What steps will you use to spell a word?

31

Nine Guidelines for Teaching Vocabulary

1. Introduce the word from context
2. Say the word multiple times
3. Teach the word parts
4. Provide written definition
5. Provide examples and nonexamples
6. Have students write the definition
7. Student draw picture for their Academic Vocabulary Log
8. Student develop a graphic organizer
9. Act the work out with a partners

32

Prereading Script

The word is _____
 The part of speech is _____
 Say the word _____
 Divide the word into syllables _____
 This word is like _____
 Put the word in a sentence _____
 Use the word in a sentence with your partner _____
 Put the word in your Academic Vocabulary Log

33

English Language Learners

1. A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms
2. Best Practice for ELLs: Peer-Assisted Learning
3. Best Practice for ELLs: Vocabulary Instruction
4. Captioning to Support Literacy
5. Reading Comprehension Strategies for English Language Learners
6. Standards-Based Writing for ELLs



RESOURCES

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Module 1 Assistive Tech PPT Introduce TPE 7.5e

Assistive Technology

—

TEO 609 Module 1

1

Focus for this Lecture

- Introduce you to the assistive technology that can enhance the foundational skills of decoding and encoding, including morphological awareness for students (TPE 7.5e)

2

Why AT Matters in Literacy

- Students with reading and writing challenges often benefit from assistive technology (AT) that provides scaffolds for decoding (reading words), encoding (spelling/writing), and morphological awareness (understanding word parts like roots, prefixes, and suffixes).
- These tools can enhance access to curriculum, boost confidence, and build foundational literacy skills.

3

AT can support students by:

- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Visual supports: providing visual cues for letter and word formation.
- Interactive supports: providing auditory and tactile feedback for letter and word formation.
- Computer-aided, custom, and adaptive supports for developing reading and writing skills.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.

4

How Assistive Technology Supports Students Developing English Proficiency

- Provides immediate, visual, and auditory feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.
- Keystroke alternatives: providing visual, auditory, and tactile feedback for letter and word formation.

5

Why this matters to English Learners:

- English Oral & Written Language:** AT provides immediate, visual, and auditory feedback for letter and word formation.
- Language Development:** AT provides immediate, visual, and auditory feedback for letter and word formation.
- Academic Achievement:** AT provides immediate, visual, and auditory feedback for letter and word formation.
- Academic Achievement:** AT provides immediate, visual, and auditory feedback for letter and word formation.
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- Academic Achievement:** AT provides immediate, visual, and auditory feedback for letter and word formation.
- Academic Achievement:** AT provides immediate, visual, and auditory feedback for letter and word formation.

6

Assistive Technology (AT)

—

Low tech: don't require much training, less expensive, no mechanical feature "no plug-in", and easy to use. These are commonly used in classrooms and often overlooked as AT.

Mid to High tech: complex features, "plug-in" often computerized or digital tools, require training to use, often high cost.

7

Low Tech Examples:

- Graphic Organizer
- Visual Schedules
- Adapted Pencil (weighted, fat, slim, triangular, etc.)
- Adapted Paper (graph, spiral, landscape, etc.)
- Pencil grip
- Adapted Eraser
- Stapleboard
- Post-its
- Highlighter
- Squishy ball (sensory items/objects)
- Tactile ruler
- Velcro
- Colored transparency
- Blender (clip to turn pages)
- Manipulatives
- Large sized items (paper, text, etc.)

8

Examples of Low Tech for Academic/Cognitive

1 Graphic Organizers	2 Slant Board	3 Manipulatives
Visual tool to support organization and sequencing areas.	Used to support writing by slanting a keyboard to support correct shape of letters and hands for writing and eliminating fatigue.	Allow for hands-on visual learning. Examples: Calendar, dot markers, alphabet cards for reading.

9

Examples of Low Tech for Communication

1 Picture boards or Picture cards (Icons)	2 Adapted Books	3 Flip Books
Paper picture boards to support communication and language.	Books containing picture icons with communication-based vocabulary words to be used. Picture icons are used to answer comprehension questions, retell stories, etc.	Teach students how to combine words into sentences -one page with vocabulary. Another page with I want... And then the student flips to the page with the icon of what they want.

10

Examples of Low Tech for Transition

1 Visual schedules	2 checklists	3 Velcro/adhesive clothes
Paper schedules to help track daily tasks.	daily checklists for different tasks in the day (self-care, work, etc.)	Adaptive clothes, velcro shoes instead of laces to foster independence in self-care.

11

High Tech Examples

- Computers
- Electronic tablet (iPad, Kindle, Samsung, etc.)
- Electronic wheelchair
- Portable word processor
- Text-to-speech
- Speech-to-text
- AAC device
- Chairlift ramps
- Smartboard
- Alerting device

12

Specific AT that supports decoding, encoding, and morphological awareness:

13

How Assistive Technology Supports Collaboration with Families

Shared Understanding of Student Strengths and Needs

- Families can view and hear how AT supports the child (e.g., text-to-speech reading, voice-to-text, picture taking, etc.).
- Families discuss the child's strengths and needs, and how AT supports them.

Home-School Connection

- Many AT tools (e.g., text-to-speech, voice-to-text, picture taking, etc.) can be used at home and school.
- Families can discuss the child's strengths and needs, and how AT supports them.

Increases Family Engagement

- AT provides families with a way to actively participate in their child's education.
- Families can discuss the child's strengths and needs, and how AT supports them.

Supports Multilingual Families

- AT tools can have features that support multiple languages.
- Many families understand assignments and support their child's learning in their own language.

Improves Communication Between Students and Families

- Families can share AT data reports (e.g., usage, progress, reading level) with teachers during meetings.
- Families can provide feedback about how well the child is using AT, creating a two-way communication.

Empowers Families as Advocates

- After families learn how AT helps the child, they are better prepared to ask for continued support in 2024-2025 meetings.
- Builds confidence that the child has multiple access to learning and future opportunities.

14

AAC- Augmentative and Alternative Communication

Tools to support communication.

Alternatives or supports to speaking.

Augmentative-add to speech.

Alternative instead of speech.

15

Examples of High AT for Communication

1	2	3
Proloquo2Go	Touch Chat	Snap Science
Speech-Generating App that is customizable and compatible with Apple products (iPad, iPhone, Apple Watch, and Mac/Computer). Costs around \$130. https://apps.apple.com/us/app/proloquo2go/id103816164	Speech-Generating App that is customizable and can be used with iOS software. Costs around \$130. https://touchchatapp.com/apps/touchchat-hi-bac	Take a picture of items in every setting, creating a recording of daily pictures to support students' communication. Cost \$90. https://us.tobidynovox.com/products/snap-science?fbclid=IwAR1...

16

Examples of High AT for Academics/Cognitive

1	2	3
Co-Writer	Snap & Read	BrainWorks App
Digital tool that can be used to support writing with word prediction, translation, and speech recognition. Individual, team and school price options. https://teaminvoice.com/products/co-writer	Digital tool that can be used to support reading with word prediction, translation, and speech recognition. Individual, team and school price options. \$100/line of software. https://teaminvoice.com/products/snap-and-read	App that provides sensory breaks for neurodivergent students and customizable icons for students to choose activities. Cost: \$9.99 https://apps.apple.com/us/app/brain-works/id1516975127

17

Examples of High AT for Transition

1	2	3
Virtual assistant (Siri, Alexa, etc.)	Timers, digital schedules	Visual Modeling
Virtual assistant can be used to give reminders of schedules, daily tasks, etc. and reduce adult prompting for completion and task management.	Digital schedules and timers can help students to be proactive, visual reminders and auditory prompts for independence and task management.	Video can provide models for various transitions, transition from task to task in multiple areas (self care, social skills, work tasks, daily living activities, etc.).

18

Assessment Process-Options

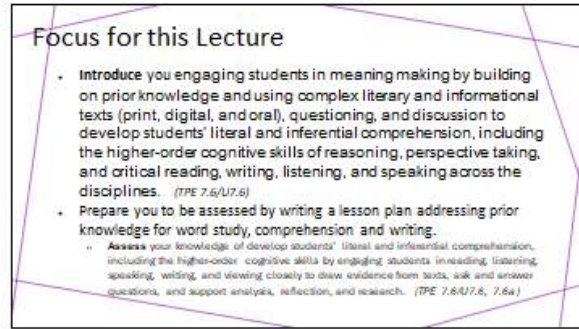
- Outside consultant assessment (Non Public Agency-NPA)
- District assigned Assistive Technology Specialist

19

Module 2 Figurative Language PPT Introduce TPE 7.7c and 7.6



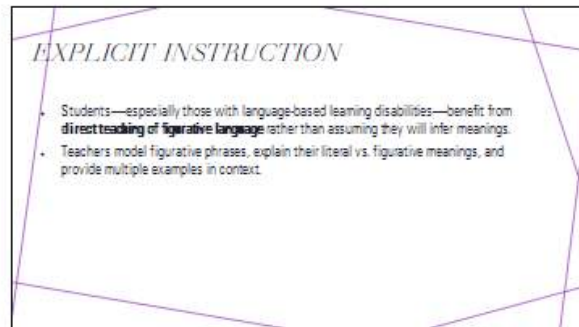
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2



3



4



5



6

Teachers primarily focus on **simile, metaphor, personification, hyperbole, idioms, and imagery** first, because those most directly affect comprehension.

7

MULTIPLE EXPOSURES AND PRACTICE IN CONTEXT

- Teachers need to include repeated, meaningful practice with texts of figurative language.
- Students encounter figurative language in stories, poems, and informational texts, with opportunities to **analyze, discuss, and apply** the expressions.
- Use the "teachable moment" when encountering figurative language.

8

COMPREHENSION MONITORING

- Teach student that skilled reading is recognizing when something doesn't make sense.
- Teachers should model and prompt students to ask: *Does this phrase make sense literally? If not, could it be figurative?*

9

SCAFFOLDING FOR DIVERSE LEARNERS

- Students learning English and students with disabilities often need **visuals, real-life objects, materials, or artifacts, dramatization, or graphic organizers** to grasp figurative meanings.
- Teachers need to provide multimodal supports alongside text-based learning.

10

REAL LIFE OBJECTS, MATERIALS, ARTIFACTS TO INCLUDE:

SIMILES & METAPHORS

- **Rocks vs. feathers** → compare "as light as a feather"/"as solid as a rock."
- **Ice cubes vs. fire/heat pack** → "cold as ice"/"burning with anger."
- **Sports ball (basketball, football)** → "He's a rock on defense."

IDIOMS

- **Plastic cats & dogs (or small toys)** → "It's raining cats and dogs."
- **Fake heart (Valentine's heart or stress ball)** → "Wear your heart on your sleeve."
- **Toy ladder** → "Climbing the ladder of success."
- **Jar of spilled beans (real or pretend)** → "Spill the beans."

11

REAL LIFE OBJECTS, MATERIALS, ARTIFACTS TO INCLUDE:

PERSONIFICATION

- **Fan or wind chime** → show "the wind whispered."
- **Clock with a face** → "Time marches on."
- **Stuffed animals or dolls** → students practice giving them human actions/voices.

SYMBOLISM

- **Dove (toy or picture)** → peace.
- **Red rose (real or silk)** → love.
- **Scales (from a toy set)** → justice.

12

Module 3 Expository Text PPT Introduce TPE 7.6 and 7.7c

Reading Interventions for Expository Text

SED 609 Module

1

Focus for this Lecture

- ♦ Introduce you engaging students in meaning making. (TPE 7.6/U7.6)
- ♦ Introduce you to conducting instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. (TPE 7.7/U7.7c)
- ♦ Assess your knowledge of meaning making when you write a literacy lesson plan. (TPE 7.6/U7.6)

2

CCSS References to Expository Text

- Grade 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Grade 5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
- Grade 7 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Grade 11 Analyze a complex set of ideas or sequence of events and explain how specific individual, ideas, or events interact and develop over the course of the text.

3

Research on Expository Text

- On the National Assessment of Academic Progress 66% of the students in grade 4 and 8 read below the proficient level. (Wexler, et.al, 2014)

4

Characteristics of Expository Text

- Orientation to a topic or issue
- Purpose is to inform or explain
- Based on abstract ideas
- Extensive use of academic language
- Has variety of identifiable text patterns
- Links ideas with examples
- Provides charts, diagrams, pictures and/or tables

Types of Informational Text

- Cause and Effect: problem-solution
- Compare and Contrast: alike and different
- Description or Explanation: clarification
- Sequencing or Time-Order: outlines and timelines

Cause and Effect (problem-solution)

- Relationship between two things
- One thing creates a result on the second thing
- Multiple causes create multiple effects
- Signal words: if-then, due to, because, consequently, for this reason, as a result, nevertheless, results, change

7

Compare and Contrast

- Compare – how things are similar
- Contrast – how things are different
- Evaluation and analysis of information
- Signal words: in comparison, in contrast, at the same time, on the other hand, but, yet

8

Description or Explanation

- Describe the main ideas
- Describe the supporting concepts
- Describe the key processes and details

9

Sequencing or Time-Order

- Priority of importance
- Formulas
- Step by step processes
- Signal words: first, next then, before, after, during, then, when, finally, as soon as

10

Leverage students' existing linguistic repertoires...

Acknowledge and Validate Home Languages

- Use greetings, classroom labels, or key terms in students' home languages.
- Encourage students to share words, idioms, or sayings from their linguistic backgrounds.
- Position multilingualism as an asset in the classroom community.

Translanguaging as a Resource

- Allow students to read, draft, annotate, or brainstorm in their strongest language(s) before moving into English.
- Encourage peer collaboration where students can clarify ideas in a shared home language before presenting in English.
- Accept multimodal expressions—students may combine visuals, gestures, and multiple languages to communicate.

Leverage students' existing linguistic repertoires...

Connect Curriculum to Students' Repertoires

- Use culturally relevant texts and examples that include bilingual and multilingual voices.
- When teaching literacy, highlight how narrative structures or figurative language might appear differently across languages.
- Allow choice in projects so students can draw from family stories, community knowledge, or cultural practices.

Explicit Language Awareness

- Compare and contrast grammatical structures, vocabulary, or idiomatic expressions across languages.
- Teach students to notice similarities and differences in syntax, word roots, and meaning.
- Use "language detective" activities where students analyze how words transfer across their repertoires.

Leverage students' existing linguistic repertoires...

Family and Community as Partners

- Invite families to contribute stories, songs, or oral histories in their home languages.
- Encourage students to interview relatives in their preferred language, then reflect or present in English.
- Build projects that affirm the value of multilingual communication in real-world contexts.

Classroom Practices

- Group work: intentionally pair or group students who share a home language to support comprehension.
- Assessment: allow students to demonstrate knowledge in flexible ways, including bilingual responses.
- Reflection: ask students how they use different languages in different contexts (school, home, community) and what strengths this gives them.

13

Evidence Based Interventions for Expository Text Comprehension

14

Background Knowledge

- ▶ Explicit instruction of background knowledge related to the content of the text (3 to 5 minutes)

- ▶ Short a short video clip or pictures
- ▶ Provide geographical information
- ▶ Share a limited number of facts and/or key concepts

15

Explicit Vocabulary

- ▶ Explicit vocabulary instruction of words in the text
- ▶ Preteach essential vocabulary
- ▶ Focus on uncommon words, multiple-meaning words, academic words and synonyms
- ▶ Provide student friendly definitions and have students repeat the word
- ▶ Provide examples of the word usage from the text
- ▶ Provide multiple exposures to the words with pair shares on the word meaning and having the student put the word in a sentence

16

Main Idea Statements

- ▶ Practice generation main idea statements
- ▶ Identify what the section/text is about
- ▶ Select the most important information to answer who and what questions
- ▶ Develop a 10 – 15 word sentence about the main idea

Interaction with Peers

- ▶ Discuss and interpret the text with peers
- ▶ Review headings and determine relevant sections
- ▶ Engage in partner reading
- ▶ Check the text to determine accuracy of the main idea statement
- ▶ Implement Collaborative Strategic Reading – (1) preview the text and develop background knowledge (2) identify the key elements for comprehension of the text (3) generate the main idea (4) generate questions about the text

SED 609 Module 3 Narrative Comprehension Introduce TPE 7.6 and 7.7c



READING INTERVENTIONS FOR NARRATIVE COMPREHENSION

SED 609 MODULE 3

1

Focus for this Lecture

- **Introduce** you to engaging 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 7.6)
- **Introduce** you to conducting instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. (TPE 7.7c)

2



3

EARLY GRADE REFERENCE TO THE CCSS

- K Use a combination of drawing, dictating, and writing to narrate a single event or several loosely-linked events, in the order in which the event
- Gr 1 Write narratives which recount two or more sequenced events, with some details regarding what happened, temporal words to signal event order, and some sense of closure
- Gr 2 Write narratives, which recount a well-elaborated event or short sequence of events, with details of actions, thoughts, and feelings; and temporal words and closure.

4

CHARACTERISTICS OF A NARRATIVE TEXT

- Character oriented toward actions
- Purpose is to entertain
- Based on life experiences and relationships
- Often contains dialogue
- Predictable sequenced pattern within a timeline
- Conveys a beginning, middle and end
- Character(s) linked to sequence
- Could have illustrations

5

Evidence-based comprehension strategies

1. Generating questions
2. Summarizing, retelling
3. Questioning strategies (i.e., asking questions before, during, and after reading)
4. Making inferences
5. Prediction
6. Graphic organizers
7. Monitoring comprehension
8. Metacognitive strategies (i.e., thinking about thinking)
9. Recognizing both narrative and informational text structures

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6

MAJOR FORMS OF NARRATIVES

- Drama
- Biography
- Comedy
- Science Fiction
- Mythology
- Satire
- Poetry
- Novel
- Historical fiction

7

STORY GRAMMAR/ STORY STRUCTURE

- Setting and time
- Characters
- Goals
- Challenges
- Actions and efforts
- Consequences
- Concluding reactions or solutions

8

ELEMENTS OF AN EPISODE

- 1. Complication or Problem = Initiating Event that needs to be resolved
- 2. Motivating State = Emotional response to complication; feelings
- 3. Plan = Cognitive response to complication; thoughts
- 4. Attempt = Behavior to resolve complication
- 5. Consequence or Resolution = Outcome of attempt to resolve complication
- 6. Reaction = Emotional response to resolution; more feelings

9

LEVEL OF EPISODIC COMPLEXITY – EVALUATION COMPONENTS

- 1. Incomplete - no ending to the episode
- 2. Abbreviated - no middle to the episode
- 3. Basic - 3 elements: complication + internal response or attempt + consequence
- 4. Complete - all 6 episodic elements *
- 5. Complex - multiple attempts
- 6. Elaborated - a variety of motivations, plans, attempts, reactions
- 7. Embedded - an episode within a larger episode
- 8. Interactive - episodes from two perspectives

10

WHAT TO LOOK FOR IN EPISODIC ANALYSIS

- 1. Is there a complication that bothers someone in the story?
- 2. If no, then is this pre-episodic story organized descriptively or chronologically?
- 3. If yes, then what is the best episode present – incomplete, abbreviated, complete, or elaborated?
- 4. Which episodic elements (e.g., motivating state, plan, attempt) are present?
- 5. Are the elements expressed explicitly or are you inferring a lot?

11

SIGNAL WORDS FOR BUILDING A STORY

- 1. Appendages (story signals)
 - Introducer (Once there was...)
 - Abstract (This story is about...)
 - Theme (He was late again)
 - Coda (And so he never again...)
 - Ender (The end)

12

2. Orientations (setting plus)

- Character names (Dave)
- Character roles & relations (and his pet frog)
- Personality attributes (who got in trouble a lot)
- External conditions (one windy, cold day)

13

3. Evaluations (emphasis)

- Modifiers (a bit, quickly)
- Phrases and expressions (a wee bit, rather quickly)
- Repetition (very, very quickly, a long, long time)
- Direct dialogue (Frog said "I am scared!")
- Internal state words (sad, confused, relieved)
- Plus exaggeration, sound effects, gestures

14

Best Practices and Interventions for students with narrative text

15

GRAPHIC ORGANIZER

Divide paper into a grid of 8 cells with these labels on the cells:

- What type of story is it?
- Who is in the story?
- Where does the story take place?
- What are the actions of the characters?
- How do you think the story ends?
- What things happen in the story?
- What words or sentences do you like?
- Why is this famous/good story?

16

THE SHORT STORY OF A LONG STORY

- The teacher shares a one page summary of the story and asks the student to take notes.
- Then the students paraphrase the story including setting, characters, actions and conclusion.
- As the students read the original story they refer back to the short story.

17

SENTENCE STARTER WORKSHEET

- Prepare a worksheet with sentence starters depending on the story
- For Example
- Peter was a very friendly

- He lived in the -----
- Peter's friend's were -----
- One day Peter found -----

18

STUDENT AUTHORS

Yesterday at school, _____ found
_____. It was a _____ day.
He met _____ who were worried
_____. He went to _____ >

19

VISUALIZE

- After reading the story have the students make a license plate or an ad to promote the story.
- The list of elements to the visual must be illustrated: characters, setting, actions, etc.

20

STORY GRAMMAR (BASED ON MINDWING AND)

- Each element of the story is represented by a colored icon or textured object.
- This begins with a simple story with one character, one problem and one solution.
- Students move or include the icon and the story unfolds

▪ Mindwing Concepts from mindwingconcepts.com

21

WHOLE – PART - WHOLE

Whole: Read the Cover – what is the story about?
What will happen? Who is in the story? Where does the story take place?

Part: Develop a web – focus topics, categories, characters, vocabulary, events

Part: Read a page – what do you think happens next?
What is another word for x?

Whole: what might be a different ending?

22

REFERENCES

- Story Grammar
www.languagedynamicgroup.com
- Mindwing Concepts
www.mindwingconcepts.com

23

Module 3 Supporting English Learners PPT Introduce TPE 7.6 and 7.7c



1

Focus of this Lecture

- **Introduce** you to engaging students in meaningmaking 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 7.6/7.7)
- **Practice and Assess** your understanding of meaningmaking by writing a lesson plan that addresses prior knowledge for word study, comprehension, and writing. (TPE 7.6/7.7)

2

Language Development

Part I

1. Typical language development
2. Language: Delays, Differences, Disorders
 - a. Defined - Image: a couple of trains on a track
 - b. Understanding the Characteristics

Part II

1. Language
 - Screening & Assessment
 - Eligibility
 - Goals
 - Interventions
 - Outcomes



3

Types of language usage

TYPE 1 Casual Talk (CT)

Common Language at home

Directives

Visual Representations

4

Type 2: Academic Talk (AT)

Conversations about

- Future events
- Experiences from the past
- New Learnings

= Increased Academic Performance in High School

5

SEVEN STRANDS OF LANGUAGE, LITERACY, READING & WRITING

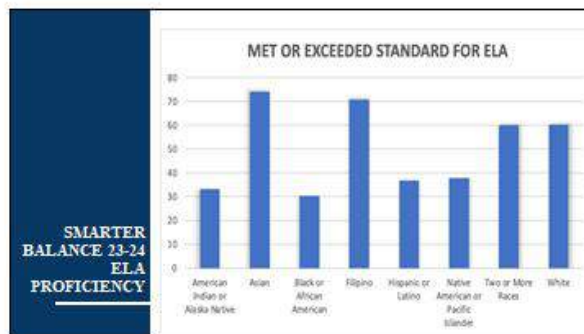


- WRITING
- FLUENCY
- COMPREHENSION
- VOCABULARY
- SPELLING
- PHONEMIC AWARENESS
- **ORAL LANGUAGE**

6



7

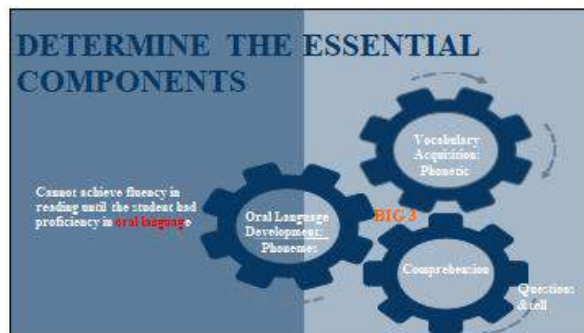


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PLANNING

- Get acquainted with students and their profiles:
 - Student's strengths / assets
 - Interest Inventory
 - Language proficiency score
 - Primary language – Roman or logographic (Chinese) or Arabic or Cyrillic or Kana (Japanese)
- Contact ESL Support:
 - Materials
 - Resources
 - Interventions

9



10

PHONEMIC AWARENESS: All About the Sounds

- See the word, then hear the word, then reproduce the word
- Focus on automatic recognition of frequently used words
- Teach the different sound combinations
- Provide extensive auditory stimulation
- Reproduce sound patterns of English

11

SEQUENCE OF WORD RECOGNITION

- Sequence of Word Recognition A sequence is used in preschool for the development of **sight words**:
- CV
- CVC with a short vowel
- CVC + ending in E with a long vowel
- Consonant blends
- Diphthongs - /ou/ /ie/ - two sounds

12



FLUENCY

- Must have fluency in speaking before oral reading fluency
- Repeated oral reading
Read alouds at student level
- Read with teacher to avoid embarrassment of accents and errors

13



- Provide nonverbal supports: i.e. pictures, diagrams
- Have readers generate questions and provide summaries
- Discuss literal and figurative meanings
- Review idioms:

Provide prerequisite information for understanding the text

COMPREHENSION

14



VOCABULARY

15

- Create a literate classroom environment- series, tasks, writing center, library
- Encourage collaborative learning – work together, rely on each other and support each other
- Use oral and written narratives – work on mechanics
- Use dialogic writing – teachers and students communicate with each other
- Use predictable text
- Provide for self-selected reading
- Include literacy in content subjects

16

- Build a multilingual, multinational classroom
- Establish visual schedules and management routines
- Embed native language during the day
- Build trusting and respectful partnerships with the family
- Create opportunities that encourage students to interact with their English-speaking peers
- Create and support opportunities that encourage children to communicate with a peer who shares the same home language
- Systematically teach English speakers to effectively communicate with their peers with language difference:

17

- Survival Words and Phrases: words are often used with symbols; students associate the symbol with the word.
- Function words & Content Words
- Function words lack lexical meaning; not expanded or changed over time; 300 – 400 function words in English: articles, prepositions and conjunctions
- Content Words include nouns, verbs and adjectives
- Recent research indicates the teaching of function words in FL students improves their oral fluency skills and assists in producing grammatically correct written language. Beginning with hearing students determine function words vs content word assists in the process. Also have students read and repeat sentences with function words build awareness of their importance.

18

Module 4 The Writing Challenge PPT Introduce TPE 7.7a

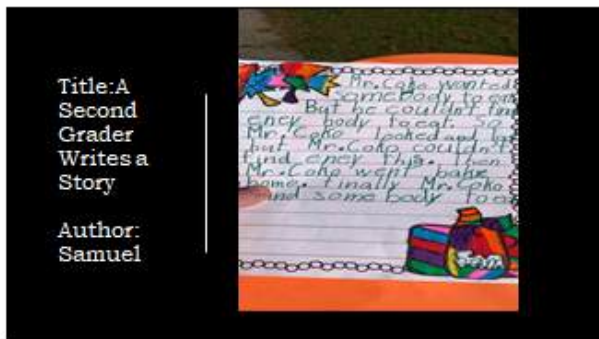


1

Focus for this Lecture

- **Introduce** you to how you create environments that foster meaning making with oral and written language development. (TPE 7.7/UP.7a)

2



3

Summary FACTS

- Written language represents the highest achievement within the language domain
- Students learn to write by writing
- Students need to write regularly
- Student require explicit instruction to develop skills and mechanics

4

Characteristics of Good Writing 6 Traits

- Ideas** – main theme
 - Organization** – internal structure
 - Voice** – tone and message
 - Word choice** – vocabulary to convey meaning
 - Sentence fluency** – rhythm and flow
 - Conventions** – mechanical process
- Sasaki, 2016, P.244

5

Stages of Writing



6

Learning to Tell Stories:

Stages of Story Telling



13

Story Grammar

1. Character - WHO
2. Setting - Where and When
3. Kick Off - What thing happened
4. Feel - How did they feel?
5. Plan - What did they plan to do?
6. What happened then?
- Conclusion - How did it end?

14

Elements of Story Writing

Story Grammar

- Character
- Setting
- Problem
- Feeling

Attempts:
Consequences
End Feeling

Paragraph Development

- Topic sentence
- Detailed sentences
- Concluding sentence
- Sentence independent
- Hook to attract attention
- Sentence combining

15

Teaching Writing

Strategies and Interventions

16

Self-Regulated Strategy Development (SRSD)

Anderson & Harris, 2004

For Persuasion (Example) from SRSD Module - Improving Writing Performance

- POW Plan Organize Write
- TREC Topic-Sentence, Reasons, Explanations, Ending the paper and Carry-on Again

For Narrative WR-WHAT-2 How?

- Who What Where When
- What does the main character do? What happens when she does it?
- How does the story end? How does she feel?

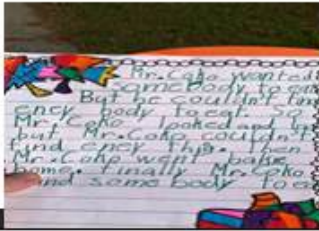
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DEFENDS Strategy

- ◊ Decide the audience, goals and position
- ◊ Determine main ideas and details
- ◊ Figure out the best order of main ideas and details
- ◊ Express the position in the opening
- ◊ State each main idea and supporting points
- ◊ Drive home the message in the last sentence
- ◊ Search for errors and correct

18

Analysis of Sam's Story



19

GRADE 2 Standards for Writing Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

20

Punctuation

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

- 1.5 Use quotation marks correctly.

Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and day of the week, and titles and initials of people.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., was, were, say, said, who, what, why).
- 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

21

Informal Assessment of Sam's Writing

1. Review the informal data
2. Review the Writing Standards for Grade 2
3. Determine Sam's strengths and weaknesses
4. Write a SMART goal for Sam

22

Informal Writing Assessment

SMART IEP Goal for writing
Day 1 Activities & interventions
Day 2 Activities and interventions
Day 3 Activities and interventions

Sample Student Writing			
Student Name	Sam	Grade	2
Writing Prompt	Write a story about a day at the beach.	Score	1.5/2.0
Writing Date	10/10/2023	Score	1.5/2.0
Writing Type	Story	Score	1.5/2.0
Writing Length	100 words	Score	1.5/2.0
Writing Topic	Day at the beach	Score	1.5/2.0
Writing Style	Informal	Score	1.5/2.0
Writing Format	Handwritten	Score	1.5/2.0
Writing Content	Mr. Coko wanted to go to the beach but he couldn't find any body to go with him. Mr. Coko looked and he found one. This was Mr. Coko's wife. Finally Mr. Coko and some body to go.	Score	1.5/2.0
Writing Mechanics	Capitalization, Punctuation, Spelling	Score	1.5/2.0
Writing Fluency	Fluency, Coherence	Score	1.5/2.0
Writing Vocabulary	Vocabulary, Grammar	Score	1.5/2.0
Writing Conventions	Conventions, Mechanics	Score	1.5/2.0
Writing Overall	Overall Score	Score	1.5/2.0

23

Intervention

SMART IEP Goal for Writing

Day 1 Activities & Interventions

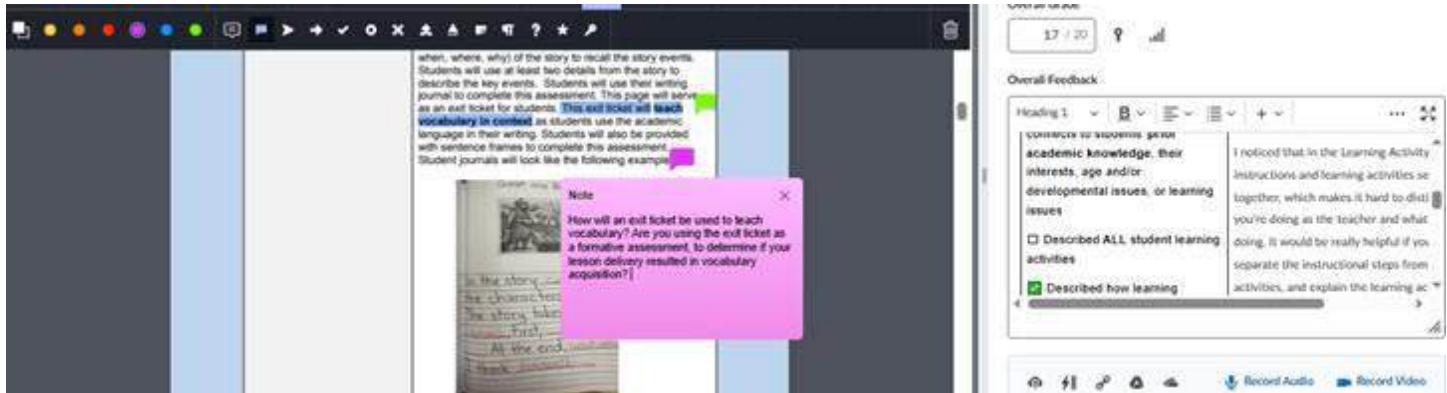
Day 2 Activities and Interventions

Day 3 Activities and Interventions

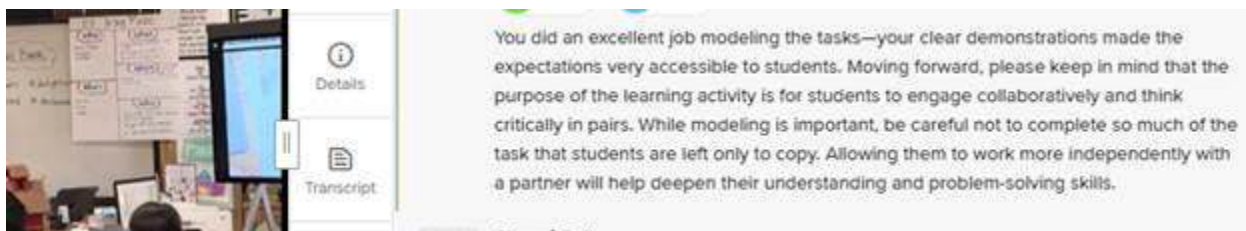
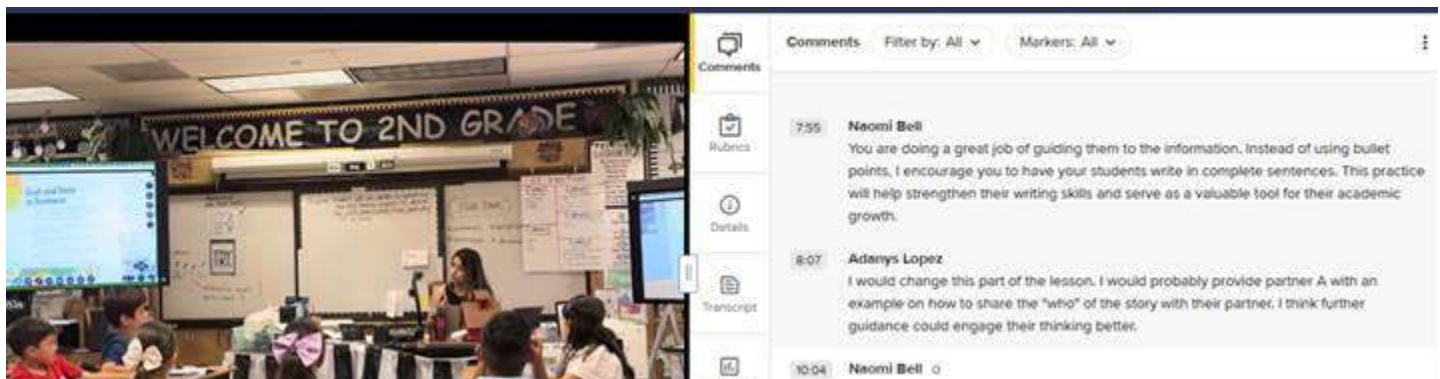
24

SB488 Examples of Clinical Practice Feedback Tools

Evidence of the tools faculty use to provide active feedback to candidates includes feedback in the Brightspace LMS platform, on the Lesson Plan, prior to teaching one of the 7 Observations required in the program clinical practice. In this screenshot, the instructor tags specific components of the lesson using “notes” to guide the candidate, and coach the “what” and “why” questions essential to reflecting on lesson plan development. On the right side of the screenshot, a checklist is included to coach the inclusion of every required aspect of the lesson plan, and a running textual commentary to guide practice.



Once the Lesson Plan is approved, the candidate records the lesson delivery and submits the lesson into the GoReact tool. First, the candidate assesses their own performance and offers their perspective of what went well and what changes they would make for the entire recording. Once that step is completed, the instructor adds feedback in the comments, specifically tagged to the timestamp of the lesson. Instructors are trained to offer praise, affirmation, suggestions and questions to ponder; a true feedback/feed-forward model of coaching.



In the GoReact tool, a rubric click opens up specific assessment of the TPEs, in this particular assignment, TPE 7. The candidate can see the rubric scores, and the overall feedback for each aspect of the developmental rubric. The screenshot shows the score for indicator 7.3 was scored as a level 2 , developing.



The entire rubric for this example includes the following level descriptors:

ITL TPE 7 Assessment Rubric S25

Viewing evidences presented in both the video and supporting lesson plan, score each TPE indicator using the rubric level descriptive language below. At the end of each TPE, a text box is available for comments intended to provide quality feedback

Observation Rubric Level Descriptors:

0 / 4				
4	3	2	1	0
Integrating Evidence of clear and consistent integration demonstrating the competency. Candidate's practices include extensive demonstration of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE reflecting integration at the level of a beginning teacher.	Applying Evidence of clear application demonstrating the competency. Candidate's practices demonstrate appropriate, relevant, or accurate evidence. Evidence is connected across this TPE. Evidence reflects acceptable application of practice for a student teacher or intern.	Developing Partial evidence demonstrating the competency. Candidate's practices demonstrate minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is connected across this TPE and may be inconsistent. Evidence reflects developing skills in acceptable practices for a student teacher or intern.	Emerging Very limited, some irrelevant or inconsistently applied evidence demonstrating the competency. Candidate's practices include inappropriate, irrelevant, inaccurate or missing evidence. Evidence is mostly unconnected across the TPE. Emerging practices are not yet acceptable for a student teacher or intern.	Not Observed Practices not observed or included in lesson plan evidence.

The text box at the end of each TPE is to provide overall feedback, and guide continuing performance.

Overall Textual TPE 7 Observations

Provide feedback on TPE 7 overall, and on aspects of the indicators where appropriate.

Type response...

TPE markers allow both the instructor and the candidate to tag observation videos with specific evidences of the

TPE Markers



TPEs they are demonstrating.

SED IE3 F25- District Placement Approval Process Documentation



RE: National University Internship

Dear Principal,

On behalf of National University and the Sanford College of Education, I would like to thank you for your willingness to employ and support an Intern who may be new to the teaching profession. Collaboratively we will support the intern's professional development activities, where responsibilities have been defined in our Memorandum of Understanding (MOU) that was established between National University and your district. As noted in the MOU, every intern is assigned a Site Support Provider (SSP) in his/her school or district of employment to act as a coach/mentor and a University Support Provider (USP) who will also mentor and serve as a liaison and course instructor. I wanted to make sure you were aware that it may take up to 60 days for the USP to be assigned to the intern. In the meantime, the MOU asks that your school site provide 100% of the intern's support and professional development activities until a USP is assigned. The CTC has mandated that 144 hours of general support and an additional 45 hours of EL specific support for interns who do not hold EL authorization. To help report the intern support to CTC we need to ask for some further documentation.

Please provide the following information on the attached form:

1. Site Support Provider contact information.
2. A general schedule or plan for how you will offer support to the intern (e.g., weekly class visit; co-planning; debriefing after a lesson, etc.) until the USP is assigned.

When identifying a Site Support Provider (SSP) keep in mind that the SSP must:

1. Hold a valid, clear matching the exact credential area the intern is seeking. For general education, a content expertise is required.
2. Possess second language certification or English Learner Authorization (ELA).
3. Have a minimum of three years teaching experience in the classroom, with highly effective evaluations.
4. Not serve in an evaluative, administrative role.

CTC communication regarding site-based supervisors adds that IHE/LEA "processes and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates". Our need for Site Support Providers to

mentor and coach candidates as they draft CalTPA performance assessments clarifies and reaffirms the shared commitment and responsibilities of the education preparation program sponsors, TK-12 school districts, and county offices of education. Additionally, SB 488 requires that an orientation includes specific Literacy requirements for all candidates, including the CA Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>; The SSP will work with the University Support Provider to ensure opportunities for observing and practicing all aspects of TPE 7 are provided to candidates. Planning of assessed lessons must include detailed TPE 7 experiences.

Appendix A: TPE 7

www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

<https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes>

We sincerely appreciate the opportunity to partner with you to develop inspired and accomplished educators in California. Please, do not hesitate to reach out to discuss our collaboration or provide feedback.

Kind regards,

Susanne James, Ph.D.

Appendix A : TPE 7

www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

<https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes>

TPE 7 Effective Literacy Instructions for All Students

1. 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.

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).

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.

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.

5. **Foundational Skills.** Develop students' skills in the following:

1. print concepts, including letters of the alphabet
2. phonological awareness, including phonemic awareness
3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences
4. decoding and encoding, including morphological awareness
5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
6. instruction that is structured and organized as well as direct, systematic, and explicit
7. connected, decodable text

TPE 7 Effective Literacy Instructions for All Students

Multiple Subject and Single Subject English Candidates:

Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates:

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.

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.

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.

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.

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.

TPE 7 Effective Literacy Instructions for All Students

10. *Multiple Subject and Single Subject English Candidates:* 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 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.

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

INTERN EMPLOYMENT INFORMATION**SED-IE-3**

To be eligible for a University Internship credential, the position must be that of a contracted, full-time teacher of record for at least **one school year** in an internship position. We understand that the intern candidate must meet the guidelines of the credential sought in order to be compliant with CTC regulations and Education Code Standards. Please describe the position intended for the following candidate at your institution.

CANDIDATE INFORMATION (Site Administrators cannot serve as Site Support Providers -SSP)

Candidate Name: _____ NU Student ID: _____ Student phone number: _____

Candidate NU student email address: _____ Title of position: _____

Requested issuance date: _____ Contract end date: _____

☐

Mild Moderate Support Needs

☐

Extensive Support Needs

Grade levels to be taught: _____

Site Support Provider (SSP) name: _____ EL Support Provider (if different): _____

SSP Credential Type: _____ CTC Credential number: _____

SSP email address: _____ SSP phone: _____

Mild to Moderate Support Needs– Extensive Support Needs

- Should participate (for ESN) in individual or small groups (2/3+) and (for MMSN) larger groups (3-6+) with direct instruction (support only positions are not appropriate)
- Full-time is understood as a minimum of 4 periods (hours) of instruction per day for at least 8 months
- Co-teaching positions must allow for direct instruction of the minimum number of students with disabilities and for the minimum number of instructional hours per day, as stated above
- **National University does not approve virtual placements**

WORK SCHEDULE (In detail, describe the candidate's teaching schedule by hours or period below, identify academic content areas, as appropriate)**Period 1:** _____ **Period 5:** _____**Period 2:** _____ **Period 6:** _____**Period 3:** _____ **Period 7:** _____**Period 4:** _____ **Period 8:** _____**EMPLOYER ACKNOWLEDGMENT AND CONTACT INFORMATION**

We understand that National University must verify the employment information listed above in connection with CTC standards and must have a valid partnership agreement with the school district/site before an Internship Credential can be requested. We acknowledge that any employing school site must have a CDS site/restriction code on file with the CTC in order to receive a National University Credentials Internship Agreement. The school setting must be diverse. The school must serve a racial and ethnically diverse school population and serve economically disadvantaged students. We acknowledge that the candidate will remain employed at the below identified school site for the entirety of their Intern employment. The candidate may not be transferred to any alternate school site without having National University first apply for a Change of Restriction. We acknowledge that the above candidate does not possess an Internship Credential until his/her necessary documentation is verified by the National University credential department and he/she is recommended to the CTC. The final authority to grant or deny the Internship Credential or Change of Restriction rests with the CTC.) We acknowledge that we will ensure the Intern will receive 5 hours of general support and 1.5 hours of EL support weekly to comply with state

regulations.

Principal (or designee) Initial

District
Signature

School Site

Principal Name

Principal (or designee)

Principal Contact Email

District CDS Code

School CDS Code

Budget Authority name/email

Signature of Budget Authority

Phone

RCPC VERIFICATION - Internal use only

Candidate Internship Eligibility Status:

☐

Position Approved

☐

Position **NOT** Approved

If applicable, area of disqualification:

RCPC Name

RCPC Signature

Date