

2015-2016 Annual Assessment Report Template

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or [contact us](#) for more help.

Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☒ 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Background Information: The Mild to Moderate (MM) Education Specialist Credential Program is a post-baccalaureate, non-degree, credential program accredited by the Commission on Teaching Credentialing (CTC). As such, the program must adhere to the Teaching Performance Expectations (TPEs) and Special Education Standards that serve as our own PLOs. In order to be accredited in California, each program must provide evidence of how the program addresses each of the TPEs and Special Education Standards. Since the Mild to Moderate (M/M) Specialist Preparation program is a postbaccalaureate program, the TPEs and Standards for Education Specialist Preliminary Teaching Credential Programs are not explicitly linked to the Sac State BLGs. The closest link of the TPE 9 and M/M Standard 3 would be "Integrative and Applied Learning". It is one of significant performance indicators because it is an education specialist preparation program.

Education Specialist Preliminary Teaching Credential TPE 3 (Instructional Planning) and M/M Standard 3 (Planning and Implementing Mild/Moderate Curriculum and Instruction): The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. As a part of the planning, the program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful...In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs." of individuals and groups in order to develop and modify instruction."

Q1.2.1.

Do you have rubrics for your PLOs?

- ☒ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Select PLO from list

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

"Other" was not a choice above: The one selected TPE for this specific PLO is "Instructional Planning (Education Specialist Preliminary Teaching Credential TPE, #9) and the one M/M standard is "Planning and Implementing Mild/Moderate Curriculum and Instruction (Special Education Standard, Specific to M/M program, #3). Again they are developed by the Commission on Teacher Credentialing (CTC) and provided to our program by CTC (attached to this report).

Based on the description and requirements that were written in the TPE 9 and the Special Education Standard 3, The specific section of the M/M Student Teaching Evaluation were developed by special education faculty (mainly M/M faculty and university supervisors) and the chair of the teaching credential branch, including special education programs.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

Throughout the whole M/M program, it used rubrics and standards in various teaching method courses (example, EDS220/221- Reading Methods courses for students with M/M disabilities; EDS229 - M/M Curriculum Planing and Instructional Strategies; EDS314 - Math Methods for students with M/M disabilities) to check the candidates' performance levels for this PLO. While candidates were taking these method courses, they complete student teaching requirements (Initial phase, EDS471, and Final phase, EDS472/3).

However, to respond to all prompts of this M/M Assessment Report, it used the Mild to Moderate Final Student Teaching Evaluation. While all candidates (aka Student Teachers) were completing their final phase student teaching during their final semester of the whole M/M program, this evaluation form used. The attached rubric is from the Mild to Moderate Final Student Teaching Evaluation which is an assessment tool to check for candidates' performance before they exit the M/M credential program. Again, Mild to Moderate (M/M) Education Specialist Preparation Program is required to have California Commission on Teacher Credentialing (CTC)-approved standards in order to be accredited. 22 (16 Common for all special education specialist programs + 6 Mild to Moderate for only M/M program) standards were developed by CTC and have been implemented since 2012. The passing standard is a score of 2 on the rubric of the Mild to Moderate Final Student Teaching Evaluation, which was set by the faculty of the M/M Educational Specialist Program based on TPEs and Standards. "The CTC certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness.



MM Final Student Teaching Evaluation.pdf
845.73 KB



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Q2.4. PLO	Q2.5. Stdnd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
			6. In the assessment or program review reports, plans, resources, or activities

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="They are available on TaskStream that all candidates have access to."/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

All M/M program candidates in their final phase student teaching (EDS472 or EDS473) were evaluated by their university supervisor twice (mid term exam, after at least 6 weeks of student teaching and final exam, at the end of the whole university semester) throughout the semester. The final phase student teaching duration is at least 15 weeks. All M/M program university supervisors used the same M/M EDS472/3 Student Teaching Evaluation. The specific item numbers for this TPE and Special Education Standard are from 45 to 56 in the evaluation form. The title of the specific section for this TPE 9 was "Instructional Content and Practice" and the M/M Special Education Standard 3 was "Planning and Implementing Mild/Moderate Curriculum and Instruction." Both of them are attached to this report.

For better understanding about the M/M program, a document, titled the "M/M Special Education Program Outline with Standards and TPEs" is attached to this report.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☐ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes

- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☒ 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

The measured section (direct measure) for TPE 9 is attached from the whole Student teaching Evaluation. The evaluation item numbers are from 45 to 56.



StudentTeachingEvaluation_#45-56 Only.pdf
144.99 KB



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Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☒ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

5

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

4

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

University supervisors collected data by directly observing candidates' teachings after they had reviewed candidates' lesson plans and notes to check to see if candidates were able to develop lesson plans appropriately based on diverse students' needs (special needs, English language learners, etc), including assessment plans as a part of the planning, and comprehensive knowledge of curricular content. They also evaluated if the candidates were able to implement the lesson plans to their students by demonstrating sufficient skills of effective instructional strategies and appropriate activities. University supervisors also selected lesson and assessment samples to check to see if the candidates were able to implement the lessons to meet their own students' Individualized Educational Program (IEP) goals (long term per year) and objectives (short terms per year). Helping their students meet their IEP goals and objectives are critical in all special education programs and using IEP goals as the progress monitoring indicators are necessary step. Therefore, focusing on each student's Individualized Educational Program at key points during instruction to determine whether each student in any candidate's student teaching classroom made progress(es) adequately toward achieving the state-adopted academic content standards for all students or not is very important.

Q3.6.1.

How did you **decide** how many samples of student work to review?

Samples were collected from ALL students in the program who were completing their final semester of student teaching.

Q3.6.2.

How many students were in the class or program?

During the designated period for

Q3.6.3.

How many samples of student work did you evaluated?

For the purposes of this report, o

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(**Remember:** Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☒ 7. Other, specify: Cooperating Teachers' Interviews, Administrators' Feedback (from school s...

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

Both supervisors and the program coordinator communicate with on-site administrators and cooperating teachers. These communications are informal in nature, but they provide compliments of program assessment that the faculty use to adjust program curriculum if needed.



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Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.


Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

While clearly instructional planning in general is assessed through the Mild/Moderate program, the submitted measure is the most formal measure and the most useful for the purpose of program assessment.

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 No file attached

(**Remember:** Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

2015-2016 Mild to Moderate Student Teaching Evaluation Final Data, as an excel file, is attached. The highlighted items are the relevant items.



2015_2016 Mild Mod Student Teaching Evaluation Data final 2.xlsx
14.92 KB



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Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes.



No file attached



No file attached

Q4.3.

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☒ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes

- ☒ 2. No (skip to **Q5.2**)
- ☐ 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Since all of the student met expectations for the PLO, there are not any immediate changes that the faculty plan to make in the program as a result of the assessment of this PLO. However, over the next several years, with changes to accreditation standards, the faculty plan to make changes based on the new standards.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The M/M program faculty used the data from the specific section of the M/M Student Teaching Evaluation to align them more with all method courses in the whole program. At the end of the academic year, during the final M/M program faculty meetings, the faculty discussed how to target student teaching preparation and actual experiences on instructional planning more directly in their coursework at campus, especially in various teaching method courses. The faculty focused on candidates' unit and lesson plans, including assessments, by analyzing their students work samples and candidates' written reflections on how they used and planned to use assessments to inform their own future teaching. The faculty discussed having candidates bring in samples of their own student work samples so collectively, the candidates could view, analyze, and interpret the student work samples, using the content standards aligned with the TPE 9 and the Standard 3 as a guide. With the course instructor's facilitation, the whole class could brainstorm "next steps" for instruction, followed by each individual candidate's application to his or her future instructional plan. These types of reflective and formative activities in various teaching method classes at campus by integrating what candidates learn from the practices at fields will help the M/M program more successful.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:



No file attached



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Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]



1. Critical Thinking



2. Information Literacy



3. Written Communication



4. Oral Communication



5. Quantitative Literacy



6. Inquiry and Analysis



7. Creative Thinking



8. Reading



9. Team Work



10. Problem Solving



11. Civic Knowledge and Engagement



12. Intercultural Knowledge and Competency



13. Ethical Reasoning



14. Foundations and Skills for Lifelong Learning



15. Global Learning



16. Integrative and Applied Learning



17. Overall Competencies for GE Knowledge



18. Overall Competencies in the Major/Discipline



19. Other, specify any PLOs not included above:

a. Interpretation and Use of Assessment

b.

c.

Q8. Please attach any additional files here:



MM Special Education Program Outline with Standards and TPEs.docx
158.41 KB



MM Standards Only by CTC.docx
156.71 KB



MM Special Education Standard 3 .docx
79.69 KB



TPEs for Education Specialist Preliminary Teaching Credential Programs.docx
216.11 KB

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

M/M Special Education Program Outline with Standards and TPEs

Mild to Moderate (M/M) Special Education Standards by CTC

Mild to Moderate (M/M) Special Education Standard 3 ("Planning and Implementing Mild/Moderate Curriculum and Instruction") by CTC

TPEs for Education Specialist Preliminary Teaching Credential Programs by CTC

TPE 9 for Education Specialist ("Instructional Planning") by CTC - not attached because could not attach 5th document

M/M Student Teaching Evaluation (whole document)

M/M Student Teaching Evaluation (only Instruction Content and practice Section, item # 45 to 56) for the specific Program Learning Outcomes

(PLOs)

2015-2016 Mild to Moderate Student Teaching Evaluation Final Data (excel file)

Program Information (**Required**)

P1.

Program/Concentration Name(s): [by degree]

Cred. Mild/Moderate Disabilities

P1.1.

Program/Concentration Name(s): [by department]

Select...

P2.

Report Author(s):

EunMi Cho

P2.1.

Department Chair/Program Director:

Stephanie Biagetti

P2.2.

Assessment Coordinator:

n/a

P3.

Department/Division/Program of Academic Unit

Education - Credential

P4.

College:

College of Education

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

328

P6.

Program Type:

- ☐ 1. Undergraduate baccalaureate major
☒ 2. Credential
☐ 3. Master's Degree
☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
☐ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

0

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

8

P9.1. List all the names:

Multiple Subject
Multiple Subject with Bilingual Authorization
Single Subject
Single Subject with Bilingual Authorization
Special Education: Mild/Moderate
Special Education: Dual Mild/Moderate with Multiple Subject
Special Education: Moderate/Severe
Special Education: Dual Moderate/Severe with Multiple Subject

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 No file attached


P12.

Has your program developed a **curriculum map**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

P12.1.

Please attach your latest **curriculum map**:

 No file attached

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

P14.

Does your program have a capstone class?

- ☐ 1. Yes, indicate:
- ☒ 2. No
- ☐ 3. Don't know

P14.1.

Does your program have **any** capstone project?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

(**Remember: Save your progress**)



Teaching Credentials

Phase III Evaluation: EDS 472/473

Student teaching #:

☐ EDS 472

☐ EDS 473

Evaluation:

☐ Midterm Evaluation

☐ Final Evaluation

Evaluator:

☐ University Supervisor

☐ Cooperating Teacher

☐ Student Teacher

☐ Other (i.e., Principal, V.P., etc.)

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher's "common and typical behavior in the classroom." All observed competencies require an "Above or At Entry Level" rating in order to earn a "Credit" grade in student teaching. Competencies identified with a * must be used for students earning their moderate/severe specialist credential. These competencies may also be used for those students earning their mild/moderate specialist credential, wherever appropriate.

Performance Evaluation Criteria:

3: Outstanding performance

2: Satisfactory performance

1: Performance needs improvement—skill observed infrequently or not demonstrated

NA: Setting not conducive to skill demonstration

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation

; = Interview

P = Portfolio

Professional and Interpersonal Skills

- ① Demonstrates professionalism in personal appearance and presentation.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ② Works effectively as a team member at the school site.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③ Accepts responsibilities assigned by the cooperating teacher or onsite supervisor.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④ Participates in school meetings, parent conferences, in-service training, and other aspects of school life.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑤ Demonstrates positive regard for diversity in students, families, and colleagues.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥ Interacts with students honestly and equitably by protecting their privacy, respecting their work, and being receptive to their ideas.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑦ Is able to assess his/her own performance.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑧ Seeks, accepts, and utilizes constructive feedback for professional growth.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑨ Guides, supports and facilitates the work of paraprofessional(s), peer tutors, and/or volunteers.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑩ Creates and maintains student records with data keeping methods that are unobtrusive, expedient, organized, and current.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑪ Participates in IEP meetings in a sensitive, professional, and legal manner.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 1–11: _____

Communication and Collaborative Partnerships

- ⑫ Consistently uses clear, concise, coherent oral, written and nonverbal language.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑬ Demonstrates appropriate professional and interpersonal communication with students, parents, school personnel, and other team members.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑭ Demonstrates passive and active listening skills.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑮ Participates as a member of a interdisciplinary team in the design of an individual assessment plan, which is culturally and linguistically appropriate.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

- ⑩ Plans and conducts collaborative conferences with parents or primary caregivers.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑪ Collaboratively designs and implements educational interventions with students, families, general educators, administrators, related service personnel, community agency personnel, and/or others.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑫ Cooperates and collaborates with general education staff and other team members, as appropriate.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑬ Provides special education support and/or consultation to teachers to accommodate the needs of students with disabilities in integrated classrooms, when requested.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 12–19: _____

Planning and Managing the Teaching and Learning Environment

- ⑭ Establishes and maintains a positive, supportive, and safe learning environment.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑮ Acquires and maintains individual and/or small group attention.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑯ Demonstrates appropriate and effective instructional pacing.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑰ Demonstrates efficient, smooth, and effective transitions.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑱ Changes the delivery (when appropriate) to reflect student involvement and skill response.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑲ Generates a variety of responses from students in order to check for understanding of presented material prior to moving on to new material.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑳ Utilizes supportive correction procedures for all incorrect student responses.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉑ Circulates around the room to monitor student work and behavior.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉒ Utilizes opportunities to maximize supported inclusive educational opportunities.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉓ Maximizes opportunities for students to interact with non-disabled peers.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉔ Provides direct instructional support to students in the inclusive classroom, when appropriate.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉕ Provides opportunities for and facilitates the development of social competency, life skills, communication skills, self-management skills, self-advocacy, and increased independence.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 20-31: _____

Managing Student Behavior and Social Interaction Skills

- ③② Establishes a productive learning environment that includes clearly stated expectations for student behaviors.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③③ Establishes positive rapport with students in variety of ways.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③④ Communicates and interacts respectfully with all students and supports dignity.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑤ Reinforces the system of management used in the classroom.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑥ Reinforces respectful interaction among students.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑦ Utilizes a variety of behavioral management strategies (i.e. nonverbal cues).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑧ Effectively manages student behavior in the following situations
 ▶ one-to-one
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 ▶ small group
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 ▶ multiple small groups or whole class
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑨ Implements a behavior management program that includes preventative and supportive interventions.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④⑩ Demonstrates the ability to identify and defuse situations that may lead to conflict.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④① Uses data to develop behavior interventions.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④② Teaches and encourages self-management strategies to the maximum extent possible (e.g. self-monitoring, self-reinforcement, self-recording).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④③ Utilizes nonaversive/least intrusive strategies for behavior change.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④④ Engages in effective self-assessment of management strategies.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 32-44: _____

Instructional Content and Practice

- 45 Develops lesson plans which include clearly stated objective(s) procedures, materials, and assessment which reflects the objective(s).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 46 Effectively assists the classroom teacher with planning and delivery of small group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 47 Effectively assists the classroom teacher with planning and delivery of whole group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 48 Effectively plans and delivers whole group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 49 Demonstrates sound knowledge of core curriculum.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 50 Demonstrates instructional strategies, activities, and materials that:
 a. build upon students' prior knowledge.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 b. encourage student choice and participation.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 c. appeal to and challenge the diverse interests and abilities of the students in the class.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 51 Adjusts the complexity of his/her language to accommodate for both native English and English language learners.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 52 Implements instruction that meets IEP goals and objectives.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 53 Modifies curriculum and instructional strategies to meet the diverse needs of learners.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 54 Develops and implements instruction which is age appropriate and reflects the student's developmental needs.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 55 Implements and modifies general education core curriculum to meet the needs of students with diverse learning needs.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 56 Integrates affective, social and career/vocational skills with academic curricula to facilitate transition passages.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 45–56: _____

Assessment, Diagnosis, and Evaluation

- 57 In collaboration with the cooperating teacher, establishes achievement criteria and communicates them clearly to students.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 58 Applies formal and informal methods to assess students' achievements.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

- ⑤⑨ In collaboration with the cooperating teacher, demonstrates ongoing student assessment and, if necessary, makes changes in teaching, methods, materials, and/or instructional setting in order to meet stated objectives.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥⑩ Utilizes performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments (when appropriate).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥⑪ Effectively interprets and communicates assessment results to parents, student(s) and other professionals.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥⑫ Develops IEP objectives that are based on individual strengths, needs, and present levels of student performance and are aligned with curriculum standards.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥⑬ Constructs comprehensive IEP goals and objectives across all curricular environments, including core curriculum, psychomotor, social/emotional, cognitive, language/communication, self-help, and career/vocational (in collaboration with cooperating teacher).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 57–63: _____

Overall Major Strengths: _____

Suggestions for Improvement: _____

Evaluator: Please check appropriate credential and recommendation.

- ☐ Recommend, based on overall outstanding performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- ☐ Recommend, based on overall satisfactory performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- ☐ Recommend extending or repeating Mild/Moderate or Moderate/Severe student teaching experience.
- ☐ Do not recommend extending or repeating special education student teaching experience

Comments: _____

Evaluator Signature _____ Date _____

Student Teacher's Signature _____ Date _____

Copies: University Supervisor, Student, Teacher

UNIVERSITY SUPERVISOR VISITATIONS / OBSERVATIONS

Please circle:

Semester: F¹ or S¹ and Phase: II or III

Multiple Subject: _____ Grade: _____

Sac State Supervisor: _____ Student: _____ Single Subject: _____ Assignment: _____

School: _____ Public School Evaluator(s): _____

Additional Conference Time Not
Connected Directly with a Formal
Observation (Phone conferences included):

Dates (Mo/Day/Year)	Activity/Topic of Class (i.e., Reading, etc.)	Duration of Visit (i.e., Reading, etc.)	Duration of Conference (i.e., Reading, etc.)	Meet with Evaluator? (Yes or No)	Dates (M/D/Y)	Duration of Conference (i.e., Reading, etc.)	With whom? (Evaluator? Student? Administrator?)
1							
2							
3							
4							
5							
6							
7							
8							
9							

To be submitted at the end of the semester to ESSC (Eureka Hall #216). Please, attach the student teacher's evaluations (original only).

Observation Record
Special Education Credential Programs

Program:	Course No:		Date		Visitation#	
Student			School			
District			Coop. Tchr.			
Supervisor		Subject			Grade	

Comments and Suggestions on Planning and Presentation:

Student's Signature

Date

Instructional Content and Practice

- ④⑤ Develops lesson plans which include clearly stated objective(s) procedures, materials, and assessment which reflects the objective(s).
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ④⑥ Effectively assists the classroom teacher with planning and delivery of small group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ④⑦ Effectively assists the classroom teacher with planning and delivery of whole group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ④⑧ Effectively plans and delivers whole group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ④⑨ Demonstrates sound knowledge of core curriculum.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤① Demonstrates instructional strategies, activities, and materials that:
a. build upon students' prior knowledge.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- b. encourage student choice and participation.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- c. appeal to and challenge the diverse interests and abilities of the students in the class.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤② Adjusts the complexity of his/her language to accommodate for both native English and English language learners.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤③ Implements instruction that meets IEP goals and objectives.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤④ Modifies curriculum and instructional strategies to meet the diverse needs of learners.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤⑤ Develops and implements instruction which is age appropriate and reflects the student's developmental needs.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤⑥ Implements and modifies general education core curriculum to meet the needs of students with diverse learning needs.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**
- ⑤⑦ Integrates affective, social and career/vocational skills with academic curricula to facilitate transition passages.
☐ NA ☐ 1 ☐ 2 ☐ 3 **O** **I** **P**

[illegible]

[illegible]

N/A	Criteria 28		Criteria 29		Criteria 30		Criteria 31		Criteria 32		Criteria 33		Criteria 34		Criteria 35		Criteria 36		Criteria 37
	3		3		3		3		3		3		3		3		3		3
	3		3		3		3		3		3		3		3		3		3
	3	N/A	3	N/A	3		2		3		3		3		3		3		3
	3		3		3		3		3		3		3		3		3		3
	3		3		3		3		3		3		3		3		3		3
	3		3	N/A			3		3		3		3		3		3		3
	3.00		3.00		3.00		2.86		3.00		3.00		3.00		3.00		3.00		3.00

[illegible]

[illegible]

Average Rubric Score	Evaluation Date	Evaluator
3	12/1/2015	BONNIE STEWART
3	12/9/2015	Laurie Wagner
2.95	12/14/2015	Laurie Wagner
2.97	12/20/2015	Rachael Gonzales
3	12/11/2015	Diana Blackmon
3	12/7/2015	Diana Blackmon
3	12/6/2015	BONNIE STEWART
2.99		

M/M SPECIAL EDUCATION PROGRAM

in the Teaching Credential Branch at the College of Education

Sacramento State University

Mission

The M/M Special Education Program prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other special education programs, branches, and community partners. Together we promote equity and excellence in our M/M program curricula and instruction by infusing evidence based best practices endorsed nationally.

Vision

The M/M Special Education Program prepares M/M credential with (Dual) or without MS credential, and M. A. candidates to become responsive instructional leaders, effective and reflective educators, and lifelong learners.

M/M Special Education Program Learning Outcomes (PLOs)

Because the M/M special education credential at Sacramento State University authorizes the provision of services to individuals in grades K-12 to age 22, with mild/moderate disabilities, such as autism, specific learning disabilities, mild intellectual disabilities, and emotional disturbances, candidates in the program are expected to demonstrate competence in each area addressed by the **Program Standards**, the **M/M Specialty Standards** and the **Teacher Performance Expectations (TPEs)** as outlined in the below.

Preliminary Education Specialist Teaching Credentials Program, Standards 1-16:

Program Standard 1: Program Design, Rationale and Coordination - *Integrated/Blended Program Delivery Model and Intern Program Delivery Model*

Program Standard 2: Professional, Legal and Ethical Practices

Program Standard 3: Educating Diverse Learners

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 5: Assessment of Students

Program Standard 6: Using Educational and Assistive Technology

Program Standard 7: Transition and Transitional Planning

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

Program Standard 9: Preparation to Teach Reading/Language Arts

Program Standard 10: Preparation to Teach English Language Learners

Program Standard 11: Typical and Atypical Development

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

Program Standard 13: Curriculum and Instruction of Students with Disabilities

Program Standard 14: Creating Healthy Learning Environments

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

Program Standard 16: Assessment of Candidate Performance

Mild/Moderate Disabilities (M/M) Specialty Standards 1-6:

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

M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

M/M Standard 4: Positive Behavior Support

M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

M/M Standard 6: Case Management

Teacher Performance Expectations TPEs for Education Specialist Preliminary Teaching Credential Programs

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 1A: Subject-Specific Pedagogical Skills for Teachers of Elementary Students

- Teaching Language Arts to Elementary Students
- Teaching Mathematics to Elementary Students
- Teaching Science to Elementary Students
- Teaching History-Social Science to Elementary Students

TPE 1B: Subject-Specific Pedagogical Skills for Teachers of Secondary Students

- Teaching English-Language Arts to Secondary Students
- Teaching Mathematics to Secondary Students
- Teaching Science to Secondary Students
- Teaching History-Social Science to Secondary Students

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices: Developmentally Appropriate Teaching Practices for Education Specialists **TPE 6A:** Developmentally and Age Appropriate Practices in Pre-Kindergarten through Middle Elementary **TPE 6B:** Developmentally and Age Appropriate Practices in Upper Elementary and Middle School **TPE 6C:** Developmentally and Age Appropriate Practices in High School and Adult Transition

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

Education Specialist Preliminary Teaching Credentials

In addition to the Program Design and Preliminary Teaching Standards, each Program must address the appropriate Specialty Standards

Mild/Moderate Disabilities (M/M)

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

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

M/M Standard 4: Positive Behavior Support

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The

program prepares candidates to participate effectively in school wide behavior support processes.

M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

M/M Standard 6: Case Management

The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

TPEs for Education Specialist Preliminary Teaching Credential Programs

General Education Teacher Performance Expectations, TPEs, were established in 1998 and language was added in 2010 to include Education Specialists. In 2013, the TPEs were revised for Education Specialists to align with Common Core State Standards and to articulate the understandings and abilities of Education Specialists to build a foundation for college and career readiness including adult independence for students with disabilities from birth to age 22.

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

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

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

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments **Teaching Reading-Language Arts in a Multiple Subject Assignment**

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

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

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal,

symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

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

Teaching History-Social Science in a Multiple Subject Assignment

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

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

Teaching English-Language Arts in a Single Subject Assignment

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

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical

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

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

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

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

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

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can

appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Assessable

Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.

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

TPE 5: Student Engagement

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

Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that

will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

TPE 6: Developmentally Appropriate Teaching Practices

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

Developmentally Appropriate Teaching Practices for Education Specialists

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

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional TPE 6A: Developmentally Appropriate Practices in Grades K-3 activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

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

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

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

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

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

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

TPE 9: Instructional Planning

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

plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students. Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

TPE 11: Social Environment

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

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

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

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

TPE 13: Professional Growth

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