



Notre Dame de Namur University
1500 Ralston Avenue
Belmont, California 94002
www.ndnu.edu

**PRELIMINARY EDUCATION SPECIALIST
CREDENTIAL PROGRAM**

**FOR STUDENT TEACHERS/INTERNS, INTERN LIAISONS/SUPPORT PROVIDERS,
UNIVERSITY CLINICAL FIELD SUPERVISORS, COOPERATING TEACHERS, AND
SCHOOL ADMINISTRATORS**
2023-2024

Dr. Sharon O'Neil
Program Director

Telephone: (510)541-6274
Email: soneil@ndnu.edu
Office: Gellert Library

Julie Costantino
Placement Coordinator
Email: jcostantino@ndnu.edu

Education Specialist Handbook Signature Page

I _____ (print candidate's name) attest that I have received a hard copy of this handbook and an electronic copy has been provided to me. I understand that the contents of this handbook are my responsibility to adhere to and understand.

Candidate Signature: _____

Date: _____

TABLE OF CONTENTS

I.	EDUCATION SPECIALIST CREDENTIAL PROGRAM OVERVIEW	
A.	Special Education Program – Candidate Participation	4
II.	STUDENT TEACHING (Fieldwork EDU 4230)	
A.	Admission to Student Teaching	6
B.	Student Teaching Guidelines	7
C.	First Semester Student Teaching Experiences	7
D.	Student Teaching, Initial	8
E.	As the Semester Progresses	9
F.	Student Teacher Responsibilities, General	9
G.	Other School Responsibilities of the Student Teacher	10
H.	Support and Evaluation of the Student Teacher	11
III	Other Issues for Student Teachers	
A.	Changes in Assignment	12
B.	Semester Timing	12
C.	Dual Credential	12
D.	Master’s Program	13
E.	NDNU Policies	13
F.	Preliminary Credential Application	15
G.	RICA	15
IV	Intern Teaching (Fieldwork)	15
V.	Guidelines for Master Teachers	
VI.	Responsibilities of Master Teacher	
A.	Phase I Observation	18
B.	Guided Teaching Practice	19
C.	Independent Teaching Experience (Solo Weeks)	20

XI. APPENDICES

- A. Professional Behavior Checklist (PBC)
- B. Release of Liability Form
- C. Required Tasks for Admission to Fieldwork Form
- D. Education Specialist General Education Observation Hours
- E. Intern Authorization Form
- F. Teacher Performance Expectations Ratings (TPE)
- G. Attendance Policy
- H. Teacher Observation Report
- I. Supervisor's Summary Evaluation (Grade Report)
- J. Progress Report Midterm
- L. Growth Plan
- M. Lesson Plan Form(s)
- O. Academic Honesty

A. Mission Statement

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

B. Vision Statement

Notre Dame de Namur University will be recognized in the San Francisco Bay Area as a leader in integrating community engagement into high quality academic programs. NDNU's programs will be widely known for their innovative synthesis of liberal arts learning, professionally- oriented learning, and core values.

C. Core Values

Notre Dame de Namur University was founded by the Sisters of Notre Dame de Namur and the values espoused by the Sisters continue to inspire the University. The Core Values expressed here are closely linked to the Hallmarks of a Notre Dame de Namur Learning Community developed by the Sisters in collaboration with NDNU and other SND learning communities. These values should be considered in the context of the Hallmarks.

The Core Values are listed in alphabetical order. There is no ranking implied. Commitments following each value elaborate rather than define the values.

1. Community

- A commitment to build a diverse, collaborative, open, and student-centered community that holds itself and its members accountable to learn, serve, work, and grow together in partnership.
- A commitment to share the responsibility of governance and to create transparency and accountability in our decision-making.

2. Diversity

- A commitment to celebrate, embrace, value and learn from the voices, perspectives, and experiences of all our community members.
- A commitment to ensure that the University offers its students, faculty, and staff of diverse backgrounds opportunities that are accessible and fair to all constituents. · A commitment to seek and respect diverse points of view in the academic arena.

3. Excellence

- A commitment to excellence in every academic and professional pursuit.

4. Integrity

- A commitment to honor the sacredness and dignity of each person and the development of the whole person through our collaborative practices.
- A commitment to match our actions and our words.

5. Justice

- A commitment to enhance the application of ethics, justice, and peace at the personal, community, and global levels.

6. Learning

- A commitment to innovative learning of what is necessary for life, both as a directed process and as a lifelong practice.
- A commitment to the search for truth, knowledge, and meaning.

7. Service

- A commitment to community-based learning and other forms of service.

We view the teaching-learning process as student-centered, cooperative, and transactional. Learning, accomplished by the learner, must be active. Teaching is a multifaceted role – that of observed, model, encourager, facilitator, presenter of direct instruction, among others. Teaching and learning are integrative, utilizing the variety of resources which surround us, personal, cultural, and technological. Finally, assessment reflects as much as possible the use to which learning is put in the world outside school.

In keeping with Notre Dame de Namur University's Mission Statement, we commit ourselves to building a student-centered environment, which reverences the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we will ensure the right to equal access to challenging learning opportunities.

PROGRAM REQUIREMENTS

The following requirements are part of the qualifications for a recommendation for the Preliminary Education Specialist Credential and are intended to prepare you for success in the teaching profession. Requirements necessary before a candidate is allowed to student teach or intern:

1. **Completion of an undergraduate degree.** Submit official transcript showing a baccalaureate or higher degree.
2. **Field Experience.** Document of field experience of at least forty 40 clock hours with students in a school setting. Submit: Pre-Acceptance of Field Experience form with any applicable documentation as indicated on the form. If you do not have this requirement met prior to admissions, you must notify the program director immediately. NOTE: Requirement can be completed following conditional admissions using volunteer hours and hours required during foundation coursework.
3. **Satisfy the Basic Skills requirement (CL 667):** [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)) Individuals may satisfy the basic skills requirement by one of the following methods: a) California Basic Education Skills Test (CBEST), b) Pass the Multiple Subject CSET Plus the Writing Skills Examination; c) Pass the CSU Early Assessment Program or the CSU Placement Examinations; d) Achieve Qualifying Score on the SAT or ACT; e) College Board Advanced Placement Examinations; f) Pass a Basic Skills Examination from Another State; g) Through College /University Coursework; h) Through Coursework and Exam. The review of college/university coursework, can be done by the NDNU credential analyst.
4. **Subject Matter Competency Verification (PSA 20-10)** For credential candidates, the academic major on the transcript must state BA Liberal Studies or BA Liberal Studies that include any focus or concentration in the title. Examples include but are not limited to: Liberal Studies: Urban Education and Liberal Studies: Elementary Education. The new options for demonstration of subject matter include the

following: a) Pass the Multiple Subject CSET b) Completion of an academic major in the subject area of the credential being sought c) Completion of coursework addressing each of the Commission-adopted subject matter domains d) Completion of a combination of coursework and examination(s) that meets or exceeds the subject matter domains.

5. **Successful completion of an approved course or examination on the United States Constitution.** To meet this requirement, verify one of the following: a) Bachelor’s degree from a California State University campus or b) Two semester or three-quarter unit approved university course in the provisions and principles of the U.S. Constitution, or c) Passage of an approved examination in the U.S. Constitution. NDNU offers an online exam at www.USConstitutionExam.com. Call (650) 508-3545 for the NDNU student discount.
6. **Completion in CPR training** that meets the standards established by the American Heart Association or the American Red Cross for infant, child, and adult. Provide a copy of the front/back of the card.
7. Submission of current negative **TB test** results to the Credential Analyst.
8. **Certificate of Fingerprint Clearance** from the California Commission on Teacher Credentialing (CCTC).

Credential Requirements:

All the requirements listed above plus the following must be met to qualify for the preliminary credential:

9. **Passage of the Reading Instruction Competence Assessment.** Submit: A front/back copy of your official test results or preferably, request Notre Dame de Namur University to be included among the institutions to receive your score results.
10. Successful completion of the **Teaching Performance Assessment (TPA)** which will be completed as part of your student teaching or internship experience. Candidates completing their credential requirements will complete the California Teaching Performance Assessment (CalTPA). All documents must be on file in your student file on Canvas. For any questions regarding any of the requirements listed above, please contact the NDNU Credentials Office at (650) 508-3545 or credentials@ndnu.edu

Education Specialist Course Requirements

ESN Education Specialist Credential	
Course Number Title	Units
Foundation All Credential candidates	
EDU 4100 Psychological Foundations	3
EDU 4104 Sociological/Multicultural Foundations	3
**EDU 4107 Foundations for Eng. Lang. Learners	3
EDU 4116 Health Education	1
Total Foundation Units	10

SPED Foundation All candidates	
**EDU 4200 SPED Program Mgmt	3
**EDU 4203 Clinical Assessment	4
EDU 4207 Tech in SPED	3
EDU 4209 Counseling in SPED	3
EDU 4230 Student/Intern Teaching I ES	4
EDU 4231 Student/Intern Teaching II ES	4
Total SPED Foundation Units	21
C& I: ESN Candidates	
**EDU 4237 Curriculum Mod: M/S	3
EDU 4251 Teach Students w/ Motor, Sensory & Health Needs (Spring Semester ONLY)	2
EDU 4252 Core Curr. Access Students w/ Severe Disabilities (Fall Semester ONLY)	2
EDU 4330 Reading/LA: Primary	3
EDU 4333 Reading/LA: Upper	3
Total C&I Courses	13
Total Units for Credential	44
MA Course	
EDU 4880 Portfolio/Capstone	3
Total Units for credential + MA degree	47

MMSN Education Specialist Credential	
Course Number Title	Units
Foundation All Credential candidates	
EDU 4100 Psychological Foundations	3
EDU 4104 Sociological/Multicultural Foundations	3
**EDU 4107 Foundations for Eng. Lang. Learners	3
EDU 4116 Health Education	1
Total Foundation Units	10
SPED Foundation Courses All candidates	
**EDU 4200 SPED Program Mgmt	3
**EDU 4203 Clinical Assessment	4
EDU 4207 Tech in SPED	3
EDU 4209 Counseling in SPED	3
EDU 4230 Student/Intern Teaching I ES	4
EDU 4231 Student/Intern Teaching II ES	4
Total SPED Foundation Units	21
C& I Mild/Mod Candidates	
**EDU 4234 Curriculum Mod: M/M	3
EDU 4336 Curr: Elem Math	2
EDU 4337 Curr: Elem Soc. Science	1
EDU 4338 Curr: Elem Science	1
EDU 4330 Reading/LA: Primary	3

EDU 4333 Reading/LA: Upper	3
Total C&I Courses	13
Total Units for M/M Credential	44
MA Course	
EDU 4880 Portfolio/Capstone	3
Total Units for Credential + MA degree	47

I. EDUCATION SPECIALIST CREDENTIAL PROGRAM OVERVIEW

The Education Specialist Credential Program at Notre Dame de Namur University is designed as a concurrent program of courses and fieldwork to provide candidates with an educational experience that encompasses both theory and practice. The concurrency of theory and practice enhances candidates' acquisition of program competencies.

Education Specialist Program – Candidate Participation

The Education Specialist program at Notre Dame de Namur University provides candidates the opportunity to achieve preliminary teaching competency through participation in four areas:

1. Professional Coursework

- Participation in all phases of group class work.
- Development of individual and group projects as designated in course requirements.
- Completion of reading assignments and written papers on those topics deemed necessary and appropriate.
- Presentation of oral assignments as required.
- Passing of mid-term and final examinations and final projects.
- A GPA of 3.0 must be maintained in the program which equates to grades of B- or better across the coursework

2. Student Teaching/Interning

- Observation of different learning environments, teaching techniques and styles.
- Preparation, teaching, and evaluation of teaching/learning experience.
- Ongoing communication with the cooperating teacher and university supervisor regarding instructional techniques, curricular materials, preparation, and demonstration of pedagogical skills.
- Observation and feedback by a Notre Dame de Namur University Supervisor.
- Written appraisal of growth in teaching by the cooperating teacher and the university supervisor.

- Participation in workshops and in-services offered by the school or district where student teaching/interning is taking place.

3. Seminars and Orientations

- Prior to the start of the initial semester, candidates are required to attend the student teacher/intern orientation.
- Candidates are informed of the ongoing requirements of the education specialist credential during two student teaching/intern seminars.
- Group discussions and problem solving related to practicum will also be the focus of these seminars.
- A coaching assignment or outside employment does not excuse students from seminars or other classes.

4. Assessment of Student Teaching Performance

Professional Behavior Checklist (PBC) and Teaching Performance Expectations Rating (TPE's)
(Appendix A)

All candidates will be evaluated twice during each semester on personal and professional behaviors (PBC's) as well as on the Teaching Performance Expectations (TPE's), both in the form of rating scales, as noted in Appendices A and F. The credential candidate must be open to change and new ideas and must demonstrate an eagerness to explore the new approaches to education in keeping with emerging research and practice. Teaching to a diverse population with special needs in California schools is only one of the many unique challenges facing today's teachers.

II. STUDENT TEACHING

A. Admission to Student Teaching and Internship

Candidates should contact the Student Teacher Placement Coordinator they have been assigned during the semester **before** the intended semester of initial student teaching to secure a placement. In order to be cleared to advance to student teaching, each candidate must have the following documentation on file with the Credentials Office the semester before student teaching.

Deadlines: All candidates for Student Teaching must submit all documentation below to the NDNU Credentials Office by **October 15 for Spring** semester and by **April 15 for Fall semester**. Having documents submitted to your school district does not meet the requirement. The following documents must be submitted to NDNU by the appropriate deadline: documentation of subject matter competency and basic skills requirement. The submission process can be tedious and all requirements need to be completed before the start of student teaching/interning. In order to advance to fieldwork, all documentation must be uploaded on Canvas.

Requirements for documentation:

1. Verification of basic skills requirement (either through university coursework: writing, literature & math course with grade of B- or better or passing all CBEST subtests or combination of coursework and subtests).
2. Verification of subject matter competency (posted degree matching credential title or course work, passing CSET scores or combination of coursework and passing CSET subtests).
3. Certificate of fingerprint clearance or previous teaching credential (including substitute) posted on CTC website. Certificate of Clearance (COC) not applied to a credential is valid for 5 years.
4. Copy of negative TB test results (valid for 3 years).
5. Signed NDN Release of Liability Form (Appendix B)
6. Completion of EDU 4107 Foundations for Teaching English Learners (3 unit).
7. Completion of EDU 4234/ 4237 Curriculum Modifications: mild moderate support needs (MMSN) or extensive support needs (ESN) (3 units). You must complete the class corresponding to the credential you are earning. If the credential being sought is for MMSN, the candidate MUST take EDU 4234, if the credential is ESN, the candidate MUST take EDU 4237.
8. Completion of EDU 4200, Program Management (3 units).
9. Completion of EDU 4203, Clinical Assessment (3 units).
10. Enrollment in EDU 4230, Student/Intern Teaching Seminar (Special Education, semester I)
11. It is strongly recommended that two additional courses, Counseling for Special Education (EDU 4209) (3 units) and Technology for Special Education (EDU 4207) (3 units) be completed prior to beginning fieldwork.

B. Student Teaching Guidelines:

Diversity of Experiences. Candidates who are student teaching will have two different student teaching assignments during the two fifteen-week semesters. It is anticipated that one assignment will be at the **elementary level** and the other at the **secondary level because the Preliminary Education Specialist Credential notes certification in K to 22 years of age.** In order to allow maximum benefits to the candidates, the Student Teacher Placement Coordinator will coordinate with the candidate, school and district prior to the placement. The placement must also provide the opportunity for student teachers to work with EL (including redesignated EL) students.

Candidate contact hours: These hours (exclusive of planning, meeting and break times that do not involve students), total 300 hours per semester.

Public School Experience. By CTC regulation, candidates must student teach in at least one public school setting as part of their fieldwork. The curriculum must utilize UDL. The cooperating teacher must have the same credential as the one the student teacher is earning, have completed at least three years of successful teaching experience, and be recommended by the district as a cooperating teacher.

Student Teaching Schedule: To ensure that the candidate is able to earn the requisite 300 hours, the student/intern teaching schedule must be pre-approved by the placement coordinator before school begins. **If a student teacher is being asked to substitute for more than two consecutive days, a consultation is needed with the placement coordinator, who will work with the education specialist program director and site principal for approval.**

University Supervision: The NDNU supervisor will also provide support and feedback through a minimum of six observations of the candidate in the classroom per semester. The candidate is required to write six reflections and five formal lesson plans for these observations.

Seminar: Notre Dame de Namur University student teacher seminar is three (3) graduate units per semester.

C. First Semester Teaching Experiences

1. Development and implementation of instructional skills and teaching techniques.
2. Development and implementation of curricular skills and materials.
3. Development and implementation of positive behavior management strategies.
4. Involvement in communications process with individuals, small and large groups.
5. Development and implementation of IEPs.
6. Development and implementation of assessment strategies appropriate to the measurement and interpretation of student outcomes.
7. Applying assessment data to plan, implement and evaluate instructional activities.
8. Development/refinement/growth of personal qualities which demonstrate flexibility and professionalism in all situations.
9. Implement equity focused instructional strategies to plan and individualize meaningful learning for all students.
10. Students without a prior multiple subject or single subject teaching credential are required to complete 45 hours of observation in the general education classroom. See Appendix D for a full explanation of hours that will be accepted.

D. Student Teaching Initial Phase (first four weeks)

Recommendations for this phase:

- Assisting individual students and/or small groups.
- Helping prepare and distribute materials.
- Assisting with the physical environment based on the IEP recommendations for each student.
- Developing proficiency in the use of 21st century instructional technology.
- Collecting and utilizing data based on student IEP goals.
- Learning the process of lesson planning and unit planning.
- Participation in the planning of back to school night, open house and other parent gatherings.
- Attending an IEP meeting, with parent permission
- Reading student IEP's, psychoeducational report and other related assessments (i.e., OT, PT, APE, SLP, AT, VI, Behavioral).
- Observation of general education teachers with a focus on UDL (universal design for learning).

Guidelines for support for beginning student teachers:

1. The initial lessons taught by the student teacher should be in the subject areas in which the candidate feels most confident.
2. The goals and objectives of the initial lessons should be specific and limited.
3. The cooperating teacher should assist the candidate with lesson planning, instruct the candidate about positive behavior intervention strategies and carefully supervise initial lessons.

E. As the Semester Progresses:

6. When the skills of the student teacher increase, the candidate will assume a larger share of the teaching responsibilities. She/he will take charge of several full days successively, and after mid semester, she/he will assume full leadership of the class. The candidate is required to complete two weeks of solo teaching **during the semester**. The first week (5 days) does not have to be consecutive days. The second week of solo teaching is 5 consecutive days. During this phase, the student teacher has full planning and teaching responsibilities monitored by the cooperating teacher and university supervisor. The decisions regarding readiness to assume leadership with the pupils should be made by the cooperating teacher, student teacher, and university supervisor.
7. The cooperating teacher should remain in the classroom even though the candidate is in charge of the lessons being taught. If the candidate holds a substitute teaching credential and the principal and cooperating teacher agree that she/he may be left alone with the class, the candidate should always know how to locate the cooperating teacher in case of an emergency.
9. The student teacher cannot take students off campus unless it has been previously discussed and agreed to by the university supervisor, cooperating teacher, and student teacher. The principal must approve off-campus assignments. The **candidate must be accompanied** by a credentialed teacher on field trips and should never take students in her/his car.

F. Responsibilities of the student teacher

1. Professional behavior is required at all times while working with students, parents, teachers, administrators and all NDNU personnel and staff.
2. Student teachers will arrive at school and leave the school premises at a time agreed upon by the principal, cooperating teacher and university supervisor.
3. Student teachers are expected to report to the university campus for seminars and classes. All classes and seminars have schedules in their syllabi which must be followed by student teachers. **Attendance and participation will be considered when the grade is given.** The school of education attendance policy will apply (See Appendix L).
4. Student teachers will dress appropriately and will maintain a satisfactory personal appearance.

5. In certain circumstances, the student teacher can be excused from his/her student teaching assignment if there is a conflict between a required university course and the student teaching assignment. All such conflicts are to be discussed with the university supervisor and the cooperating teacher prior to the conflicting date.
6. The student teacher will cooperate fully with the rules and regulations of the cooperating teacher/mentor, the school and the district.
7. Student teachers are advised to become familiar with the school site rules and all emergency procedures.
7. If the student teacher is unable to keep the pre-arranged schedule, he/she should call and notify the school office and cooperating teacher. **The student teacher is responsible for notifying the university supervisor in advance if a planned visit is scheduled.**
9. Student teachers are cautioned that all student information, both written and verbal, is **confidential**.
10. Student teachers are required to give copies of their schedule of classes to the cooperating teacher and university supervisor.
11. Student teachers are required to give university supervisors a copy of the daily classroom schedule, location of the classes and the school site schedule.
12. Student teachers are ***not authorized*** to administer over the counter or prescription medication to students in school settings ***at any time***.

H. Support and Evaluation of the Student Teacher

1. The cooperating teacher and the university supervisor will meet periodically to discuss the teacher candidate's progress. The university supervisor will keep the placement coordinator informed as to each candidate's progress.
2. If conflicts develop between any personnel involved in the student teacher experience, the university supervisor and/or the program director will set up conferences to discuss procedures for resolving conflicts. The student teacher, the cooperating teacher, and the university supervisor will notify the program director immediately if any issues cannot be resolved. Additionally, a performance report will be submitted and presented to the NDNU Education Committee.
3. The Education Committee meets monthly and may call a special meeting to review all cases involving unsatisfactory progress.
4. At midterm, the *Teacher Performance Expectations Ratings (TPE)* form (Appendix E, F & J) and the *Professional Behavior Checklist (PBC)* form (Appendix A) should be completed by the cooperating teacher and discussed with the student teacher and the university supervisor in a collaborative

conference. At this time, a plan for student's continued growth is developed. The *Growth Plan* (Appendix K) should reflect the ratings on the TPE. The University Supervisor should advise the student teacher in writing about his/her midterm grade.

5. Near the end of the semester, the cooperating teacher, student teacher, and the university supervisor will complete a second *TPE* form and *PBC* form in a collaborative conference regarding the work of the teacher candidate.
6. At the end of the semester, the university supervisor will complete a *Summary Evaluation* form (Appendix J) and determine the letter grade to be assigned for the semester student teaching experience. In general, a “B” grade represents very good work and an “A” grade represents outstanding work. A “C+” or lower grade means the course must be repeated. The grade for fieldwork is then incorporated into the student teaching seminar grade. A GPA that falls below a 3.0 will place a candidate on probationary status. The student must meet with the education committee, the program director, the dean of the school of education and the university supervisor to ascertain whether she/he should repeat the semester or be withdrawn from the program.

III. Additional Information

Changes in Assignments

If a candidate has been in his/her assignment for a reasonable time, and the candidate and cooperating teacher agree that the assignment is not working out, the university supervisor and student teacher placement coordinator should be notified so that steps can be taken to discuss a change in assignment. Changes in assignments or resolving differences between cooperating teacher and candidate should involve the following people: candidate, cooperating teacher, principal (if necessary), university supervisor, and education specialist program director. Placement changes without approval of the placement coordinator are not permitted.

Start Date

Elementary and secondary schools, as well as the university, may have different start dates; however, all candidates enrolled in student teaching are expected to report to their assigned schools at the **beginning of the elementary or secondary school semester**. The cooperating teacher will expect a candidate to remain in her or his assignment for the full school semester. **This often means working beyond the scope of the NDNU semester**. The student teacher is required to follow the school district’s calendar.

Guidelines for Cooperating Teachers

The cooperating teacher is the teacher of the class to which the student teacher is assigned. This teacher is selected by the school administration because of outstanding professional competency including capabilities and interest in helping others to learn to teach.

The cooperating teacher will:

- Completed at least three years of successful experience
- Conduct classrooms which:
 - provide a healthy emotional climate for students
 - have a positive behavior management system.
 - provide for individual differences
 - use of evidence based educational practices
- Model effective teaching using state-adopted academic standards.
- Assist candidates in meeting teacher performance expectations.
- Provide an overview of goals and objectives for the class and using educational resources for instructional materials and assessments.
- Drive instruction using student IEPs and psychoeducational reports.
- Provide support in conducting and interpreting assessments as it pertains to writing IEP goals and objectives
- Participate in IEP meetings.
- Maintain an ethical attitude toward the teaching profession in both words and actions and be able to:
 - a. take the time for orientation and supervision of a student teacher
 - b. cooperate with the University Supervisor in a program to give the student teacher the best possible experience
 - c. evaluate the student teacher's progress and work on a regular basis through written observations and verbal feedback.
- Define what she/he expects of the student teacher. This may be done in conference with both Supervisor and student teacher and may include:
 - a. The student teacher's ultimate responsibilities in setting objectives, writing lesson plans, planning activities, and evaluating progress.
 - b. Routines and procedures already established with the pupils and how flexible she/he wishes it to be.
 - c. Expectations regarding punctuality, dress, and the reporting of student teacher absences (refer to Cooperating Teacher Responsibilities).
 - d. Observe the student teacher presenting lessons on a regular basis. Give both oral and written feedback.
 - e. Monitor/evaluate professional, legal and ethical obligations as noted in section: *CSTP 6: Developing as a professional educator (TPEs 12 and 13)*.
 - f. Provide opportunities for the student teacher to observe and teach all curricular areas appropriate for

the assigned grade levels.

- g. Participate in the interim and final evaluations of the student's teaching effectiveness.

If the cooperating teacher has evidence that the candidate is not making adequate progress toward meeting the standards, he/she should discuss this with the student teacher and the university supervisor. If necessary, the school principal and university program director should be requested to come in for a conference. If the problem cannot be resolved, the student teacher may be removed from the student teaching assignment. Consideration of another assignment is the responsibility of the university.

Responsibilities of Cooperating Teacher

A. Phase I - Observation

An observation period for student teachers is essential. The length of time allotted to this phase depends on the experiential background of the student teacher, and the cooperating teacher's belief in the readiness of the student teacher. This period should include observations of:

1. Positive Intervention Strategies
 - Establishing classroom standards
 - Communicating effectively with students
 - Preventive strategies
 - Evidence of MTSS
 - Consistency of follow through
2. Classroom Management
 - Classroom procedures
 - Setting the educational environment
 - Procedural details, i.e. seating arrangement, access to supplies
 - Movement in and out of classroom
3. Instruction Techniques
 - Curriculum guidelines/content (i.e., course of study continuum)
 - Planning procedures
 - Adapting to individual differences, following IEPs
 - Evaluation - grading procedures
4. School Awareness
 - School facility
 - School community
 - Support programs
 - Faculty

5. Instructional Materials
21st century technology
6. Evaluation Procedures:
Identified areas of disability and processing disorders
Pupils' achievement
Teaching strategies

B. Phase II – Guided Teaching Practice

By the end of Phase II, the intern will have had some experience in teaching each of the curricular areas. The suggested sequence for the student teacher in Phase II is:

1. Initial Practice

Content area in which student teacher feels most knowledgeable
Small group instruction
Individual instruction
Student teacher responsible for planning
Student teacher assumes some administrative duties, i.e. attendance, lunch count, etc.

2. Extended Practice

Teaching large groups
Planning and teaching more than one curricular area
Assuming responsibility for evaluating, grading and discipline
Reflecting evaluations from Master Teacher in improving each day's lessons
Communicate with Master Teacher on an on-going basis

C. Phase III – Independent Teaching Experience for Student Teachers (solo weeks)

During this Phase, the student teacher will have full planning and teaching responsibilities for **at least two separate weeks (solo weeks)** monitored by the cooperating teacher and university supervisor.

1. Solo Weeks (Two per semester)

- The first Solo “Week” should occur around mid-term with a series of five (5) days over a period of two weeks, not necessarily consecutive, with full teaching responsibility closely monitored and evaluated by the Master Teacher.
- The second Solo Week should occur at the end of the semester and consists of five consecutive days with the candidate fully responsible for the classroom.

- The Student Teacher has full-responsibility for planning, teaching and assessment.
- Solo week includes responsibility for all administrative tasks for the classroom.
- Candidate is responsible for content in all curricular areas: planning, teaching, and evaluating student performance.
- Classroom/behavior management is included in week's assignment.
- Coordination of paraprofessionals is part of the teaching responsibility.

During the initial lessons, the cooperating teacher should remain in the room. As the student teacher progresses, the cooperating teacher should be absent a portion of the period, and eventually absent the entire period; however, the student teacher should always know how to locate the cooperating teacher in case of an emergency.

If the student teacher does not hold a substitute teaching permit, he or she should not be assigned to take the place of a cooperating teacher unless a substitute teacher or other certificated staff member is assigned to be responsible for the class. In some situations, the principal or designee may assign the student teacher to lead the class if the cooperating teacher is unavailable. However, in these rare circumstances the principal or designee, while not in the room, is the responsible person. **If a student teacher is being asked to substitute for more than two consecutive days, a conference is needed with the placement coordinator and program director, who will work with the site principal**

Dual Credentials

If an education specialist credential candidate wishes to add a second special education credential, additional coursework and 1 semester of fieldwork (at least 300 hours) is required. Please check with the education specialist program director for specific requirements.

Master's Program

EDU 4880 Educational Research Capstone is the culminating course for the MA in special education. The capstone must be taken when all credential courses have been completed. Candidates must apply and be admitted to the MA program in special education prior to enrolling in EDU 4880. Student teaching/intern candidates who are enrolled in EDU 4231, may enroll in EDU 4880. Many students take the EDU 4880 after completion of the second semester of internship. For candidates who are pursuing an MA in special education without completing CTC credential requirements, EDU 4880 must be taken in the final semester of their program.

E. Reading Instruction Competency Assessment:

In order to apply for a Preliminary Credential, all candidates must pass the Reading Instruction Competency Assessment. Passing scores must be submitted to the credential office by uploading it to Canvas and notifying the assigned placement coordinator. Students who have completed or are near to completing the program are encouraged to take the RICA as soon as possible after finishing the upper level reading course (EDU 4333). *When taking the reading instruction competency assessment, students must request that the scores are sent to NDNU.* An intensive one-unit prep class is offered by NDNU for students who wish for additional support.

Internship Teaching Fieldwork:

Notre Dame de Namur University has an approved intern option in the education specialist credential program. The placement coordinator does not place a candidate in an internship position; the candidate who is eligible for this option must find his/her own position.

Before candidates accept an intern position, the placement coordinator, must approve the school and district based on: 1) whether an MOU between Notre Dame and the district is in place; 2) there are EL (including redesignated) students on their caseload; 3) The district has designated a mentor for support (CTC requirement). The mentor must have the same credential as the intern is earning, and have at least three years of successful teaching experience. Additionally, the classroom curriculum must utilize Universal Design for Learning (UDL).

The education specialist credential program requires the candidate to be interviewed and hired by a district to teach. Candidates applying for an NDNU intern credential are required to check the requirements for the internship credential, submit the required documentation, and apply to the NDNU Credential Office before the internship begins (see Appendix D – Intern Authorization Form for education specialist candidates).

Candidates receiving an intern credential should complete requirements for the preliminary credential within the two-year period. The education specialist intern credential is valid for two years and not renewable unless the candidate applies through the NDNU credential department, documenting special circumstances to the Commission on Teacher Credentialing. The CTC must approve the application. Formal supervision will be for one year unless the university supervisor and the education committee decide that additional formal fieldwork supervision is required. Informal supervision will continue as long as the candidate holds the NDNU intern credential.

A. Additional Requirements for Admission to Intern Teaching

1. Submit a signed Letter of Intent to Hire from a school district on official letterhead to the credential analyst.
2. Complete an Intern Authorization Form with signatures (Appendix D) and return the form to the credential analyst.

Students without a prior Multiple Subjects or Single Subject Teaching Credential are required to complete 45 hours of observation in the general education classroom. See Appendix D for a full explanation of hours that will be accepted.

A. NOTRE DAME DE NAMUR UNIVERSITY'S SEXUAL HARASSMENT POLICY

Notre Dame de Namur University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. The University prohibits the following forms of sexual or related misconduct: sex and gender discrimination, sexual assault, sexual harassment, stalking, dating violence, domestic violence, prohibited consensual relationships, sexual exploitation and other sexual misconduct, and intimidation and/or retaliation.

B. GRIEVANCE PROCESS RELATED TO STUDENT, FACULTY, STAFF OR ADMINISTRATORS

Grievance Process Related to Student Faculty, Staff, or Administrators

A student may file a grievance related to the conduct of another student, faculty, staff, or administrative member of the campus community.

[Appendix A](#)
School of Education ♦ Professional Behavior Checklist

Check one: ___Candidate ___Instructor ___Supervisor ___Cooperating Teacher			
Candidate Name:		Evaluator Name:	
Candidate Signature:		Evaluator Signature:	
Date(s): Midterm _____ Final _____		Course Number and Name: EDU	
Never - Seldom - Sometimes - Often - Consistently 1 2 3 4 5		Score	Score
		MIDTERM	FINAL
			Comments
1. Communicates effectively in oral form			
2. Communicates effectively in written form			
3. Works collaboratively and cooperatively with partner and in groups			
4. Responds favorably to suggestions for improvement			
5. Acts with poise, mature judgment, fairness, and self-control			
6. Demonstrates good listening skills			
7. Demonstrates ability to respond and adapt to changing situations.			
8. Is punctual and regular in attendance			
9. Sets appropriate priorities			
10. Meets deadlines			

11. Demonstrates a willingness to learn			
---	--	--	--

Revised, August 2023

School of Education ♦ Professional Behavior Checklist

12. Exhibits the ability to make effective and timely decisions			
13. Strives continually for professional growth and development			
14. Demonstrates respect for personal, family, cultural, and community values			
15. Exhibits creativity and initiative			
16. Portrays a professional image consistent with school rules, regulations and standards, including attire and grooming			
17. Handles all professional responsibilities in an ethical manner			

Comments:

Appendix B

Notre Dame de Namur University
School of Education and Psychology

2023-2024 Release of Liability

I, _____ intend to participate in EDU 4230/4270, 4231/4271, or 4236, Student/Intern Teaching and Seminar: Education Specialist, organized and sponsored by the School of Education and Psychology at Notre Dame de Namur University.

I recognize that I am responsible, as an adult, for my own actions as I interact with school personnel, parents, and children as part of my participation in EDU 4230/4270, 4231/4271, or 4236. I recognize that participating in this course involves accepting a certain amount of risk (such as risk of injury to self, others, and/or property), known or unknown at this time. I fully intend to accept those risks. I further recognize that this Release extends not only to events on school property but also to any school-related event as well as to any and all transportation to and from my school assignment.

I hereby agree to defend, release, indemnify and hold harmless Notre Dame de Namur University, its Board Members, Officers, Employees and Agents from and against all claims, liability, loss and expense, including reasonable costs, collection expenses and attorneys' fees incurred which arise out of my participation in EDU 4230/4270, 4231/4271, or 4236.

I understand by my signature on this document that I am waiving certain of my legal rights, and by my signature I acknowledge that it will be conclusively presumed that I intend to waive such legal rights.

By my signature, I intend to accept and acknowledge all terms and statements as set forth in this document. I recognize that I have the right prior to signing this statement to consult others, including attorneys, regarding the terms and statements set forth in this Release.

Signature	Printed Name
-----------	--------------

Address	City	Zip
---------	------	-----

**NOTRE DAME DE NAMUR University
School of Education**

2023-2024 Education Specialist Hours of Observation in General Education

Education specialist credential candidates who do not have a general education credential are required to observe 50 hours in the general education program, while enrolled in the Education Specialist Program. The observation is in lieu of student teaching in the general education classroom and is required by the California Commission on Teacher Credentialing to ensure that the candidates are familiar with general education curricular requirements. The hours refers to a total and can be spread out over two semesters or more; however, the candidate will not be eligible for a preliminary credential until after the hours are completed and the documentation is submitted.

Student teacher/intern supervisors can assist with the process by recommending activities for observation and reflecting on the observation with the student. One example of an approved activity is the time students in several foundations' courses are required to observe in reading classes, or tutor in general education classes. Even though these hours may have been completed prior to internship/student teaching, they can count as part of the 50 hours. Candidates may have to go back and get signatures from the general education professionals who can verify the hours. Interns who are required to support their students in general classrooms can count these hours towards the 50 hours. Up to 20 hours of time spent substituting in the General Education program can be counted toward the 50 hours. Up to 20 hours of observation in general education may be done in a private school setting as long as the private school is using the State TK-12 Content Standards (Common Core Standards). The private school must have a student population that matches the population of the local public schools in terms of ethnic and socio-economic diversity, special needs, EL, and grade levels served. Both conditions must be met and verified before the hours will be accepted.

The observation forms must be turned in to the seminar instructor, who will turn them in to the credential analyst at the end of the semester. It is up to the candidate to maintain a record of the hours to ensure that the 50 hours are met.

Appendix C (continued)

Hours of Observation in General Education

Name _____ ID _____

Tracking Sheet

Date Submitted _____

DATE	DESCRIBE ACTIVITY OBSERVED	HOURS	SUPERVISOR/TEACHER INITIALS

TOTAL HOURS OBSERVED: _____

NOTRE DAME DE NAMUR UNIVERSITY
School of Education

2023-2024 Intern Authorization Form
FOR EDUCATION SPECIALIST CANDIDATES

This form must be **SIGNED** by all parties including the Placement Coordinator* and returned to the Credential Analyst before the Candidate can apply to the CTC for the Intern Credential recommended by NDNU.

Approval by Notre Dame de Namur University of any contract between a student and a hiring district will depend on guarantees, as specified below. It is understood that no intern shall replace a certificated teacher and that a representative of the local bargaining unit has agreed to the possibility of intern teachers in the district.

Name of Intern Teacher: _____

School Site: _____ District: _____

School Site Address: _____

School Site Phone: _____

School Site Principal: _____

Principal's phone and e-mail _____

Dates of Service: Start date _____ End date _____

Name of school or district representative who will be responsible for evaluation of the intern:

Name _____ Title _____

Phone and email _____

Memo of Understanding (MOU) Expiration Date (to be filled in by Placement Coordinator)

Appendix D (continued)

The on-site intern mentor (liaison) will be***:**

Name _____ Title _____

Phone and email _____

Mentor (Liaison) Credential(s) Held. _____

Mentor (Liaison) Years of Experience. _____

This person **must hold an equivalent or higher credential to the one the candidate is seeking and in the same area of emphasis (mild/moderate or moderate/severe) and have 3 years of successful experience under that credential. The intern liaison is the designated person who is responsible for on-site support and guidance to the intern on daily matters of instruction, assessment, and special education program management.

Times and place where the liaison will be available for consultation:

Intern's schedule:

<u>Type of Class/Setting</u>	<u>Time</u>	<u>Location</u>
_____	_____	_____
_____	_____	_____

Intern signature _____ Date _____

Mentor/liaison signature _____ Date _____

Principal signature _____ Date _____

Placement coordinator signature* _____ Date _____

*Placement Coordinator may authorize placement and application to the CTC for the intern credential via e-mail with the Credential Analyst. Date of e-mail should appear on signature line.

***Excerpt from Program Sponsor Alert 13-06: Newly Adopted Intern Support and Supervision Requirements
At the same April 2013 meeting, the Commission adopted the following policies regarding Intern Support and Supervision:
Pursuant to state statute, the supervision and support of interns is the responsibility of both the Commission-approved preparation program and the employer. Every approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and the employer.

Appendix E

ESN Evaluation of Candidate and TPE's

Check one: ___ Candidate ___ Cooperating Teacher/Intern Support Provider ___ NDNU Supervisor

Candidate Name:

Date: ___ Fall ___ Spring 20__

Placement (school name, grade/subject as applicable):

Criterion for Evaluation:

N/O = NOT OBSERVED

1= BEGINNING; Evidence is lacking in knowledge, skills and abilities established in the Teaching Performance Expectations

2= EMERGING; Showing some evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; more is needed to become a successful 1st year teacher.

3= APPLYING; Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1st year teacher.

Mid term Signatures*:

Candidate Signature

Cooperating Teacher/Intern Support Provider

NDNU Supervisor

Date

Final Signatures*:

Candidate Signature

Master Teacher/Site Support Provider

NDNU Supervisor

Date

**digital signatures acceptable*

**TPE 1
Engaging and Supporting All Students in Learning**

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Extensive Support Needs Candidates will . . .

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.

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.

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

<p>U.1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</p>		
<p>U.1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>		
<p>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.</p>		
<p>U.1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p>		

<p>EX.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 transitional kindergarten to post-secondary.</p>		
<p>EX.1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.</p>		
<p>EX.1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.</p>		
<p>EX.1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.</p>		
<p>EX.1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.</p>		
<p>EX.1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.</p>		

EX.1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.		
EX.1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		
EX.1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).		
EX.1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families,		
including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.		
EX.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.		

Additional Comments on TPE 1 (indicate mid-term, final):

TPE 2
Engaging and Supporting All Students in Learning

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Extensive Support Needs Candidates will . . .

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.

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.

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.

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.

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

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.

EX.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 instructing or supervising other personnel in such procedures.

EX.2.2 Utilize information from collaboratively developed individualized 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.

EX.2.3 Demonstrate the skills necessary to develop communication-rich environments

<p>that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.</p>		
<p>EX.2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</p>		
<p>EX.2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.</p>		
<p>EX.2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. 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.</p>		
<p>EX.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 and have difficulty accessing their education due to physical limitations.</p>		
<p>EX.2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.</p>		
<p>EX.2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.</p>		
<p>EX.2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.</p>		
<p>EX.2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p>		
<p>EX.2.12 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.</p>		

EX.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.		
EX.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.		

Additional Comments on TPE 2 (indicate mid-term, final):

TPE 3		
Understanding and Organizing Subject Matter for Student Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Extensive Support Needs Candidates will . . .		
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.		
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.		

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.		
EX.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.		
EX.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.		
EX.3.3 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).		
EX.3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.		
EX.3.5 Demonstrate 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.		

Additional Comments for TPE 3 (indicate mid-term, final):

TPE 4
Planning Instruction and Designing Learning Experiences for All Students

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Extensive Support Needs Candidates will. . .

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.

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.
- applying 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.

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.)

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.

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.

EX.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.		
EX.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.		
EX.4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.		
EX.4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and 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.		
EX.4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.		
EX.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 (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).		
EX.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 successful student transitions.		
EX.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 standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.		

Additional Comments for TPE 4 (indicate mid-term, final):

Empty box for additional comments.

**TPE 5
Assessing Student Learning**

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Extensive Support Needs Candidates will. . .

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.		
U.5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		
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.		
U.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.		
EX.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.		
EX.5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of		

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

<p>EX.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.</p>		
<p>EX.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.</p>		
<p>EX.5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.</p>		
<p>EX.5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p>		
<p>EX.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 AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.</p>		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 6
Developing as a Professional Educator

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Extensive Support Needs Candidates will. . .

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.

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.

EX.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.

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

<p>EX.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.</p>		
<p>EX.6.4 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.</p>		
<p>EX.6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</p>		
<p>EX.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 have degenerative conditions.</p>		
<p>EX.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.</p>		

Additional Comments for TPE 6 (indicate mid-term, final):

TPE 7
Effective Literacy Instruction for All Students

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Beginning teachers:

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

- 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).

- 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

- 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.

- Foundational Skills.6 Multiple Subject Candidates: 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,

<p>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. 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.</p>		
<ul style="list-style-type: none"> ● 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. 		
<ul style="list-style-type: none"> ● 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. 		
<ul style="list-style-type: none"> ● 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. 		
<ul style="list-style-type: none"> ● 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 		

<p>digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.⁷</p>		
<ul style="list-style-type: none"> 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.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. 		
<ul style="list-style-type: none"> 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. 		
<p>Additional Comments for TPE 7 (indicate mid-term, final):</p>		

Appendix F

MMSN Evaluation of Candidate and TPE's

Check one: ___ Candidate ___ Cooperating Teacher/Intern Support Provider ___ NDNU Supervisor

Candidate Name:

Date: ___ Fall ___ Spring 20__

Placement (school name, grade/subject as applicable):

Criterion for Evaluation:

N/O = NOT OBSERVED

1 = BEGINNING; Evidence is lacking in knowledge, skills and abilities established in the Teaching Performance Expectations

2 = EMERGING; Showing some evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; more is needed to become a successful 1st year teacher.

3 = APPLYING; Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1st year teacher.

Mid term Signatures*:

Candidate Signature

Cooperating Teacher/Intern Support Provider

NDNU Supervisor

Date

Final Signatures*:

Candidate Signature

Master Teacher/Site Support Provider

NDNU Supervisor

Date

**digital signatures acceptable*

**TPE 1
Engaging and Supporting All Students in Learning**

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Mild Moderate Support Needs Candidates will. . .

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.

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.

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.

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

<p>U.1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>		
<p>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.</p>		
<p>U.1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p>		

<p>MM.1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.</p>		
<p>MM.1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.</p>		
<p>MM.1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p>		
<p>MM.1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).</p>		
<p>MM.1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.</p>		
<p>MM.1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.</p>		
<p>MM.1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.</p>		

Additional Comments on TPE 1 (indicate mid-term, final):

TPE 2
Engaging and Supporting All Students in Learning

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Mild Moderate Support Needs Candidates will. . .

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.

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.

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.

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.

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

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.

MM.2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.

MM.2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. 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.

MM.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 and have difficulty accessing their education due to physical limitations.

<p>MM.2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</p>		
<p>MM.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.</p>		
<p>MM.2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.</p>		
<p>MM.2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.</p>		
<p>MM.2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p>		
<p>MM.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.</p>		
<p>MM.2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.</p>		
<p>MM.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 in function.</p>		

Additional Comments on TPE 2 (indicate mid-term, final):

TPE 3
Understanding and Organizing Subject Matter for Student Learning

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Mild Moderate Support Needs Candidates will. . .

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.		
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.		
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.		
MM.3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).		

MM.3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.		
MM.3.3 Demonstrate 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.		

Additional Comments for TPE 3 (indicate mid-term, final):

TPE 4

Planning Instruction and Designing Learning Experiences for All Students

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Mild Moderate Support Needs Candidates will. . .

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.

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.
- applying 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.

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.)

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.

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.

<p>MM.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.</p>		
<p>MM.4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and 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.</p>		
<p>MM.4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.</p>		
<p>MM.4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.</p>		
<p>MM.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 (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).</p>		
<p>MM.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 successful student transitions.</p>		
<p>MM.4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that</p>		
<p>lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.</p>		

Additional Comments for TPE 4 (indicate mid-term, final):

TPE 5
Assessing Student Learning

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Mild Moderate Support Needs Candidates will. . .

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.		
U.5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		
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.		
U.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.		
MM.5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment		

results as appropriate, based on students' needs.		
---	--	--

<p>MM.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.</p>		
<p>MM.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.</p>		
<p>MM.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.</p>		
<p>MM.5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p>		
<p>MM.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 communications needs.</p>		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 6
Developing as a Professional Educator

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Mild Moderate Support Needs Candidates will. . .

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.

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.

MM.6.1 Demonstrate the ability to coordinate and collaborate effectively with

paraprofessionals and other adults in the classroom.

MM.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.

<p>MM.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.</p>		
<p>MM.6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</p>		
<p>MM.6.5 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 have degenerative conditions.</p>		
<p>MM.6.6 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.</p>		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 7
Effective Literacy Instruction for All Students

Not Observed - Beginning - Emerging - Applying
N/O 1 2 3

Mid
Term
Score

Final
Score

Beginning teachers:

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

- 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).

- 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

- 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.

- Foundational Skills.6 Multiple Subject Candidates: 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,

<p>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. 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.</p>		
<ul style="list-style-type: none"> ● 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. 		
<ul style="list-style-type: none"> ● 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. 		
<ul style="list-style-type: none"> ● 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. 		
<ul style="list-style-type: none"> ● 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 		

<p>digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.⁷</p>		
<ul style="list-style-type: none"> 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.⁸ Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. 		
<ul style="list-style-type: none"> 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. 		
<p>Additional Comments (indicate mid-term, final):</p>		

Appendix G

Lesson Plan MS, SS, MMSN, ESN

Teacher:	Date:	Subject:
Central Focus:		Grade:
Identify Credential Program: (Highlight Program Title) MS Cred, SS Cred, MMSN, ESN		
Identify Common Core State Standards, CA State Content standards and/or Next Generation Science Standards: <i>(Provide number and full text)</i>		
Content-Specific Learning Goals/Objectives:		
Identify English Language Development (ELD) Standards for ELs and Focus Student 1 (FS1): <i>(Provide number and full text)</i>		
English Language Development (ELD) Goals and Objectives:		
Assessments: (e.g., diagnostic/formative/summative, formal/informal)		
The assessment tools I will be using are. . .		
The evaluative criteria for this lesson are. . .		
Higher Order Thinking Skills (HOTs): (Consider what level of cognitive skill (e.g., analysis, synthesis, evaluation, interpretation, transfer), is needed to complete the tasks in your lesson. Move students towards tasks that will promote original thinking, problem solving, and analysis.)		
Student Assets: (Explain how the lesson plan builds on students' interests and experiences outside of the classroom related to the goals/objectives for the lesson)		
Prior Academic Knowledge: (Explain how the lesson plan builds on student's prior academic knowledge related to the content-specific learning goals selected for the lesson (e.g., "Yesterday, we learned about. . ."))		
Lesson Delivery <i>Provide a time range estimate for each component</i>		
Introduction: (Set/hook, connection of content to previous learning and learning objective, e.g., "Today we will... . Remember		

that yesterday we learned about . . .”)

Anticipated Time	Teacher will. . .	Students will. . .

Instruction: (including guided practice, accommodations/modifications/differentiations, and assessment including higher order thinking skills)

Anticipated Time	Teacher will. . .	Students will. . .

Closure: (Final check for understanding of knowledge and skills built into instruction, and connection to the next lesson, e.g., “Tomorrow we will...)

Language Demands of the lesson: (What vocabulary will students be using? Include **content-specific vocabulary and grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions**, e.g., vocab like photosynthesis in biology or the structure of a mathematical equation in algebra)

Examples of oral (e.g., saying the syllables in Haiku), written (e.g., $a+b=c$ in math, a timeline in history, a complete sentence), auditory (e.g., listening to plot in a read aloud), and visual language (e.g., making a model of the plants)	Students will. . .	Teachers will. . .
Reading (oral and auditory)		
Writing (written, visual language)		
Speaking (oral)		
Listening (auditory)		

Instructional Strategies for all students

a) Scaffolding (for all students)

- *Progressive levels of temporary support for all learners*
- *These supportive strategies are ultimately removed once students reach independence*

b) Differentiations (for English Learners, early finishers)

- *Provides different students with different avenues to learning often within the same classroom or group setting*
- *Supports acquiring content processing/constructing/making sense of ideas, developing teaching materials, and assessment measures*

c) Adaptations (for students with IEPs/504s)

- *Adaptations that allow students full access to a given lesson and include accommodations and modifications*
- *Accommodation: Service or support related to a student's disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.*
- *Services or support related to a student's disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports do fundamentally alter the standard or expectation of the assignment or test.*

Appendix H

Alternative ESN Lesson Plan Cal TPA

Extensive Support Needs (ESN)

Step 1: Plan—Part B: Sample Lesson Plan Template

Directions: If you do not have access to a school or district lesson plan format, consider using the sample lesson plan template to establish content-specific learning goal(s) and ELD goal(s) and develop one lesson plan.

Lesson Overview

Title of lesson []

Subject []

Grade level []

Time frame []

California Content Standards and/or Curriculum Frameworks (grade level) []

Content Standards and Curriculum Frameworks

You must use current grade-level California Content Standards and/or Curriculum Frameworks and current California English Language Development (ELD) Standards, if appropriate.

Candidates placed in transitional kindergarten classrooms should use the California State Content Kindergarten Standards for ELA/Literacy or Mathematics and/or the Transitional Kindergarten Implementation Guide. Do not use the California Preschool Learning Foundations. TK is considered K–12.

Candidates placed in an Adult Transition Program (ATP) should use the California State Higher Mathematics Standards (e.g., Algebra I/Algebra II, Geometry). Candidates can also use the Standards for Mathematical Practice. ATP is considered high school as students have not exited the K–12 system.

Candidates placed in an Adult Transition Program (ATP) should use the California Common Core State Standards for English Language Arts and Literacy for grades 11 through 12. ATP is considered high school as students have not exited the K–12 system.

Be sure to write out the content and ELD standards and not refer to only the content or ELD standard number.

Content-specific learning goal(s) (specify literacy or mathematics) []

California ELD Standards []

Citing ELD Standards

English Language Development Standards should be cited from Chapter 3 of the current California English Language Development Standards publication. You are not required to include students' developmental level in your citations.

The citation should include the following information: The part number (I, II, or III), the letter and name of the heading, and the standard number. The standard can be copied and pasted into your submission directly.

Example citation from third-grade ELD Standards:

“Part I: Interacting in Meaningful Ways, (C) Productive, (11) Supporting own opinions and evaluating others’ opinions in speaking and writing.”

Example learning goal based on third-grade ELD Standard:

“Students will be able to support at least one of their own opinions and evaluate a friend’s opinion as they discuss ‘The Three Little Pigs’ in small groups.

“Students will write about at least one of their own opinions of one character from the story in a short paragraph.”

ELD learning goal(s) to support English learners in the lesson []

Content of Lesson

Where and how does the lesson connect to prior content learning?

[]

Based on student assets, 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?

[]

How does the lesson tie into the functional and/or life skills of the student(s), if applicable?

[]

What knowledge, skills, and abilities (higher-order thinking and academic language development) 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?

[]

How will you know that content-specific goal(s) are being met?

[]

How will you know that ELD goal(s) are being met?

[]

Structured Student Learning Activities

Based on student assets, what activities will the students be involved in during the lesson to support, engage, and challenge their achievement of the learning goal(s)?

[]

Based on student assets, what activities will FS1 and other English learners be involved in during the lesson to support, engage, and challenge their achievement of the ELD goal(s)?

[]

How will you group students and manage group work (whole class, small group, pairs, or individual) to support student learning?

[]

How will you engage students in age and or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer/generalization) activities?

[]

How will you facilitate and/or collaborate with instructional support personnel when planning for the lesson to provide additional access for students?

[]

Instruction to Support Learning

What instructional strategies and/or adaptations (accommodations and/or modifications) will support student learning during or outside of¹ the lesson?

[]

What resources, materials, assistive technology, and/or educational technology will you use to teach the lesson?

[]

What communication-rich environments will you create to support communication and social engagement within the context of age-appropriate, functional, and meaningful activities as related to students with extensive support needs?

[]

How will you facilitate instructional support personnel to provide additional support and/or access to students during the lesson?

¹ Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

Appendix I

Notre Dame de Namur University
School of Education

Attendance Policy

Attendance and punctuality at seminar are essential. Since this course meets requirements for a California legislated credential **attendance is mandatory**. *Absences should be for major illness or family emergencies ONLY. Three (3) tard of 20 minutes will be considered an absence.* Attendance will be taken. In this X-unit course you can miss X hours and still receive a passing grade. All missed time must be made up. If you must be absent or late PLEASE notify the seminar instructor.

Insert units and time that can be missed from below:

Amount of time missed based on units/seat time (1 unit = 15 hours)

1 unit course = 2 hours

2 unit course = 4 hours

3 unit course = 6 hours

4 unit course = 8 hours

Statement for students who are school employees

Candidates who are full-time employees may be absent for calendared school/district functions which they are required to attend as part of their job. Candidates need to notify the course instructor 2 weeks prior to the function to arrange for this absence.

Appendix J

**NOTRE DAME DE NAMUR UNIVERSITY
School of Education**

2023-2024 MIDTERM PROGRESS REPORT

To be shared with Seminar Instructor and Master Teacher/Mentor

Student Teacher/Intern: _____ **Fieldwork Semester:** 1 or 2

School/Assignment _____ **Credential:** MMSN or ESN

Master Teacher/Liaison: _____

University Supervisor: _____

COMMENTS from University Supervisor:

_____ Student Teacher/Intern is making adequate progress. Continued acceptable performance is critical to passing seminar class and receiving credit for the semester. Please refer to Growth Plan and TPE document.

_____ Student Teacher/Intern needs to demonstrate improvements in the following areas in order to receive a passing grade at the end of the semester. Please refer to Growth Plan and TPE documents for specifics. The following are the most critical areas of concern, but not necessarily the only areas to be addressed. **Please acknowledge receipt of this progress report by signing below and returning to your NDNU Supervisor.**

- _____
- _____
- _____

Recommended midterm grade for Fieldwork: _____

Signature of Supervisor/Date _____

Signature of Student Teacher/Intern/Date _____

(when required)

NOTRE DAME DE NAMUR UNIVERISTY
School of Education

2023-2024 SUPERVISOR'S SUMMARY EVALUATION of Student Teaching or Internship Experience

Name: _____ Date: _____

School: _____ District: _____

Student Teacher or Intern Credential: MMSN or ESN Fieldwork Semester: 1 or 2

Master Teacher or Mentor: _____

Supervisor's summary comments regarding the credential candidate:

XXX is showing evidence of the knowledge, skills and abilities established in the Teaching Performance Expectations, however more is needed to become a successful 1st year teacher/intern.

XXXX has shown sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; and is ready to assume the role of a 1st year teacher/intern.

Recommended final semester grade for student teaching/internship: _____

Supervisor's Name (print)

Supervisor's Signature

- _____
- _____
- _____

Recommended midterm grade for Fieldwork: _____

Signature of Supervisor/Date _____

Signature of Student Teacher/Intern/Date _____
(when required)

Appendix K
Notre Dame de Namur University
School of Education

2023-2024 NDNU Education Specialist Growth Plan Based on TPE/PBC Conference

Candidate's Name _____ Intern or Student Teacher Date: _____

Credential: MMSN or ESN Mid-Term or End of Term Semester of Fieldwork: 1 or 2

Site Supervisor, if applicable: _____ Mentor or Master Teacher: _____

NDNU Supervisor: _____ Site & Program: _____

Areas still requiring observation (optional):

TPE:

TPE:

TPE:

Pick the most important areas for the intern or student teacher to work on and write a goal (two to four goals are recommended).

1. Area of Mastery: TPE# _____ Or Ed Specialist Credential Standard: _____

Current Rating # _____

Goal for Mastery:

Action to be taken:

2. Area of Mastery: TPE# _____ Or Ed Specialist Credential Standard: _____

Current Rating # _____

Goal for Mastery:

Action to be taken:

Candidate's Signature _____

Rev. 1/28/18

Appendix L

NOTRE DAME DE NAMUR UNIVERSITY School of Education

2023-2024 ACADEMIC HONESTY

Academic relationships should be governed by a sense of trust and readiness to give credit to the work of others where such credit is due. Any student who commits, aids, or attempts to commit academic misconduct shall be subject to disciplinary action. Academic misconduct includes but is not limited to:

1. Plagiarism: The inclusion of someone else's product, words, ideas, or data as one's own work. Examples of plagiarism include the taking of any portion of a document, article, or book and representing it as one's own work; the lifting of a well-phrased sentence(s) and including such sentence(s) without crediting the author; including another person's ideas as an example of one's own work. Plagiarism includes using unpublished work as well as published sources; using another's term paper; handing in work that was taken from a paper purchased from an individual or agency, including internet services.
2. Cheating: Using unauthorized materials in an examination; looking at another student's test paper to copy answers; supplying questions or answers from an examination to be given or in progress; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources forbidden by a faculty member.
3. Fabrication: Submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.
4. Misusing computer software: Notre Dame de Namur University is the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the University or any University community member, including student, faculty, or staff. Students must not access another person's data or text files without proper permission.
5. Reading, duplicating, copying, removing, or any other unauthorized or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of the University.
6. Forging or any other unauthorized alteration of a document, record, identification, or any property maintained by any individual(s) or department(s) of the University.
7. Academic Misconduct: Other acts of dishonesty occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of an unadministered exam or any information about the exam.

