

SANFORD COLLEGE OF EDUCATION



SPECIAL EDUCATION INTERNSHIP HANDBOOK

Revised August 2017



NATIONAL
UNIVERSITY

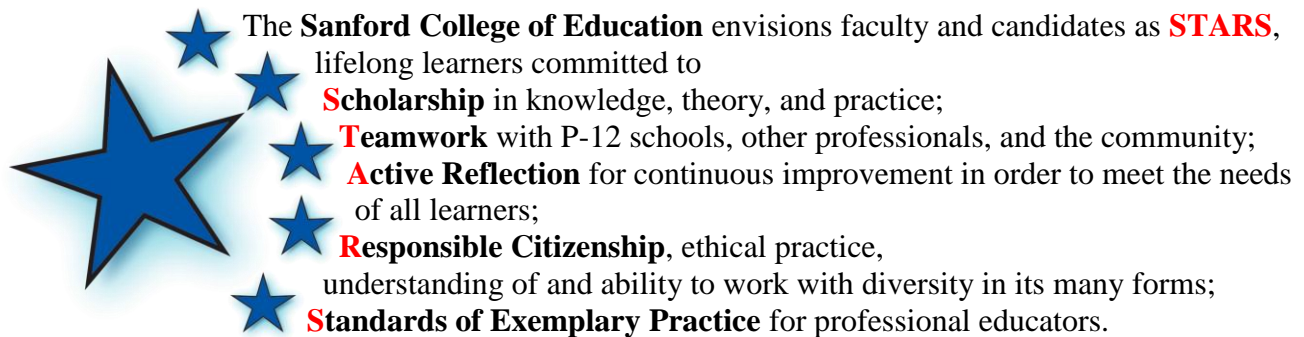
An affiliate of the National University System

THE MISSION OF THE SANFORD COLLEGE OF EDUCATION

is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. The National University Sanford College of Education envisions our faculty and candidates as STARS.

Conceptual Framework

The values and beliefs of the National University Sanford College of Education are captured in the following brief summary of our conceptual framework. The conceptual framework aligns with course and program learning outcomes, and professional dispositions. You are developing the qualities described as you complete assignments and master learning outcomes.



Purpose of the Special Education Clinical Practice Internship

The National University Special Education Clinical Practice Internship credential program is designed to prepare candidates with the knowledge and skills to implement a variety of research-validated methods and strategies focused on instructional programs for a diverse population of K-12 students with disabilities. All of National University programs are accredited by the Western Association of Schools and Colleges (WASC). The Internship Credential is approved by the California Commission on Teacher Credentialing (CTC) and addresses the California Standards for the Teaching Profession as well as standards proposed by the Council for Exceptional Children (CEC).

Welcome Message

Congratulations on entering your Clinical Practice as a Special Education Intern with National University. The internship is an alternative route to obtaining a Preliminary Education Specialist Credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities or Language Academic Development.

Special Education Interns may serve as special education teachers for two years under the State of California's Internship credential while completing their Preliminary

Education Specialist Credential preparation program. During this time each intern will receive at least eight months of onsite support from a local Site Support Provider and from a National University Support Provider.

How to Use this Handbook

The purpose of this Handbook is to provide information for candidates, support providers and supervisors concerning Clinical Practice for the National University Special Education Intern credential program, its policies, requirements, processes and procedures.

The Handbook is divided into four sections:

1. The first section provides information about the Internship program policies and procedures, along with a description of the roles and responsibilities of everyone involved.
2. The second section describes the program design, processes and expectations.
3. The third section describes how to exit the Intern program and apply for the Preliminary Education Specialist Credential.
4. The Appendices found in the fourth section serve as a reference and contain copies of commonly used documents for the Intern Program.

TABLE OF CONTENTS

Mission and Purpose.....	i
How to Use the Education Internship Clinical Practice Handbook.....	ii
Table of Contents.....	iii
Section 1: Special Education Internship Program Overview, Roles and Responsibilities.....	1-7
Special Education Internship Program Overview.....	1
Roles and Responsibilities.....	2
University Intern.....	2
Site Support Provider.....	3
National University Support Provider.....	3
Site Administrator.....	5
Faculty Intern Advisor.....	5
Credential Program Specialist	6
Coordinator of Field Studies and Clinical Practice: Special Education.....	7
Section 2: Program Design, Requirements and Expectations... 8-14	
Intern Orientation.....	8
Program Design and Coursework Requirements.....	8
Special Education Intern Support and Assessment Process Chart.....	9
Support and Assessment for the Special Education Intern’s Clinical Practice.....	10
Support for the Intern’s Clinical Practice.....	10
Assessment of the Intern’s Clinical Practice.....	11

Lesson Planning and Observation Requirements.....	12
Professional Portfolios.....	13
Interns in Non-Public Schools.....	14
Section 3: Exiting the Special Education Internship Credential Program.....	15
Steps for Exiting the Special Education Internship Credential Program.....	15
Applying for the Preliminary Education Specialist Credential.....	15
Section 4: Appendices: Documents and Forms.....	16-79
Appendix A: Observation and Assessment Forms.....	16-35
A.1 Classroom Observation Form.....	17
A.2 Classroom Observation Descriptors (Mild/Moderate).....	20
A.3 Classroom Observation Descriptors (Moderate/Severe).....	23
A.4 Clinical Practice Assessment Form (Mild/Moderate).....	26
A.5 Clinical Practice Assessment Form (Moderate/Severe).....	31
Appendix B: Lesson Plan Forms and Supporting Documents.....	36-58
B.1 Lesson Plan Format: Special Education.....	37
B.2 Lesson Plan Design Template.....	41
B.3 Lesson Plan Design Sample (Mild/Moderate).....	43
B.4 Lesson Plan Design Sample (Moderate/Severe).....	49
B.5 Lesson Plan Rubric (SP-5).....	55
B.6 California Standards for the Teaching Profession (CSTP's).....	58
Appendix C: Professional Dispositions.....	59-60
C.1 National University Professional Dispositions Form.....	60
Appendix D: Candidate Assistance Forms and Chart.....	61-67
D.1 Candidate Assistance Process Description.....	62
D.2 Candidate Progress Alert Template.....	64

D.3 Candidate Assistance Plan Template..... 66

Appendix E: Codes of Ethics..... 68-71

E.1 Council for Exceptional Children (CEC) Code of Ethics..... 69

E.2 Code of Ethics of the Education Profession..... 70

Appendix F: Intern Clinical Practice Forms..... 72-79

F.1 Step by Step Directions for SSP’s..... 73

F.2 Internship Site Support Provider Information Form..... 77

F.3 Finding the Faculty Portal in SOAR..... 78

Section 1: Special Education Internship Program Overview, Roles and Responsibilities

SPECIAL EDUCATION INTERNSHIP PROGRAM OVERVIEW

Candidates selected for the Intern Program typically earn full-time salaries and receive benefits as teachers in Special Education classrooms and programs while pursuing their Preliminary Education Specialist Credential. In addition, Interns receive support from two educators identified as Support Providers. Support is made available in the classroom on a monthly basis.

The credential program offered through National University extends over two years of coursework, fieldwork and clinical practice. National University Support Providers provide a clinical practice support and assessment cycle over an eight month time frame the first year. During the clinical practice period, candidates are provided support monthly until Interns complete their Preliminary Education Specialist credential programs. Second year interns may be required to take an additional course (SPD 692C, SPD 694C, or LAD 692C or DHH 692C if in the “teach out” phase of the Deaf and Hard of Hearing program.

STUDENTS REQUESTING ACCOMODATIONS/MODIFICATIONS DUE TO DISABILITY

Requesting Accommodations

Students with disabilities who wish to apply for accommodations may do so through submitting an application for accommodations to the National University Office of Scholarships and Special Services (Special Services). Applications for accommodations for a disability may be requested from the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

ROLES AND RESPONSIBILITIES OF KEY PROGRAM PERSONNEL

UNIVERSITY INTERN

The University Intern is contracted with a local school district or a non-public school during the time they are enrolled as an Intern with National University. As such, they serve as employees of the district/agency and as Intern credential candidates with the University. Interns receive support from an identified local Site Support Provider (SSP) and from a National University Support Provider (NUSP). Interns will receive a minimum of 8 months of clinical practice support from the National University Support Provider and Site Support Provider prior to completing the Preliminary Education Specialist Credential.

The University Intern will:

Complete the Preliminary Education Specialist program within 2 years of receiving an Internship Credential.

Attend an Intern Orientation meeting scheduled by the Credential Program Specialist for Clinical Practice within a month after receiving their Internship Credential.

Complete the **Internship Site Support Provider Information Form** (Appendix F) which is provided during the Intern Orientation and return it to the Credential Program Specialist for Clinical Practice in order to establish site support.

Complete a self- assessment and reflection on his/her teaching performance in each of the areas of the California Standards for the Teaching Professions (CSTP's) and the Teaching Performance Expectations (TPE's).

Work with the National University Support Provider (NUSP) and Site Support Provider (SSP) to create an **Individual Induction Plan** (IIP) (Bridging Document) during the first month of the Intern Seminar.

Attend SPD 698 A/B Clinical Practice Seminar and complete assignments.

Review this Handbook with the NUSP and become familiar with requirements for lesson plans, classroom observations, assessments, professional dispositions and portfolios.

Schedule and prepare for observations/consultations with the Site Support Provider (SSP) and the National University Support Provider (NUSP).

Receive at least 2 formal observations per 4-month section of the clinical practice course by the NUSP.

Prepare detailed lesson plans for the formal observation by the NUSP. They must be sent to the NUSP at least 24 hours in advance of the formal observation. The Lesson Planning and Observation requirements are outlined in a separate section of this Handbook.

Complete a self- evaluation using the **National University Professional Dispositions Form** at the beginning of clinical practice. Receive a **National University Professional Dispositions Form** from the NUSP at the formative evaluation (midpoint) meeting. (Appendix C)

Receive two **Clinical Practice Assessments** (Appendix A) from the National University Support Provider (NUSP), one during the 4th month (formative) and one during the 8th month (summative).

Review the Observation and Assessment results using the SOAR Portal to access the digital forms completed by the NUSP (Appendix G).

SITE SUPPORT PROVIDER

Site Support Providers (SSP's) are local educators identified by the school district or non-public school and approved by the Principal/Site Administrator who holds a clear Education Specialist credential and an EL certification. The SSP acts as mentor for Interns as they develop their beginning teaching skills. In this capacity the SSP may help an Intern prepare for IEP meetings, structure curriculum, develop instructional approaches for students with disabilities.

The SSP will:

Complete the SSP Information Form along with a W-9 in order for the University to create an NU ID and pay for the SSP's service.

Develop a confidential mentoring relationship with the Intern.

Establish regular meetings with the Intern to reflect on teaching practices and to support professional growth. Meetings are arranged to meet the needs of both the SSP and the Intern and may be held at the school site, over the telephone, or via email.

Maintain contact with the National University Intern Support Provider (NUSP) at least one time per month and collaborate with the NUSP in review of the Clinical Practice Assessments along with the intern.

NATIONAL UNIVERSITY SUPPORT PROVIDER (NUSP)

The National University Support Provider (NUSP) is a faculty member assigned to support, observe, and evaluate the Intern's teaching performance during the eight months (minimum) of the internship in accordance with the California Standards for the Teaching Profession (CSTP's) and Teaching Performance Expectations (TPE's) (Appendix E).

The NUSP will:

Upon receipt of the assignment, contact the Intern to schedule the initial consultation/orientation to include the SSP.

Arrange observations and conferences with the Intern over the next eight months to support his/her professional development. At least two visits each four months must be a formal observation. The observation is based on a detailed lesson plan submitted by the candidate 24 hours in advance of the observation. The Lesson Planning and Observation requirements are outlined in a separate section of this Handbook.

Reflect with the Candidate at the conclusion of each formal classroom observation.

Complete the digital Observation Form using the Faculty Soar Portal. This should be completed within 24-48 hours after the observation for review by the candidate.

During the first or second month, meet with the candidate to develop an **Individual Induction Plan** (Bridging Document)(Appendix H) using the candidate's self- assessment, and observations.

Review the candidate's initial self -evaluation using the **National University Professional Dispositions Form** (Appendix C). Complete a **National University Professional Dispositions Form** at the midpoint of the clinical practice.

Coordinate regularly with the Site Support Provider (SSP) to monitor candidate performance especially in regard to the completion of the competency log.

Assist the candidate, when needed, in accessing the forms for review.

Complete a formal assessment after the fourth month (formative) and at the conclusion of the Internship (summative), using **Clinical Practice Assessment Form** (Appendix A). At this time, the NUSP will meet with the candidate in collaboration with the SSP. Review progress at this time toward the goals of the **Individual Induction Plan**, classroom teaching performance and professional responsibilities.

Complete the online digital Clinical Practice Assessment form prior to meeting with the candidate so you may review it at the meeting and make it available to the candidate for review at a later time.

Assist the candidate in completion of assignments SPD 698 A/B Clinical Practice Seminar, such as artifacts and Evidence Based Strategy.

Monitor candidate progress. If a candidate is not making satisfactory progress in one or more of the six CSTP/TPE (Appendix I) domains by the end of the 4th month, a meeting will be held which may include the Site Support Provider, the NUSP, the Regional Clinical Practice Coordinator and possibly lead faculty or Statewide Coordinator, to discuss and document issues needed for correction and additional support to be provided.

Determine the need for and coordinate the implementation of a **Candidate Assistance Plan** (Appendix D). When this plan is required, notify Diana Dobrenen, National University Intern Coordinator, ddobrenen@nu.edu or (310) 662-2133.

SITE ADMINISTRATOR

The Site Administrator will:

Support the mentoring relationship between the Intern and the Support Provider.

Provide feedback to the Intern regarding instructional practice and expectations of the district.

Observe the Intern and provide feedback according to requirements of the district or agency.

Collaborate with the other support providers to monitor and report candidate progress.

REGIONAL CLINICAL PRACTICE COORDINATORS

The Regional Clinical Practice Coordinator will:

Oversee Internship in Special Education at a regional center.

May Interview potential Interns, if lead faculty not available, and complete interview protocols.

Assign a NUSP for each Intern.

Meet with Intern Support Providers to provide training and information.

Intervene when necessary to resolve candidate issues at local sites in conjunction with lead faculty.

NATIONAL UNIVERSITY INTERN STATEWIDE COORDINATOR

The National University Intern Statewide Coordinator will:

The Intern Statewide Clinical Practice Coordinator for Special Education is a full-time National University faculty member that has been designated to support the Special Education Interns throughout the State of California. The Coordinator is responsible for facilitating communication between all parties involved in the special education program for interns.

Provide academic support and programmatic leadership for the National University Special Education credential program for interns throughout the State of California by conferencing and disseminating information with the credential personnel in the regions.

Assist with resolutions of issues at the regional and state level.

Support professional development activities for Regional Clinical Practice Coordinators in the regions.

Contact information for Statewide Clinical Practice Coordinator for Special Education:

Statewide Clinical Practice Coordinator: Diana Dobrenen, ddobrenen@nu.edu or (310) 662-2133

CREDENTIAL PROGRAM SPECIALISTS

Credential Program Specialists provide information to candidates regarding National University and California Commission on Teacher Credentialing (CTC) requirements in order to obtain a California teaching credential. They are experts concerning regulations and guidelines of National University and the CTC for candidates, faculty and staff. Additional duties may include supporting clinical practice placement.

The Credential Program Specialist University Internship duties are:

Check to see if the potential Intern qualifies for the Intern Credential.

Verify that the district has a partnership agreement with the University.

Help with the "Intern Eligibility Process" and set up the appointment with the intern interviewer.

Send all necessary paperwork to credential processing when the "Intern Eligibility Process" is completed.

Set up orientation meetings for newly enrolled interns and send emails to all eligible Interns.

Distribute **Internship Site Provider Information Form** (Appendix F) (and a W-9 form) during the Orientation and give the clinical practice summary to the new Interns.

Enter the Intern Clinical Practice information in SOAR.

Add SPD 692A&B (Mild/Moderate) or SPD 694A&B (Moderate/Severe) or LAD 692A&B (Language Academic Development) to the Intern's schedule in SOAR. The classes are open for eight months; however the clinical practice schedule may vary based on the district calendar.

Provide the course information (class number, term, and ending date) to the assigned NUSP who is the course instructor for the intern.

Add SPD 698 A/B, Clinical Practice Seminar, to the Intern's schedule.

Add SPD 692C or SPD 694C or LAD 692C when needed by the intern.

SECTION 2: Program Design, Requirements and Expectations

Intern Orientation

Immediately after receiving an Internship Credential, the candidate will be invited to an orientation meeting at their regional center. The candidate will receive information about the assignment of a Site Support Provider (SSP) and a National University Support Provider (NUSP). Interns receive the SSP info sheet and W-9 form for their SSP information.

Interns will be provided with instructions for accessing the online Special Education Internship Clinical Practice Handbook, outlining the requirements for successfully completing the Internship Program. Candidates will be provided with information about accessing digital observation and assessment forms at the Orientation and the Intern Support Verification Form (ISVF).

Program Design and Coursework Requirements

University Intern candidates in the Mild/Moderate, Moderate/Severe and Language Academic Development credential programs may complete course work, and field work simultaneously with clinical practice. Interns may complete clinical practice after completing course work but the seminars are concurrent with clinical practice. Special Education Interns will complete the following specific internship courses:

SPD 698 A/B, Clinical Practice Seminar

Content: reviewing the IEP process; classroom management strategies; lesson planning strategies; professional dispositions; portfolio requirements. The required evidenced-based project assignment will be discussed during the seminar. Students must attend class sessions and complete required assignments in order to receive a grade of “Satisfactory” for the class.

SPD 692A&B (Mild/Moderate); SPD 694A&B (Moderate/Severe); LAD 692A&B (Language Academic Development)

Interns will be registered for the appropriate Intern Clinical Practice course for a minimum of eight months during which they will receive support and supervision from the assigned NUSP, who is also the Course Instructor. Observations and assessments of the Intern’s teaching and professional dispositions will take place during this course. After successful completion of the clinical practice, a grade of “Satisfactory” is assigned.

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SPECIAL EDUCATION INTERN SUPPORT AND ASSESSMENT PROCESS

Pre Service Courses	Prerequisites	
SPD 608 Exceptionalities SPD 614 Class Management & Assessment TED 621B Reading/Language arts methods Total = 120 hours of CTC required coursework prior to Internship	CBEST/CSET US Constitution Negative TB test Certificate of Clearance GPA 3.0 Faculty interview/Disposition self-check Completed Intern (IE) Application packet	
Intern Credential Filed with CTC	Intern Orientation	
<i>All interns receive a minimum of 8 months of support from a Site Support Provider and a NU Support Provider. Interns will be placed in the appropriate Internship courses below:</i> SPD 692A&B Internship M/M SPD 694A&B Internship M/S LAD 692A&B Internship LAD SPD 698A and SPD 698B Intern Clinical Practice Seminar concurrent with Internship	Self- Assessment and Individual Induction Plan provided to intern during orientation and developed during first month of the internship Site Support Provider identified and approved by school administrator (holds EL certification) NU Support Provider assigned to the intern by the Regional Clinical Practice Coordinator.	
SPD Coursework	Intern Support and Assessment	
Co Requisites: HEDX1101X, EDX1201X Complete remaining SPD Core courses (TED 602, SPD 604, TED 606, SPD 616, TED 621A or TED 623, SPD 622, SPD 628) Generic Core Exam Program Specific (Advanced) Courses <i>Mild/Moderate:</i> SPD 632, SPD 634, SPD 636, SPD 638 <i>Moderate Severe:</i> SPD 642, SPD 644, SPD 646, SPD 648 <i>Language & Academic Development:</i> LAD 632, LAD, 633, LAD 634, LAD, 635	Clinical Practice - Course "A"	Clinical Practice - Course "B"
	<u>Intern - USP</u> <ul style="list-style-type: none"> • 1 Consultation (onsite) • 2 Formal Observations (Submit to SOAR) • 4 Guided Observations / Support • Monthly- check ISVF • Initial Assessment (Submit to SOAR) 	<u>Intern - USP</u> <ul style="list-style-type: none"> • 1 Consultation (Initial Assessment) • 2 Formal Observation (Submit to SOAR) • 3 Guided Observations / Support • Monthly - Check ISVF • Final Assessment (Submit to SOAR)
	<u>Intern - SSP</u> <ul style="list-style-type: none"> • 1 Consultation (onsite) • Monthly Communication w/ USP • On-going support coach & ISVF 	<u>Intern - SSP</u> <ul style="list-style-type: none"> • 1 Consultation (onsite) • Monthly Communication w/ USP • On-going support coach & ISVF
	Internship Exit Requirements	
All required observations completed Exit exam passed RICA passed 3.0 GPA Zero account Balance Enrolled in appropriate program and Apply for Education Specialist Authorization		

SUPPORT AND ASSESSMENT FOR SPECIAL EDUCATION INTERNS

DURING CLINICAL PRACTICE

SUPPORT FOR THE INTERN'S CLINICAL PRACTICE

A minimum of eight (8) months of classroom based support is required as part of the National University Special Education Internship program. During the 8 months, Interns will be observed and receive support from the Site Support Provider (SSP) and the National University Support Provider (NUSP). The SSP and the NUSP. The NUSP will conduct at minimum at least 2 formal observations for each section of the clinical practice course for a total of 4 formal observations (min.) accompanied by a formal lesson plan from the intern submitted to the NUSP at least 25 hours in advance.

Observations by the NUSP, both guided (informal) and formal will be completed using the digital online SOAR Portal and available for review by candidates.

The next section of this Handbook contains detailed information about the Lesson Planning and Observation Requirements.

When an Intern is not making sufficient progress in clinical practice, the NUSP will immediately inform the candidate. A meeting will be scheduled by the NUSP with the candidate, the Site Supervisor, and the NUSP. Deficiencies will be identified and specific goals will be established at the meeting to address the candidate's needs. The NUSP will notify the National University Intern Clinical Practice Coordinator, when an Intern is making less than satisfactory progress. If adequate growth toward meeting the goals is documented, the **Candidate Assistance Process** is initiated. The NUSP will provide the candidate with a written and detailed explanation of the plan. Lead faculty in the regional department needs to be made aware of the Candidate Assistance Process.

Interns who may violate the policies and procedures as outlined in the National University Catalog, may receive an **Incident Report /Progress Alert** from any National University faculty member. An **incident Report/Progress Alert** may result in the initiation of a **Candidate Assistance Plan**.

ASSESSMENT OF THE INTERN'S CLINICAL PRACTICE

As part of the **Individual Induction Plan** the candidate will complete a self- assessment and share the results with the SSP and the NUSP. Prior to this meeting each Intern will write a reflection describing their strengths and needs in each of the six CSTP areas (Appendix B). With the help of the NUSP and the SSP, the Intern will write goals for improving his or her teaching during the six months of the clinical practice experience. A copy of the IIP document with the written reflection and goals will be submitted to the SPD 698 A/B Instructor to be kept in the Intern's file. The IIP will serve as a working document to guide the Intern's progress during the Internship experience. The Intern will put a "completed" copy of the IIP in their Professional Portfolio.

Assessment #1 (Formative): At the midpoint of the clinical practice, the NUSP will complete a **Clinical Practice Assessment** (Appendix A). A meeting will be held with the Intern, the NUSP and the SSP to review the candidate's progress. The results of the assessment will be entered into the SOAR Portal. The candidate, NUSP and SSP may review the document at any time. Candidates are expected to obtain an average score of "3", (Applying) by the formative assessment.

Assessment #2 (Summative): During the final month of the clinical practice, the NUSP and the Site Administrator will each complete a **Clinical Practice Assessment**. A final meeting will be held to review the candidate's progress and determine if the Intern is ready to exit the Support and Assessment/Clinical Practice portion of the internship. The results of the final assessment will be entered into the SOAR Portal. The candidate, NUSP, and SSP may review the document at any time. Candidates are expected to achieve an average score of "3" (Applying) and no score below "3" (Applying) by the summative assessment.

The NUSP/Supervisor will review the **National University Professional Dispositions Form** self-evaluation completed by the candidate at the beginning of the clinical practice.

The NUSP/Supervisor will complete a **National University Professional Dispositions Form** at the midpoint of the clinical practice, reviewing the results with the candidate.

If it is determined by the NUSP and other support providers that the candidate is not making satisfactory progress toward accomplishing the requirements of the program, additional classroom support may be required. A **Candidate Assistance Plan** (Appendix D) may be required. The NUSP who will guide the candidate through the process.

LESSON PLANNING AND OBSERVATION REQUIREMENTS

During the Internship, students will have many opportunities to develop their instructional planning skills. A very important part of the experience is the development of effective lesson plans. The NUSP will provide the Intern with a copy of the **Lesson Plan Format: Special Education** (Appendix B.1); **Lesson Plan Design Template** (Appendix B.2); **Sample Lesson Plans** (Appendix B.3 for Mild/Moderate, Appendix B.4 for Moderate/Severe); **Lesson Plan Rubric** (Appendix B.5). Lesson plans must follow these guidelines.

Interns must prepare a lesson plan and email it to their NUSP a minimum of 24 hours prior to a scheduled observation. The NUSP will be unable to conduct an observation if a lesson plan has not been provided as required. The NUSP will use the **Lesson Plan Rubric** to review and assess the lesson plan. An Intern is required to achieve an average score of “3”, or better by the third month of the internship. After the third month, lesson plans with an average score less than “3” will need to be revised and resubmitted to the NUSP before another observation can be scheduled.

All lesson plans must be original. Plans should not be taken directly from a published source or from a website.

Interns who are required by their district or school to follow a direct instruction program must insert the appropriate sections of the direct instruction lesson plan into the National University format. Remember, even with scripted lessons, students are unique and will require accommodations and modifications to learn successfully.

All lessons presented for a classroom observation must be part of the on-going curriculum and should not be a stand-alone lesson. The NUSP will use the **Classroom Observation Form** (Appendix A.1) and the **Classroom Observation Rubric** (Appendix A.2, Mild/Moderate; Appendix A.3, Moderate/Severe) to provide written feedback on the Intern’s teaching. The NUSP may ask to see the lesson plan for the lesson taught prior to the observation and the lesson that will follow the observation. By the fourth month, the Intern is expected to achieve an average score of “3” or higher for the classroom observation.

NUSP’s and SSP’s will provide a follow-up session with the candidate after the observation to review strengths and provide recommendations.

The NUSP and the SSP will complete monthly observation forms and enter them digitally using the SOAR Portal. The forms will be made available to candidates in the online SOAR Portal on the same day of the observation.

ARTIFACT

The purpose of the Artifact is to provide a document, which describes the competency of the credential candidate as a professional educator. The artifact is described in the Bridging Document and completed as part of SPD698 A/B, Clinical Practice Seminar.

NUSP's may provide assistance for selecting and submitting appropriate artifacts.

A competency log, signed by the candidate, SSP, and NUSP will be completed and uploaded into the SPD 698B course in order to pass the course along with other successful completion of assignments.

INTERNS IN NON-PUBLIC SCHOOLS

Intern candidates, who are currently contracted in a non-public school that has been approved for educating students with disabilities by the California State Department of Education, may complete the internship in their own classrooms.

National University is required to provide the opportunity for candidates to demonstrate achievement of all the competencies included on the Clinical Practice Assessment. The Preliminary Education Specialist Credential authorizes the candidate to provide services for students all comprehensive California public schools. A competency log, signed by the candidate, SSP, and NUSP will be completed and uploaded into the SPD 698B course in order to pass the course along with other successful completion of assignments.

SECTION 3: EXITING THE SPECIAL EDUCATION INTERNSHIP CREDENTIAL PROGRAM

The following must be completed prior to posting a “Satisfactory” grade in SPD 692A/B, SPD 694 A/B LAD 692A/B or DHH 692A/B

- Ongoing contact with the Site Support Provider (SSP). SSP communicates monthly with NUSP.
- A minimum of 4 Observation forms from the NUSP in the SOAR Portal.
- A minimum of 2 Supervised Teaching Assessment forms in the SOAR Portal.

The following must be completed prior to posting a “Satisfactory” grade for SPD 698 A/B or DHH 698A/B:

- Completion of the Bridging Document
- Evidence-Based Project Assignment (Signature Assignment)

In addition to meeting the admissions, specialization and University Internship Program requirements; candidates must also complete and return the following prior to credential recommendation:

- *Proof of passing the Reading Instruction Competence Assessment (RICA)
- CPR certification for Infant, Child, and Adult
- Pass the Exit Exam
- All credential program coursework (3.0 GPA Grades of “D”, “F” and “U” are not accepted)
- Zero account balance
- FOR DUAL CANDIDATES ONLY: Pass all four Teaching Performance Assessment (TPA) Tasks

*The RICA exam may be waived based upon pre-lingual deafness. Pre-lingual deaf candidates who opt to waive the RICA will be issued a two-year preliminary credential instead of a five-year.

*National University cannot recommend Dual candidates for a Preliminary Single Subject Credential prior to passage of the RICA.

All test results must remain valid in order to apply for credential, except for negative TB test results.

Applying for the Preliminary Education Specialist Credential

Once the Intern has met all of the above requirements, they must meet with a Credential Program Specialist in order to complete the Credential Application. The Program Specialist for Credential Advisement will review the application checklist and verify that the Intern has completed all the requirements for a Preliminary Education Specialist Credential. The application will be processed and filed with the CTC. Interns will receive notification via email that the application has been received and an application fee will be requested. Once the application fee has been received by CTC, the Intern will be sent an email notification that the credential has been granted. Candidates may access the credential online and print a copy to provide verification for their districts.

SECTION 4: APPENDICES: DOCUMENTS AND FORMS

APPENDIX A: Observation and Assessment Forms.....	16-35
A.1 Classroom Observation Form	17
A.2 Classroom Observation Descriptors (Mild/Moderate).....	20
A.3 Classroom Observation Descriptors (Moderate/Severe).....	23
A.4 Clinical Practice Assessment Form (Mild/Moderate)	26
A.5 Clinical Practice Assessment Form (Moderate/Severe)	31



Special Education
CLINICAL PRACTICE OBSERVATION

SPD 692A/B Internship M/M **SPD 694A/B Internship M/S**

LAD 692A/B - Internship

SPD 682A SPD 682B Student Teaching M/M SPD 684A SPD 684B Student Teaching M/S)

LAD 682A Student Teaching LAD 682 B Student Teaching)

Candidate: _____ ID #: _____ Date: _____

District: _____ School: _____

Intern Student Teacher

Completed by (check and complete one):

University Support Provider: _____

Site Support Provider: _____

Instructional Topic: _____ Grade: _____

Directions: *Using the Observation Rubric below, write the evidence of the CTC Teacher Performance Expectations you observe during the candidate's delivery of instruction. . Score each Domain by evaluating the Evidence you have written against the Rubric below, then record the associated Rubric Levels (Integrating, Applying, Emerging, Beginning).*

OBSERVATION RUBRIC

Integrating - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE Domain.

Applying - The candidate provides clear evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, or accurate evidence. Evidence is connected across this TPE Domain.

Emerging - The candidate provides partial evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across this TPE Domain and may be inconsistent.

Beginning - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate or missing evidence. Evidence is unconnected across the TPE Domain.

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Evidence:

Domain A Rubric Level _____

Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

Evidence:

Domain B Rubric Level _____

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

Evidence:

Domain C Rubric Level _____

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

Evidence:

Domain D Rubric Level _____

Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

Evidence:

Domain E Rubric Level _____

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Evidence:

Domain F Rubric Level _____

Overall Feedback and Next Steps:

Signatures:

Candidate: _____ ID #: _____ Date: _____

Support Provider: _____ Title: _____ Date: _____



SPECIAL EDUCATION

Domain Descriptors for Clinical Practice Observation

Education Specialist – Mild/Moderate and LAD (Language and Academic Development)

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.
2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas.
3. Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, including students with autism spectrum disorder.
4. Develops student understanding through instructional strategies that are appropriate to the subject matter.

Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

5. Establishes and communicates learning goals for all students.
6. Demonstrates knowledge of confidentiality provisions and requirements.
7. Demonstrates working knowledge of basic tests and measurements principle.
8. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities and students with autism spectrum disorder.
9. Collects and uses multiple sources of information to monitor student learning.
10. Involves and guides all students in assessing their own learning.
11. Uses the results from a variety of data collection strategies and assessments to guide instruction.

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

12. Connects students' prior knowledge, life experiences, and interests with learning goals.
13. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students' diverse needs.
14. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
15. Facilitates learning experiences that promote autonomy, interaction and choice.
16. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

17. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.
18. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.
19. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, and students with autism spectrum disorder.
20. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
21. Designs instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.
22. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.
23. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.
24. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.
25. Designs short-term and long-term plans to foster student learning.
26. Develops effective English Language development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.
27. Effectively utilizes space, time, equipment and technology.
28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

29. Creates a physical environment that engages all students.
30. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.
31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, Including for those who manifest emotional and/or behavioral disorders,.
32. Demonstrates ability to diffuse situations that may lead to conflict or violence.
33. Designs behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.
34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
35. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.
36. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.

37. Promotes social development and responsibility by establishing a climate that promotes honesty, fairness, and respect for privacy and student work, and openness to the discussion of ideas.
38. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families.
39. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.
40. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.
41. Establishes and maintains positive standards for student behavior.
42. Manages learning environments efficiently and in a manner that is safe.

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities and students with autism spectrum disorder.
47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice.
48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities.
49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.
50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.



SPECIAL EDUCATION

Domain Descriptors for Clinical Practice Observation

Education Specialist – Moderate/Severe

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.
2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.
3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities.
4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.
5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.
6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.

Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

7. Demonstrates knowledge of confidentiality provisions and requirements.
8. Demonstrates working knowledge of basic tests and measurement principles.
9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities, collecting and using multiple sources of information to assess student learning.
10. Involves and guides all students in assessing their own learning.
11. Uses the results from a variety of data collection strategies and assessments to guide instruction.
12. Assesses a variety of environments for opportunities to facilitate students' social interactions.
13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students' in collaboration with a trans-disciplinary team.

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

14. Connects students' prior knowledge, life experiences, and interests with learning goals.

15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.
16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.
18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.
22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
23. Establishes and articulates short and long term goals to foster student learning.
24. Demonstrates the knowledge and skills to assess students' communication abilities, and develops with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.
25. Develops and sequences instructional activities and materials for student learning.
26. Develops effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.
27. Effectively utilizes space, time, equipment and technology.
28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

29. Creates a physical environment that engages all students.
30. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.
31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence.
32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.
33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.

34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities.
36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs.
37. Promotes social development and responsibility.
38. Manages learning environments efficiently and in a manner that is safe.
39. Emphasizes teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy.
40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment.
41. Demonstrates the skills to facilitate individual students' initiation of and generalized use of mobility and other functional motor movements to promote participation and involvement in activities.

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.
44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities.
45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice
46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.
47. Continually establishes professional goals and pursues opportunities to grow professionally.
48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.
49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.
50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.



SPECIAL EDUCATION

CLINICAL PRACTICE ASSESSMENT

Education Specialist – Mild/Moderate and LAD (Language and Academic Development)

SPD 692A SPD 692B Internship

LAD 692A LAD 692B Internship

SPD 682A SPD 682A Student Teaching

LAD 682B LAD 682B Student Teaching

Candidate: _____ ID #: _____

Student Teacher Intern Initial Assessment Date: _____ Final Assessment Date: _____

Site Support Provider: _____

District: _____ School: _____ Setting: _____

University Support Provider: _____

Academic Center: _____ Phone: _____ Email: _____

Directions: Consult the Clinical Practice Observations you have completed on this candidate for the specific period of time covered by this assessment. Compile relevant evidence from those observations in the Evidence sections below. Score each Descriptor by evaluating the Evidence you have written against the Rubric below, then record the associated score from the Score Level (1-4) below on the appropriate “**Initial**” or “**Final**” Descriptor line. Record the sub total after each Domain. On the last page, record the total of the domain scores and compute that score to a 4–1 Score Level. You may then assign a Point Range. Lastly, sign the appropriate assessment and obtain the signatures of the Candidate and Site Support Provider.

A score of “0” may be given on the Initial Assessment only when an item has not been observed during that period. The “0” serves as an alert to you and to the candidate that the item(s) must be observed before the Final Assessment.

ASSESSMENT RUBRIC and SCORE LEVELS

Integrating (4) - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE Domain. **(Point Range: 160–200)**

Applying (3) - The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate evidence. Evidence is connected across this TPE Domain. **(Point Range: 120–159)**

Emerging (2) - The candidate provides partial evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across this TPE Domain and may be inconsistent. **(Point Range: 80–119)**

Beginning (1) - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate or missing evidence. Evidence is unconnected across the TPE Domain.

(Point Range: 40–79)

Domain A: Making Subject Matter Comprehensible to Students*TPE 1: Specific Pedagogical Skills for Subject Matter Instruction***Rubric Score****Initial Final**

- | | | | |
|-------|-------|----|---|
| _____ | _____ | 1. | Demonstrates knowledge of subject matter content and student development. |
| _____ | _____ | 2. | Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas. |
| _____ | _____ | 3. | Organizes curriculum to support student understanding of subject matter, interrelates ideas and information within and across subject matter areas. |
| _____ | _____ | 4. | Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, including students with autism spectrum disorder. |
| _____ | _____ | 5. | Develops student understanding through instructional strategies that are appropriate to the subject matter. |

_____ **Sub-Total Score (Total Possible Points: 20)****Evidence:****Domain B: Assessing Student Learning***TPE 2: Monitoring Student Learning During Instruction**TPE 3: Interpretations and Use of Assessments***Rubric Score****Initial Final**

- | | | | |
|-------|-------|-----|---|
| _____ | _____ | 6. | Establishes and communicates learning goals for all students. |
| _____ | _____ | 7. | Demonstrates knowledge of confidentiality provisions and requirements. |
| _____ | _____ | 8. | Demonstrates working knowledge of basic tests and measurements principle. |
| _____ | _____ | 9. | Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities and students with autism spectrum disorder. |
| _____ | _____ | 10. | Collects and uses multiple sources of information to monitor student learning. |
| _____ | _____ | 11. | Involves and guides all students in assessing their own learning. |
| _____ | _____ | 12. | Uses the results from a variety of data collection strategies and assessments to guide instruction. |

_____ **Sub-Total Score (Total Possible Points: 28)****Evidence:****Domain C: Engaging and Supporting Students in Learning***TPE 4: Making Content Accessible**TPE 5: Student Engagement**TPE 6: Developmentally Appropriate Teaching Practices**TPE 7: Teaching English Learners***Rubric Score****Initial Final**

- | | | | |
|-------|-------|-----|--|
| _____ | _____ | 13. | Connects students' prior knowledge, life experiences, and interests with learning goals. |
| _____ | _____ | 14. | Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students' diverse needs. |

- _____ 15. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
- _____ 16. Facilitates learning experiences that promote autonomy, interaction and choice.
- _____ 17. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.
- _____ **Sub-Total Score (Total Possible Points: 20)**

Evidence:

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

Rubric Score

Initial Final

- _____ 18. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.
- _____ 19. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.
- _____ 20. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, and students with autism spectrum disorder.
- _____ 21. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
- _____ 22. Designs instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.
- _____ 23. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.
- _____ 24. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.
- _____ 25. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.
- _____ 26. Designs short-term and long-term plan to foster student learning.
- _____ 27. Develops effective English Language development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.
- _____ 28. Effectively utilizes space, time, equipment and technology.
- _____ 29. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.
- _____ **Sub-Total Score (Total Possible Points: 48)**

Evidence:

Domain E: Creating and Maintaining an Effective Environment for Students' Learning*TPE 10: Instructional Time**TPE 11: Social Environment***Rubric Score**

Initial	Final	
_____	_____	30. Creates a physical environment that engages all students.
_____	_____	31. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.
_____	_____	32. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, Including for those who manifest emotional and/or behavioral disorders,.
_____	_____	33. Demonstrates ability to diffuse situations that may lead to conflict or violence.
_____	_____	34. Designs behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.
_____	_____	35. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
_____	_____	36. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.
_____	_____	37. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.
_____	_____	38. Promotes social development and responsibility by establishing a climate that promotes honesty, fairness, and respect for privacy and student work, and openness to the discussion of ideas.
_____	_____	39. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families.
_____	_____	40. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.
_____	_____	41. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.
_____	_____	42. Establishes and maintains positive standards for student behavior.
_____	_____	43. Manages learning environments efficiently and in a manner that is safe.
_____	_____	Sub-Total Score (Total Possible Points: 56)

Evidence:

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Domain F: Developing as a Professional Educator*TPE 12: Professional, Legal, and Ethical Obligations**TPE 13: Professional Growth***Rubric Score**

Initial	Final	
_____	_____	44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
_____	_____	45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
_____	_____	46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities and students with autism spectrum disorder.
_____	_____	47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice.
_____	_____	48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities.

____ 49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.

____ 50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

____ **Sub-Total Score (Total Possible Points: 28)**

Evidence:

Initial Assessment

Candidate's Total Score ____ **Rubric Level Score** ____ **Score Range** ____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

Final Assessment

Candidate's Total Score ____ **Rubric Level Score** ____ **Score Range** ____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Recommended Grade (S/U) ____

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:



SPECIAL EDUCATION

CLINICAL PRACTICE ASSESSMENT

Education Specialist– Moderate/Severe

Teaching SPD 694A SPD 694B Internship SPD 684A SPD 684B Student

Candidate: _____ ID #: _____

Student Teacher Intern Initial Assessment Date: _____ Final Assessment Date: _____

Site Support Provider: _____

District: _____ School: _____ Setting: _____

University Support Provider: _____

Academic Center: _____ Phone: _____ Email: _____

Directions: Consult the Clinical Practice Observations you have completed on this candidate for the specific period of time covered by this assessment. Compile relevant evidence from those observations in the Evidence sections below. Score each Descriptor by evaluating the Evidence you have written against the Rubric below, then record the associated score from the Score Level (1-4) below on the appropriate “Initial” or “Final” Descriptor line. Record the sub total after each Domain. On the last page, record the total of the domain scores and compute that score to a 4–1 Score Level. You may then assign a Point Range. Lastly, sign the appropriate assessment and obtain the signatures of the Candidate and Site Support Provider.

A score of “0” may be given on the Initial Assessment *only* when an item has not been observed during that period. The “0” serves as an alert to you and to the candidate that the item(s) must be observed before the Final Assessment.

ASSESSMENT RUBRIC and SCORE LEVELS

Integrating (4) - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE Domain. **(Point Range: 160–200)**

Applying (3) - The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate evidence. Evidence is connected across this TPE Domain. **(Point Range: 120–159)**

Emerging (2) - The candidate provides partial evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across this TPE Domain and may be inconsistent. **(Point Range: 80–119)**

Beginning (1) - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate or missing evidence. Evidence is unconnected across the TPE Domain.

(Point Range: 40–79)

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Rubric Score

Initial	Final	
_____	_____	1. Demonstrates knowledge of subject matter content and student development.
_____	_____	2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.
_____	_____	3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities.
_____	_____	4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.
_____	_____	5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.
_____	_____	6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.
_____	_____	Sub-Total Score (Total Possible Points: 24)

Evidence:

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Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

Rubric Score

Initial	Final	
_____	_____	7. Demonstrates knowledge of confidentiality provisions and requirements.
_____	_____	8. Demonstrates working knowledge of basic tests and measurement principles.
_____	_____	9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities, collecting and using multiple sources of information to assess student learning.
_____	_____	10. Involves and guides all students in assessing their own learning.
_____	_____	11. Uses the results from a variety of data collection strategies and assessments to guide instruction.
_____	_____	12. Assesses a variety of environments for opportunities to facilitate students' social interactions.
_____	_____	13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students' in collaboration with a trans-disciplinary team.
_____	_____	Sub-Total Score (Total Possible Points: 28)

Evidence:

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Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

Rubric Score

Initial	Final	
___	___	14. Connects students' prior knowledge, life experiences, and interests with learning goals.
___	___	15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.
___	___	16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
___	___	17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.
___	___	18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.
___	___	Sub-Total Score (Total Possible Points: 20)

Evidence:

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

Rubric Score

Initial	Final	
___	___	19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
___	___	20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
___	___	21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.
___	___	22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
___	___	23. Establishes and articulates short and long term goals to foster student learning.
___	___	24. Demonstrates the knowledge and skills to assess students' communication abilities, and develops with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.
___	___	25. Develops and sequences instructional activities and materials for student learning.
___	___	26. Develops effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.
___	___	27. Effectively utilizes space, time, equipment and technology.
___	___	28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.
___	___	Sub-Total Score (Total Possible Points: 40)

Evidence:

Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

Rubric Score		
Initial	Final	
___	___	29. Creates a physical environment that engages all students.
___	___	30. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.
___	___	31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence.
___	___	32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.
___	___	33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.
___	___	34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
___	___	35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities.
___	___	36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs.
___	___	37. Promotes social development and responsibility.
___	___	38. Manages learning environments efficiently and in a manner that is safe.
___	___	39. Emphasizes teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy.
___	___	40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment.
___	___	41. Demonstrates the skills to facilitate individual students' initiation of and generalized use of mobility and other functional motor movements to promote participation and involvement in activities.
___	___	Sub-Total Score (Total Possible Points: 52)

Evidence:

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Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Rubric Score		
Initial	Final	
___	___	42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
___	___	43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.
___	___	44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities.
___	___	45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice
___	___	46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.
___	___	47. Continually establishes professional goals and pursues opportunities to grow professionally.
___	___	48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

_____ 49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.

_____ 50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.

_____ **Sub-Total Score (Total Possible Points: 36)**

Evidence:

Initial Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

Final Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Recommended Grade (S/U)_____

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

APPENDIX B: LESSON PLAN FORMS AND SUPPORTING DOCUMENTS.....	36-58
B.1 Lesson Plan Format: Special Education.....	37
B.2 Lesson Plan Design Template.....	41
B.3 Lesson Plan Design Sample (Mild/Moderate).....	43
B.4 Lesson Plan Design Sample (Moderate/Severe).....	49
B.5 Lesson Plan Rubric (SP-5).....	55
B.6 California Standards for the Teaching Profession (CSTP'S)....	58

Lesson Plan Format: Special Education

Name: _____ Date: _____

Subject: _____ Grade Level: _____

Elements with Descriptors and Suggestions

Introduction:

State Standards

Rationale

Past, Present and Future Learning Connections

Class/Group Description

Setting of the standards at the beginning of a lesson clearly defines learning expectations for the teacher and students. Teacher must be able to clearly communicate what materials they are going to use and how their students are to behave in class.

Appropriate Content – Content selected should be based on student IEP’s and should address the K12 California State Standards.

Establish Purpose/Rationale. Students should know why they are participating in a selected learning activity. Motivation is increased and learner outcomes are reached more frequently when students understand the requirements and purpose of an activity.

Establish Transfer to Prior Learning. Students should know how past learning relates to present learning so there can be continuity. Teacher describes or demonstrates how the new learning is similar to or different from previous learning.

Create Bridges from the Students’ Past Learning by using information they already know to form a foundation for introducing new concepts. Teachers should use a variety of instructional strategies to determine students’ prior knowledge.

Class/Group Description: The description should be a short concise paragraph that gives the observer information regarding the students in the class. Example: The lesson is designed for 8 M/S students who have goals that require instruction in reading/recognizing public signs related to daily life and safety. One student has a personal assistant who helps that student comply with the classroom management plan. One parent volunteer will assist by directing one group activity after the total group instruction.

Learner Outcome(s): State Standards & Learning Objectives

What is your learner outcome (objective)?

What will students learn from this lesson?

Learner Outcome(s) are aligned with State Standards, student IEP’s, Learning Activities and Student Assessment. It is important that students understand what they will know and be able to do at the end of the lesson. Each Learner Outcome contains three elements: conditions, learning behavior and success indicators (State how is it measured).

Conditions – describes the conditions under which the Learning Behavior will take place.

Learning Behavior – describes the ‘observable’ learning demonstrated by the student. The Learning Behavior identifies the specific Bloom’s Taxonomy level contained with Bloom’s Learning Domains (Psychomotor, Cognitive or Affective).

Success Indicators – describes the assessment indicators of successful learning. How is it measured?

Pre-assessment Activity

What information do you need to know about a student to help them learn.

Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

Differentiating Strategies:

How do you modify or adapt the learning activities to accommodate accelerated and/or struggling learners?
How will diversity be addressed? How will different exceptionalities be addressed?

Modify Learning Activities (Instruction and Practice) by:
Using Bloom's Taxonomies according to student levels
Increasing or decreasing conceptual complexity
Providing various student grouping schemes
same or different interests
same or different learning level
same or different language development
same or different literacy development
same or different cultural background
same or different attitudes/opinions
Providing developmentally appropriate reading level materials
Changing instructional pacing
Providing a study-buddy
Providing language/literacy instructional scaffolds
Using advance organizers and other visual literacy supports
Providing varying question types (e.g. Bloom's Taxonomies)

Resources:

What teacher and student materials need to be prepared in advance and readily available during instruction? The purpose for each item should be stated.

Such as:

Whiteboards will be available for each student to use during guided practice to write vocabulary words.
Student journals will be used to record the learning goals
Markers will be used to write the vocabulary words on the board
Computers will be available for Internet based student research
Graph paper will be used for guided practice to help students with placement of numbers in columns
The Promethean Board will be used to demonstrate the process for adding two digit numbers

Learning Activities: Explicit Instruction

Instructional Strategies for Engaging Students and Providing Curricular Access depends upon such items as:

Evidence-Based Teaching Strategy procedures
Learner outcome(s)
Gardner's Multiple Intelligences
Level of English Language Proficiency

Level of Literacy Development
 Student interests, learning styles
 Available materials (e.g. reading materials)
 Technology (e.g. PowerPoint, computers, Internet)
 Resources (e.g. guest speakers)

Learning Activities: Guided Practice

Learning Activities Focused on Practice. Students should demonstrate their understanding by responding to selected learning activities that are aligned with student IEP's and State Standards.

Provide Ongoing Assessment and Feedback for Students. Teachers provide ongoing feedback to students during the guided practice to let them know how they are progressing in meeting the learner outcomes and adjusting instruction accordingly.

Assign Independent Practice after the teacher believes students understand and can demonstrate attainment of the Learning Outcomes. Students cannot practice a concept they do not understand.

Explain and Model Independent Practice Activity. Teacher should demonstrate expectations and procedures for the activity and continually check for understanding to determine which students need further assistance. For students who are having difficulty comprehending the lesson, the teacher can provide other activities that support the lesson's learning outcomes.

Learning Activities: Independent/ Extended Practice

Assign Independent Practice after the teacher believes students understand and can demonstrate attainment of the Learning Outcomes. Students cannot practice a concept they do not understand.

Explain and Model Independent Practice Activity. Teacher should demonstrate expectations and procedures for the activity and continually check for understanding to determine which students need further assistance. For students who are having difficulty comprehending the lesson, the teacher can provide other activities that support the lesson's learning outcomes.

Assessment

Describe how you will assess students' learning.

Formative Assessment – uses the 'Learning Activities' as 'assessment activities'. How student's respond provides student-learning data. Use this data to prescribe further instruction targeted in helping the student(s) achieve the Learner Outcome.

Summative Assessment – measures the Learner Outcome achievement and determines the level of achievement.

Closure

“What did you do today that made you a better reader...

better writer...

better listener...

better learner?

Reflection: Provide opportunities for students to share what they have learned through a class discussion and questions. It is critical the students reflect on what they have learned to enable them to practice

independently and in extended practice.

Teacher Reflection

Teacher Reflects on Lesson by gathering several types of student learning data (i.e., pre-post assessment, formative assessment). The teacher can also gather other teaching related information (i.e., student motivation, classroom management) in order to focus on two essential questions:

What went well in the lesson? And;

What could have been done differently based on the students' response to the lesson?

Candidate _____

Lesson Plan Design

Subject: _____ Grade: _____ Lesson Topic: _____

Candidate's Name: _____ ID # _____

Site Supervisor: _____ NU Supervisor: _____

Date: _____

Introduction: (Identify relevant IEP goals and Content Standard(s), focus learner, create bridges from past learning, behavior expectations, provide rationale.)

Rationale:	
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Learner Outcome(s)/Objective(s): (What will students learn from this lesson? How will you measure mastery of the outcome? Include objective and subjective data to show outcomes)

Rationale:	
------------	--

Pre-assessment Activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

Rationale:	
------------	--

Differentiation, Adaptation & Accommodation Strategies: (Based on the IEP goals, pre-assessments, modify Learning Activities based on learner characteristics to meet the needs of all students including ELL, special needs students, highly achieving students and low achieving students)

Rationale:	
------------	--

Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

Rationale:	
------------	--

Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

Rationale:	
------------	--

Learning Activities: Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

Rationale:	
------------	--

Independent Practice: (Provide practice that supports the learning outcome. Note: Independent activities are assigned assuming that students understand the concept well enough to work on their own.)

Rationale:	
------------	--

Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students. Link the assessment to the stated Student Outcomes.)

Rationale:	
------------	--

Closure: (Describe how students will reflect on what they have learned.)

Rationale:	
------------	--

Lesson Reflection/Assessment: (Collect student learning data to determine: What went well? What needs to be changed? Were learning outcomes met? What activities will you add, change, modify in the future? What can be done to follow up on the learning from this lesson? Who needs additional help? Whom needs enrichment or higher level work?)

Rationale:	
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LESSON PLAN SAMPLE

MILD/MODERATE SPECIAL EDUCATION CREDENTIAL CANDIDATES

SUBJECT: English/Language Arts

GRADE: 7

LESSON TOPIC: Documenting Reference SourcesCANDIDATE'S NAME: Ima StarrID# 123456789

SITE SUPERVISOR: _____

NU SUPERVISOR: _____

ONE: Introduction: (Identify relevant IEP goals and Content Standards, focus learner, identify bridges from past learning, behavior expectations, provide rationale.)

Relevant IEP Goals

Rationale

The students will demonstrate the ability to complete research using information sources such as Internet, magazines, newspapers, books, encyclopedias.

1. Students need to be able to complete research projects as part of the Content Standards for Grade 7 and to complete a bibliography indicating sources used.

Students will demonstrate the ability to list items in a bibliography.

2. Students need to be able to identify a variety of resources and be able to correctly place these resources on a list for a bibliography.

Content Standards

Rationale

1.2.0 Writing Applications:

a. Include evidence compiled through the formal research process.

Standards for Grade 7 English/ Language Arts.

b. Document reference sources using a bibliography.

This also focuses on the end of unit assessment that includes a research paper with a bibliography.

Focus Learners

The students in this class are a mixed group of 12 general education and 10 special education students. Some students have auditory processing disabilities and require additional the use of visual prompts, some students have visual processing disabilities and require additional reading support. The students are a very social group and have very strong interpersonal skills. For this reason, this performs well with small group activities. The class contains 50% ELL students, which requires the teacher to use SDAIE strategies such as visual prompts, frequent checks for understanding and interactive strategies. The behavior expectations for this group are clearly identified and consistently followed. This is necessary because they are a very talkative group requiring rules, routines and procedure clearly identified for all students. There are some students with ADHD who require frequent breaks, so transitions between activities allow for physical movement.

Identify Bridges from Past Learning

In two prior lessons, we reviewed different types of resources to be used in research reports such as Internet, magazines, newspapers, books, and encyclopedias. RATIONALE: It is important to introduce this lesson now because it helps students understand how to document the research they are conducting for

their final paper. By introducing the bibliography now, the students can see how to focus on the important facts and relate it to their thesis statements.

TWO: Learner Outcomes/Objectives: (What will students learn from this lesson? How will you measure mastery of the outcome? Include objective and subjective data to show outcomes.)

Learner Outcomes	Rationale
Students will work in groups or pairs to identify at least three reference sources from a teacher provided section of a student research paper.	1. The students appear to produce better products when they work in pairs. Presenting a sample of a well-done research paper helps model the ultimate instructional unit goal.
Students will identify, in writing, the type of source and the date written.	2. Students need to be able to identify the details of sources used in research.
From a teacher made model, the students will place research source listings in a rough draft of a bibliography.	3. Students need to be able to place their sources in alphabetical order and in proper bibliography format.

THREE: Pre-assessment activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider : linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

This lesson has been planned according to appropriate developmental levels of the students in the class. The linguistic abilities include 50% ELL students for which accommodations have been included in all instruction. The students' academic language abilities vary, from students who have proficient skills in English language development to those who have emerging English language skills. These factors were taken into consideration when developing student groupings for this lesson so that all students have an opportunity to achieve the learning goals. A simple questionnaire was presented to the students containing information about their interests, aspirations, hobbies, and special abilities. The results of this questionnaire have helped me learn about student attitudes and the influence of their cultural attitudes toward school. By doing this I am better prepared to help them with the most common issues represented by students of various cultures, to present lessons on topics of interest, using their past experiences to become more involved in the lesson. Through reviewing student data from prior achievement testing, cum folders and developmental history, I have learned about the students' physical, social and emotional development. Having this information has helped me keep their interests and aspirations in mind. I have a better chance of reaching them and peaking their interest. Writing exercises, class discussions have also provided input about students' content knowledge and skills. The IEP's were reviewed to ensure that the specific learning needs and IEP goals of each student were taken into consideration when preparing this lesson.

FOUR: Differentiation, Adaptation & Accommodation Strategies: (Based on IEP goals, pre-assessments, modify learning activities based on learner characteristics to meet the needs of all students including ELL, special needs students, highly achieving students and low achieving students.)

Strategy	Rationale
Pair students who are proficient in English with emerging ELL students. achieve the learning objectives.	1. This strategy will assist students in developing English vocabulary to
Provide instruction using auditory and Visual modalities, using illustrations and a wide variety of examples using magazines, books, newspapers, Internet.	2. All students will be provided with opportunities to process information and practice the skill using more than one processing modality.
Allow for movement during transitions.	3. This will help students with ADHD have an opportunity to move around.
Use computer technology for guided Practice.	4. Students who are proficient in the use of computer skills will be able to assist students who may need additional practice.
Provide an opportunity for students who Have advanced research skills to use more resources, additional documentation.	5. This will help all students by helping them see additional possibilities in using research to support a thesis statement.
Provide additional time to complete the task for some students. need additional time to model their bibliography after the samples provided.	6. Some students have writing challenges, requiring them to

FIVE: Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

All students will be provided with the resources needed to achieve the learning goals. Technology will be used to present the lesson in the form of a SmartBoard; a Docucam to project examples of research citations and bibliographies, and a computer to demonstrate research samples. Models and samples of completed bibliographies will be used to show students a finished product. Each student group will be provided with step by step instructions on the assignment paper to complete the sample bibliography.

SIX: Learning Activities: Explicit Teacher Instruction (Explain, Model, Demonstrate, Check for Understanding)

ACTIVITY	RATIONALE
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On the overhead, I will display an image of a Boy Scout Manual that describes the steps for treating lacerations.

1. This is designed to get their attention with something simple, universal, and to demonstrate the importance of using reliable sources.

Show how a reference from the manual would look on a bibliography citation. identify other reference sources from books, newspapers, magazines, Internet.

2. This sets the immediate tone for the purpose and learning goals of the lesson.

Describe the learning goals to the class. Review the reference sources again. Using the overhead, show a variety of bibliography citations from the references.

3. This helps students know exactly what the teacher and students will do and the expected outcome.

Arrange the student groupings. Allow time for movement around room when going to groups. an ability to complete tasks when working in these groups.

4. The students are familiar with these groups and have demonstrated

Provide groups with and describe: reference source examples from a student research paper, worksheet for recording reference sources.

5. All students will be able to identify reference sources and bibliography examples.

The teacher will circulate the room around the groups while asking questions such as, "What type of reference source is this?"

6. Provide support, make sure all students have materials, know their purpose, and can answer simple questions about them.

The teacher will provide an example of a bibliography citation using the student research paper. This will also be projected using the Docucam.

7. This modeling helps students see the method for writing bibliography citations.

The students will work in groups to complete two more bibliography citations from the student research paper provided.

8. This helps students problem solve to provide a solution to the task, using group dialogue for individual task completion.

The teacher circulates among the groups. and re-teaching as necessary.

9. Provide checks for understanding

Throughout the instruction, provide additional support to students with Specific Learning Disabilities and ELL students.

10. Students with language issues and processing challenges require additional presentations and may require one-on-one assistance for comprehension and task completion.

Allow for movement when returning to their original seating arrangements.

11. This allows all students an opportunity for movement and signals a transition between group to individual activities.

SEVEN: Learning Activities: Guided Practice/Collaborative Practice (Check for understanding and provide feedback and re-teaching.)

Activity	Rationale
The students will review their individual worksheets containing the bibliography citations.	1. Students will have an opportunity to review their work on their own.
The teacher will circulate around the room quickly looking at individual student work. task easily and which students had difficulty.	2. This will help the teacher see which students were able to complete the
The teacher will provide the instructions for the final portion of the lesson in which students will add one bibliography to their list using the same student research paper used by the groups.	3. Students need to be able to identify their individual ability to complete a bibliography reference independently.
Based on the quick review, the teacher will provide additional instruction and one-on-one assistance to students who are experiencing difficulty.	4. All students need to be able to be able to complete the task at their own pace, and using their own processing modalities.
Students who complete the task quickly may assist others who are experiencing difficulty.	5. This will help to reinforce the skill and help to develop group collegiality.

EIGHT: Independent Practice: (Provide practice that supports the learning outcome.

This is the first presentation of bibliography citations. For this reason, the Independent Practice will be kept very simple, so that the students do not feel overwhelmed and unsupported. The homework assignment will be for students to bring in an example of a reference source such as a magazine, newspaper, and a book.

NINE: Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students. Link the assessment to the stated Student Outcomes.)

I will describe assessment and evaluation in terms of learner outcomes.

Outcome	Assessment
Students will work in groups or pairs to identify at least three reference sources from a teacher provided section of a student research paper.	1. Student worksheets will provide the basis for informal assessment of the degree to which each student achieved the learning goal.
Students will identify, in writing, the type	2. Due to the frequent checks for

of source and the date written. Understanding during instruction and guided practice I will be able to identify students who have accomplished this task.

From a teacher made model, the students will place research source listings in a rough draft of a bibliography.

3. Students will record their source listings on the worksheet provided. their worksheet will provide the basis of informal assessment.

For ELL students and students with specific disabilities, I will identify the degree to which they achieved the learning goals. Due to frequent checks for understanding and continual one-on-one assistance throughout the activity, these students will probably be successful in completing the task. For some students, the vocabulary and the actual writing may be difficult. For these students, I will allow them more time to complete the tasks. If I have difficulty understanding their answers, I will ask for verbal clarification of their response. High achieving students will be given the option using the Internet and completing their worksheets using Microsoft Word.

It is important to note here that this is the first presentation of this lesson. I will use the results of this lesson to guide future instruction. It is anticipated that the mastery of bibliography citations will require at least three lessons.

TEN: Closure: (Describe how students will reflect on what they have learned.)

At the end of the lesson, I will review the learner outcomes and ask questions to the students about the degree to which they feel we have achieved the goals of the lesson. I will ask questions such as, "What did we do today?" "What is a reference?" "What is a bibliography". I will also use this question/answer time to help build the self esteem of students who may have struggled with the assignment, asking them questions I know they can answer such as, "What is a magazine?" The rationale for this is to help students understand the basis for the lesson and how to use citations in developing their research papers.

ELEVEN: Lesson Reflection/Assessment: (Collect student learning data to determine: What went well? What needs to be changed? Were learning outcomes met? What activities will you add, change, modify in the future? What can be done to follow up on the learning from this lesson? Who needs additional help? Who needs enrichment or higher level work?)

After the lesson I will review the student worksheets. I will prepare the lesson for the next day based on the results of today's lesson. I will note the students who required re-teaching, extra time and the students who completed the task easily. The next lesson will build on the results from this lesson and will focus on additional bibliography citations, using Internet sources. I will also meet with another English/Language Arts teacher who is presenting the same type of lesson with her class and compare student results. We will provide suggestions to each other for subsequent lessons.

LESSON PLAN DESIGN SAMPLE

MODERATE/SEVERE SPECIAL EDUCATION CREDENTIAL CANDIDATES

SUBJECT: High School Health Education

GRADE: 9-12

LESSON TOPIC: Nutrition

CANDIDATE'S NAME: Ima Starr

ID# 123456

SITE SUPERVISOR: _____

NU SUPERVISOR: _____

ONE: INTRODUCTION: (Identify relevant IEP goals and Content Standards, focus learners, Identify bridges from past learning, behavior expectations, provide rationale.)

Relevant IEP Goals

Rationale

The students will be able to identify three components of healthy eating habits: food groups, nutrition guidelines, a balanced diet.

1. Students need to demonstrate how to select healthy foods, develop lifestyle habits which foster good health and prevent disease.

The students will select healthy foods and beverages in a variety of settings.

2. Students need to know how to apply nutrition guidelines in their daily lives.

Content Standards

Rationale

1.4N: Nutrition and Physical Activity:
Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.

The purpose of this lesson is to meet the state requirements for health education.

3.3N: Nutrition and Physical Activity:
Describe how to use nutrition information on food labels to compare products.

Healthy eating is associated with reduced risk for many diseases. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent problems such as obesity, tooth decay, and disease.

7.1N: Nutrition and Physical Activity:
Select healthy foods and beverages in variety of settings.

Focus Learners

The students in this class are developmentally disabled with intellectual disabilities. This lesson was designed for five students in Grades 10-12. Three of the students have a Broad Reading Score (decoding and comprehension) of 3.0. Two of the students' Broad Reading Scores are at 3.5 grade level. There are two ELL students in the group who also receive support for development of English reading and writing skills. One student has an individual paraprofessional due to behavior issues involving frequent outbursts when experiencing frustration. We are using a direct behavior modification system with this student and his outbursts have decreased significantly. The students have been at the same school and with the same teacher for two years. The behavior expectations for this group are clearly identified and consistently followed. The teacher needs to apply specialized techniques for these students such as slow rate of speech, clear enunciation, controlled vocabulary, gestures and facial expressions, color-coded materials, visual materials and experiential activities. **RATIONALE:** Using these techniques provides special education students increased access to the standards based curriculum.

Identify Bridges from Past Learning

Based on assessment results of prior lessons, 80% of students have demonstrated understanding of the food pyramid, the different food groups, and eating a balanced diet. The students have also been learning about the human body and the purpose of various body parts including the digestive system. All students have scored at the 80% level on assessment of key vocabulary such as nutrition, calories, health, digestion, disease, sodium.

TWO: Learner Outcomes/Objectives: (What will students learn from this lesson? How will you measure mastery of the outcome? Include objective and subjective data to show outcomes.)

Learner Outcomes
Rationale

Students will indicate correct food choices when given prompts requiring choices.

1. Students need to be able to make healthy food choices to develop healthy lifestyle habits.

Students will identify specific information from nutrition labels.

2. Students need to be able to identify nutrition labels so that they can make a connection between product components and healthy eating.

Students will be able to describe how to use nutrition information on food labels to compare products.

3. Students need to compare products so they can apply the principles of healthy eating to the purchase of nutritional foods.

THREE: Pre-assessment activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

This lesson has been planned according to appropriate developmental levels of the students in the class. All students have IEP's. The students have moderate/severe disabilities. Their special needs and goals have been incorporated into the lesson planning. Through reviewing student data from prior assessment, IEP's, including developmental history, I have learned about the students' physical, social and emotional development. Having this information has helped me plan lessons and develop anticipated learning outcomes based on the learning styles and needs of each individual student. Students are expected to achieve the learning goals for this lesson based on previously successful lesson outcomes on nutrition and health concepts. The lesson has been geared to a 3rd grade reading level, the appropriate level based on student reading scores. All students have achieved at least 80% mastery on performance assessments from the prior lessons on the human body, the food pyramid, food groups, eating a balanced diet. Three of the five students speak English at school and home; the other two students speak English at school and Spanish at home. Attendance is sporadic for the ELL students based on different medical conditions. Two of the students take medication for asthma. All students participate in Adaptive Physical Education (APE). Two students participate in a transition program at the student store. Most of the students are collegial and participate regularly in social conversation, but some students prefer to isolate during breaks and lunch. All the students enjoy participating with the interactive nutritional program designed for our Promethean Board.

FOUR: Differentiation, Adaptation and Accommodation Strategies: (Based on IEP goals, Pre-assessments, modify learning activities based on learner characteristics to meet the needs Of all students including ELL, special needs students highly achieving students and low achieving students.

Strategy

Rationale

NOTE: ALL STUDENTS IN THE CLASS HAVE IEP'S. ALL OF THEIR INSTRUCTION INCORPORATES A MODIFIED, STANDARDS BASED CURRICULUM. THERE ARE NO GENERAL EDUCATION STUDENTS IN THIS CLASS.

Provide instruction using auditory and visual modalities.

1. All students will be provided with opportunities to process information and practice the skill using more than one processing modality.

The teacher will use adaptive techniques such as slower speech rate, clear enunciation, controlled vocabulary, gestures and facial expressions, meaning acted out, color-coded materials, visual materials and experiential activities.

2. This will help meet the needs of all students with special needs receive and process the information in the lesson and achieve the learning goals.

Use the technology provided by the Promethean Board in a game format.

3. Students will be able to provide Interactive responses using visual, graphic information. This is especially helpful for the ELL students and students with limited vocabulary/reading skills.

Provide additional time for students to respond.

4. Some students require additional time to process the information and provide a response.

Allow students to take breaks during the activity.

5. Some students who become easily frustrated or who tire quickly, may need rest breaks so they can relax before completing the activity.

Provide frequent progress monitoring for ELL students especially for nutrition vocabulary.

6. ELL learners may require additional explanation and visuals for understanding of nutritional terminology.

FIVE: Resources: (Identify materials needed for this lesson, accounting for varying degrees of skill level.)

All students will be provided with the resources needed to achieve the learning goals. Technology will be used to present the lesson in the form of an interactive game using the Promethean Board, with the "Build-a-Meal" graphic organizer, to help arrange their ideas. The food pyramid chart will provide a visual reminder of the food groups and the different foods in

each group. Students will read from their text, Science A-Z, written at a grade level of 3.0, to improve reading fluency, learn new vocabulary and develop reading comprehension. The packaged foods such as a soup can, granola bar, Gold Fish Cracker package, will provide realia (objects from real life used during instruction to improve students' understanding of real life situations). These will be used to illustrate the nutritional labeling.

SIX: Learning Activities: Explicit Teacher Instruction (Explain, Model, Demonstrate, Check for Understanding)

ACTIVITY	RATIONALE
<p>“We have been learning about the food pyramid and the different food groups. What are the different food groups?” Point to the different groups as they are mentioned.</p>	<p>1. This establishes a connection to prior learning.</p>
<p>“Can you name some foods in each group?”</p> <p>Allow each student a chance to answer.</p>	<p>2. This helps students recall foods and reinforce the categorization of foods.</p>
<p>“We are now going to create a balanced meal</p> <p>Using the “Build-a-Meal” graphic organizer and the food pictures” Demonstrate an example of a balanced meal. Allow all students to create a meal with their own food choices, Use questioning to help students evaluate whether their meal is balanced or not. Help students correct the meal if it is not balanced.</p>	<p>3. Students will have an opportunity to identify the various components of a balanced meal.</p> <p>This is the second presentation of the “Build-a-Meal”. These students require frequent repetition and multiple presentations for mastery of concepts and skills.</p>
<p>“Good job! We all know that we need a balanced diet</p> <p>to get all the nutrients that our body needs and now we are going to learn how to make healthier choices by learning to read nutrition labels.” Show examples of commonly used products with the nutrition labels clearly visible. Have students identify the products and describe a time and place when they might eat that product.</p>	<p>4. This activity helps to introduce students to a new component of the nutrition unit. This also helps them connect the learning activity with products they use in daily life.</p>
<p>Provide each student with the “Reading Nutrition Labels” Quick Read from <u>Science A-Z</u> to read and review the information. Allow students who can read independently to complete the task on their own. Work individually with the ELL students and other struggling readers to read and comprehend the text.</p>	<p>5. This reinforces prior instruction and helps students develop basic skills in reading vocabulary, fluency and comprehension. The students are familiar with and have demonstrated an ability to read and comprehend material from the <u>Science A-Z</u> textbook.</p>
<p>Show/describe/model the various food packages.</p> <p>“Can you find the nutrition facts on this package?”</p> <p>“Okay, now find the serving size. What does it say?”</p> <p>Continue through the facts until finished.</p>	<p>6. Students need multiple opportunities to practice newly acquired skills and concepts. Repeated presentations serve to reinforce the desired learning outcomes.</p>

SEVEN: Learning Activities: Guided Practice/Collaborative Practice (Check for understanding And provide feedback and re-teaching.)

Activity	Rationale
Provide each student with a food package. and ask individual questions about each one such as, "Can you find the calories on the soup can label?"	1. This helps students learn to read nutrition labels and practice the skill. This also helps students practice finding information to be used in daily life.
Repeat the activity until each student has had an opportunity to correctly answer five nutritional label questions.	2. Students require multiple opportunities to practice newly learned skills and concepts.
Provide additional instruction and re-teaching as necessary.	3. Each student needs to be given an opportunity to achieve the learning goals.
Students who complete the task quickly may answer additional questions or ask questions of other students. The teacher might ask, "Now can you tell me which food is lower in calories?" "Which can of soup is better for you?" "Compare these granola bars. Which one is the better choice?"	4. Higher functioning students need to be provided with additional supplemental activities and opportunities to demonstrate understanding of the learning objectives. This also helps students stay focused on the lesson.

EIGHT: Independent Practice: Provide practice that supports the learning outcome. Note: Independent activities are assigned as appropriate assuming the students understand the concepts and have the ability to work on their own.

Since this is our first presentation of nutritional food labels, the students will be given the simple task of bringing a food product package from home for our next lesson on nutritional labels. When students bring their food products, we will review concepts and skills presented in the nutrition label lesson.

NINE: Assessment: Describe how you will assess and/or evaluate the students' learning. describe differentiating assessment strategies you will use for various exceptionalities, ELL, higher achieving students and lower achieving students.

Activity	Rationale
The teacher will take notes during the practice, noting the degree of accuracy for each student.	1. Assessment should be ongoing and help determine future lessons.
The lesson was designed to allow all students to achieve the learning goals at an 80% level of accuracy.	2. Students with special needs require frequent repetition and multiple opportunities to practice the skill.
The ELL students may only be able to	3. Progress monitoring for ELL students

answer three nutritional label questions.

sometimes needs to be modified.

TEN: Closure: (Describe how students will reflect on what they learned.)

At the end of the lesson, I will review the learner outcomes and ask questions to the students such as, “What is nutrition?” “What is a nutrition label?” “What types of information are on the nutrition label?” “Why is it important to make healthy food choices?” Hopefully, a connection will be made between the new instruction on nutrition labels and prior instruction on healthy food choices.

“Today we learned how to read nutrition labels on the side or the back of a food container and how to choose foods based on those facts. What kinds of information can we find on a nutrition label?” Allow each students a chance to answer. “That’s right, we can find the serving size, amount per serving, total fat, cholesterol, sodium, carbohydrates, protein, and how many vitamins and minerals are in one serving (point to each section as it is called out and give prompts as necessary). “Why is this information important?” Allow each student time to answer. “By understanding the nutrition label, we can make healthier choices when we eat.”

“Tomorrow we are going to look at some more labels. We are going to compare some food products to see which ones might be healthier or better for us. What do you need to bring to school tomorrow? That’s right! A food package. Very good, students!”

ELEVEN: Lesson Reflection/Assessment: (Collect student learning data to determine: What went well? What needs to be changed? Were learning outcomes met? What activities will you change, modify in the future? What can be done to follow up on the learning from this lesson? Who needs additional help? Whom needs enrichment or higher level work?)

After the lesson, I will review the student responses. I will prepare the lesson for the next day based on the student responses from this lesson. I will note the students who required re-teaching, extra time and the students who completed the task easily. The next lesson will build on the results from this lesson and will focus on comparing nutritional labels. Because these students require frequent repetition and multiple presentations, we will review some of the concepts presented throughout the unit on nutrition based on the California State Standards for Health Education.

Lesson Plan Rubric

Candidate: _____ Date: _____ Supervisor: _____

Course: _____ Lesson Topic _____ Score _____

SP5

(4) Integrating/Innovative - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across the relevant CSTP/TPE.

(3) Applying - The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate - evidence. Evidence is connected across the CSTP/TPE.

(2) Emerging - The candidate provides partial evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across the relevant CSTP/TPE and may be inconsistent.

(1) Beginning - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate, or missing evidence. Evidence is unconnected across the relevant CSTP/TPE.

(0) Not Acceptable

Activity	Integrating/Innovative	Applying	Emerging	Beginning	Score
	4	3	2	1	
1. Introduction	Defines learning expectations clearly. Appropriate content based on IEP goals and standards. Establishes transfer to prior learning. Plan indicates how teacher will create bridges from students’ past learning. Clear rationale stated.	Defines learning expectations. Appropriate content based on IEP goals and standards. Establishes transfer to prior learning.	Limited definition of learning expectations. Appropriate content based on IEP goals and standards.	Minimal definition of learning expectations.	
2. Learner Outcomes	States Learner Outcomes clearly. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of the learning and instruction. Outcomes are measureable. Clear rationale stated.	States Learner Outcomes. Learners have an understanding of what is expected of them. Outcomes measureable.	States measureable Learner Outcomes.	Learner Outcomes are not stated.	

<p>3. Pre-assessment Activity</p>	<p>Determines students' abilities and developmental needs. Prescribes instruction based on needs and IEP's. Considers a variety of student factors: e.g., linguistic background, academic language and abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development. Clear rationale stated.</p>	<p>Determines students' abilities and developmental needs. Prescribes instruction based on needs and IEP's. Considers three student factors: e.g., linguistic background, academic abilities, social development.</p>	<p>Determines students' abilities and developmental needs. Prescribes instruction based on needs and IEP's. Considers one student factor; e.g., academic abilities.</p>	<p>Determines students' abilities and developmental needs. Instruction does not meet students' abilities or developmental needs.</p>	
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<p>Differentiation, Adaptation & Accommodation 4. Strategies</p>	<p>Modifies learning activities that provide accommodations and modifications for all students including English language learners, at-risk students and gifted students. Rationale for the selection of the accommodations, modifications and differentiated strategies is identified.</p>	<p>Adapts learning activities to provide accommodations and modifications for two to three students with exceptionalities or other learning needs.</p>	<p>Adapts learning activities for one student that requires accommodations and modifications.</p>	<p>Modifications not evident.</p>	
<p>5. Resources</p>	<p>Prepares resources prior to instruction and readily available. Clearly relates resources to the learning outcome. Prepares resources to meet the varying skill levels and special needs of students. Distributes resources efficiently to provide maximum instructional time. Clear rationale stated.</p>	<p>Prepares resources prior to instruction and readily available. Resources are clearly related to the learning outcome. Prepares resources to meet some student's special learning needs. Distributes resources efficiently.</p>	<p>Prepares resources prior to instruction. Somewhat relates resources to the learning outcome. Meets one student's special learning needs with resources.</p>	<p>Resources are not prepared in advance of instruction. Resources not related to the learning outcome. No special needs material for accommodations evident.</p>	
<p>6. Learning Activities: Explicit Teacher Instruction</p>	<p>Includes explicit teacher instruction: Plan indicates how the teacher will explain, model, demonstrate, and checks for understanding, Connects to students' interests, Highly creative, engaging learning activities, Clear rationale for selecting learning activities.</p>	<p>Includes explicit teacher instruction: Explains, models, demonstrates, checking for understanding, Creative engaging learning activities, Rationale for selecting learning activities.</p>	<p>Includes explicit teacher instruction: Explains, models and demonstrates, Learning activity, Limited rationale for selecting learning activity.</p>	<p>Includes explicit teacher instruction: Minimal explanation, modeling and/or demonstrating, No learning activity, No rationale provided.</p>	
<p>7. Learning Activities: Guided Practice</p>	<p>Enthusiastic engagement in a creative, appropriate learning activity by students. e.g., writing prompt, oral debate, manipulating objects to solve a problem. Provides ongoing feedback to students and checks for understanding using questioning techniques and observation. Provides clear rationale for using the learning activity.</p>	<p>Engagement in an appropriate learning activity by students. Provides ongoing feedback to students. Provides an adequate rationale for using the learning activity.</p>	<p>Limited engagement in an appropriate learning activity by students. Provides limited feedback to students. Provides limited rationale for using the learning activity.</p>	<p>Minimal/no evidence of students understanding of the learning outcome and activity. Minimal/no evidence of teacher feedback to students. No rationale for using the learning activity.</p>	
<p>8. Independent Practice</p>	<p>Assigns appropriate Independent Practice activity to further students understanding of learning outcome. Explains and models Independent Practice activity. Checks for understanding. Provides clear rationale for the Independent Practice activity.</p>	<p>Assigns appropriate Independent Practice activity. Explains the activity. Provides rationale for activity.</p>	<p>Assigns an Independent Practice activity. Provides limited rationale.</p>	<p>No Independent Practice activity assigned. Provides no rationale.</p>	

SP-5	9. Assessment and Evaluation	Uses a learning activity or assessment tool to determine student learning. Provides a variety of assessment adaptations and accommodations for students with exceptionalities. Evaluates student learning using progress monitoring assessment data. Prescribes further instruction based on data collection. Assessment is clearly linked to stated student outcomes. Clear rationale stated.	Uses a learning activity or assessment tool to determine student learning. Provides assessment adaptation for one student. Evaluates student learning using assessment data. Assessment is clearly linked to stated student outcomes.	Assesses student learning informally. Limited assessment adaptations or accommodations. Limited data collection. Assessment is somewhat linked to stated student outcomes.	Minimal assessment of student learning. No assessment adaptations or accommodations. No data collection.	
	10. Closure	Plan indicates how students will demonstrate a clear understanding of the learning outcome by sharing what they learned. Asks probing questions to stimulate the discussion, clarifies unanswered questions and determines students' understanding. Asks students to relate the importance of the learning outcome to their lives. Reflects on the students' understanding of the learning outcome based on their responses and determines future instructional focus. Clear rationale stated.	Students demonstrate an understanding of the learning outcome by sharing what they learned. Asks questions related to the learning outcome to determine students' understanding. Reflects on the students' understanding of the outcome based on their responses.	Students briefly shared what they learned. Asks a few questions related to the learning outcome.	Closure vague or not present in the lesson.	
	Scoring	Integrating/Innovative (4)	Applying (3)	Emerging (2)	Beginning (1)	TOTAL SCORE /40 Divided by 10 = /4
	Oral Reflection/ Assessment of Learning (Evaluated during post-observation conference)	Detailed lesson reflection: Clear description of what went well. Clear description of what could have been done differently based on students' response to the lesson? e.g. lesson strategies, classroom management procedures, etc. Clear description of what the assessment results indicated regarding student learning. Clear description of the next steps to be taken to ensure all students master the learning outcome.	Includes lesson reflection: Description of what went well. Description of what could have been done differently. Description of the assessment results. Description of what might occur in the future regarding the learning outcome.	Includes lesson reflection: Limited description of what went well. Limited description of what could have been done differently. Limited future instructional plans.	Reflection absent: Minimal/no description of what went well. Minimal/no description of what could have been done differently. Minimal/no future instructional plans.	

California Standards for the Teaching Profession (CSTP)

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1•1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1•2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1•3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1•5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2•1 Creating a physical environment that engages all students
- 2•2 Establishing a climate that promotes fairness and respect
- 2•3 Promoting social development and group responsibility
- 2•4 Establishing and maintaining standards for student behavior
- 2•5 Planning and implementing classroom procedures and routines that support student learning
- 2•6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3•1 Demonstrating knowledge of subject matter content and student development.
- 3•2 Organizing curriculum to support student understanding of subject matter
- 3•3 Interrelating ideas and information within and across subject matter areas
- 3•4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3•5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4•1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4•2 Establishing and articulating goals for student learning
- 4•3 Developing and sequencing instructional activities and materials for student learning
- 4•4 Designing short-term and long-term plans to foster student learning
- 4•5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5•1 Establishing and communicating learning goals for all students
- 5•2 Collecting and using multiple sources of information to assess student learning
- 5•3 Involving and guiding all students in assessing their own learning
- 5•4 Using the results of assessments to guide instruction
- 5•5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6•1 Reflecting on teaching practice and planning professional development
- 6•2 Establishing professional goals and pursuing opportunities to grow professionally
- 6•3 Working with communities to improve professional practice
- 6•4 Working with families to improve professional practice
- 6•5 Working with colleagues to improve professional practice
- 6•6 Balancing professional responsibility and maintaining motivation

California Standards for the Teaching Profession
Field Review Version

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APPENDIX C: PROFESSIONAL DISPOSTIONS..... 59-60

C.1 National University Professional Disposition Form.....60

NATIONAL UNIVERSITY
 School of Education Disposition
 Department of Special Education - Scoring Rubric

This scoring rubric is to be used during **New Student Orientation** and is for internal use only. Please send a copy of this rubric to the Department Chair. Please review the Scoring Rubric with new candidates and have them rate themselves on each disposition. They are to bring this form with them to the **Faculty Advisement** and discuss areas of strength and areas for growth. During TED606, they will be developing a Growth Plan and Reflection.

Candidate Name: _____ Completed by: _____

*Orientation *TED606 *SPD622 *SPD634/644 or DHH634 *Clinical Practice
 (Point in Program: Circle one)

Date : _____

DISPOSITION	UNACCEPTABLE (1)	TARGET (2)	EXCEPTIONAL PRACTICE (3)	SCORE
DISPOSITION #1 - SCHOLARSHIP Committed to continuous, self-directed learning, critical thinking and reflection in order to refine professional practice and deepen knowledge and skills in the academic disciplines. Connects, synthesizes, and transforms ideas or solutions into entirely new forms.	Demonstrates some knowledge of subject matter, curriculum, and/or relevant professional practices.	Demonstrates knowledge of subject matter, curriculum, and/or relevant professional practices.	Demonstrates superior knowledge of subject matter, curriculum, and/or relevant professional practices.	
	Seeks some understanding of current issues and trends in education field	Seeks understanding of current issues and trends in education field	Seeks ongoing understanding of current issues and trends in education field	
	Identifies one approach for solving problems	Thinks critically and identifies one or two approaches for solving problems	Thinks critically and identifies multiple approaches for solving problems	
	Proposes one solution/hypothesis that indicates comprehension of the problem	Proposes one solution/hypothesis that indicates a deep comprehension of the problem	Proposes more than one solution/hypothesis that indicate a deep comprehension of the problem	

	Communicates issues/problems either verbally or in written format either seldom or not at all.	Communicates issues/problems either verbally or in written format	Communicates issues/problems clearly and comprehensively either verbally or in written format	
	Cultivates a professional identity and may be a lifelong learner	Cultivates a professional identity and is a lifelong learner	Cultivates a professional identity and is viewed as a lifelong learner who adds much to his/her profession	
	Seldom/never reviews the results relative to the problem defined and evaluates the outcomes	Reviews results relative to the problem defined and evaluates outcomes	Reviews results relative to the problem defined and thoroughly evaluates the outcomes	
	Describes plans for increasing his/her knowledge and skills	Describes workable plans for increasing his/her knowledge and skills	Describes realistic and specific workable plans for increasing his/her knowledge and skills	
	Integrates some alternate perspectives or ideas.	Integrates alternate, divergent, or contradictory perspectives or ideas.	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	
DISPOSITION #2 - TEAMWORK Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social	Models professional dress and conduct some of the time	Models professional dress and conduct most of the time	Models professional dress and conduct all of the time	
	Utilizes some active listening skills	Utilizes active listening skills most of the time	Utilizes consistently strong active listening skills	

and professional communities and agencies.	Uses verbal communication with colleagues, students, and parents/guardians some of the time	Uses verbal communication with colleagues, students, and parents/guardians	Uses verbal communication that enhances interactions with colleagues, students, and parents/guardians	
	Responds to electronic communication sporadically	Responds to electronic communication most of the time	Responds promptly to electronic communication	
	Hinders the team in moving forward	Sometimes helps the team move forward by articulating the merits of alternative ideas or proposals	Consistently helps the team move forward by articulating the merits of alternative ideas or proposals	
	Does not engage team members in a way that facilitates their contributions to meetings	Engages team members in a way that facilitate their contributions to meetings	Engages team members in multiple ways that facilitate their contributions to meetings	
	Does not complete assigned tasks	Completes assigned task some of the time	Completes all assigned task	
	Does not support a constructive team climate through active collaboration	Supports a constructive team climate through active collaboration most of the time	Supports a constructive team climate through active collaboration consistently	
	Treats members disrespectfully or rudely some or all of the time	Treats most members respectfully	Treats members respectfully and uses positive vocal or written tone, facial expressions, and/or body language to convey positive attitude	

	Does not foster or maintain relationships with students, parents, teachers, the administrators, and the community	Fosters or maintains relationships with students, parents, teachers, the administrators, and the community	Fosters or maintains positive relationships with students, parents, teachers, the administrators, and the community	
	Does not express confidence about the importance of the task and / or the ability of the team to accomplish it.	Sometimes motivates teammates by expressing confidence about the importance of the task and the ability of the team to accomplish it.	Motivates teammates by expressing confidence about the importance of the task and the ability of the team to accomplish it.	
	Performs little service, targeting diverse populations and groups in the community	Performs service, targeting diverse populations and groups in the community	Performs service, targeting diverse populations and groups in the community through school populations and groups in the community through school programs, child advocacy as well as professional associations and community organizations	
DISPOSITION #3 - ACTIVE REFLECTION Committed to the expression and use of democratic values and to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	Envisions a future self that builds on prior experiences	Envisions a future self that builds on prior experiences to respond to new contexts	Envisions a future self that builds on prior experiences to respond to new and challenging contexts	
	Rarely advocates for democratic and social justice values	Sometimes advocates for democratic and social justice values	Consistently advocates for democratic and social justice values	

	Recognizes some interdependent, collaborative social interactions	Recognizes interdependent, collaborative social interactions	Recognizes and values interdependent, collaborative social interactions	
	Values some student ideas facilitates some student group work	Values most student ideas facilitates most student group work	Values student ideas and facilitates student group work based upon the needs of the group	
	Reflects rarely on actions and interactions	Reflects on actions and interactions	Reflects on actions and interactions and makes adjustments to improve	
	Has limited awareness of personal strengths and weaknesses and the impact they have on relationships with others	Has an awareness of personal strengths and weaknesses and the impact they have on professional interactions and relationships with others	Has a realistic awareness of personal strengths and weaknesses and the impact they have on professional interactions and relationships with others	
DISPOSITION #4 - RESPONSIBLE CITIZENSHIP Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	Demonstrates limited evidence of adjustment in own attitudes and beliefs about human diversity	Demonstrates evidence of adjustment in own attitudes and beliefs about human diversity	Demonstrates evidence of adjustment in own attitudes and beliefs due to working within diverse communities	
	Provides some evidence of experience in civic engagement	Provides evidence of experience in civic engagement activities	Provides extensive evidence of experience in civic engagement activities and describes what she/he learned about her or himself	

	Tailors some communication strategies to express, listen, and adapt to others to establish relationships	Tailors communication strategies to express, listen, and adapt to others to establish relationships to further civic action	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	
	Rarely demonstrates ability and commitment to work across and within community contexts	Demonstrates ability and commitment to work collaboratively across and within community contexts	Demonstrates ability and commitment to work collaboratively across and within community contexts and structures to achieve a civic aim	
	Interacts with most students equitably	Interacts and responds with most students equitably	Interacts and responds with all students equitably	
	Looks for a few opportunities to respond to cross-cultural understandings	Looks for opportunities to respond to and enhance cross-cultural understandings	Looks for and creates opportunities to respond to and enhance cross-cultural understandings	
	Invites some students' individual differences into the learning environment	Invites students' individual differences into the learning environment	Invites and integrates students' individual differences into the learning environment	
	May ignore or discourage cultural sensitivity and perspectives	Encourages some cultural sensitivity and perspectives	Encourages cultural sensitivity and perspectives	

	Respects the uniqueness of each person some of the time.	Respects the uniqueness of each person most of the time.	Respects, models and promotes the uniqueness of each person all of the time.	
DISPOSITION #5 - STANDARDS OF EXEMPLARY PRACTICE Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	Implements a few strategies to engage student	Implements a variety of strategies to engage all levels of student abilities and interests	Looks for, inquiries about, and implements a variety of strategies to engage all levels of student abilities and interests	
	Persists with students to try to help them rarely	Persists with students to try to help them understand new learning	Persists with students to try to help them understand and apply new learning	
	Holds limited expectations for students	Holds expectations for children and guides students toward self-responsibility in learning	Holds high expectations for children and guides students toward self-responsibility in learning	
	Rarely utilizes assessment data to guide instruction and improve learning	Frequently utilizes assessment data to guide instruction and improve learning	Utilizes assessment data to guide instruction and improve learning	
	Encourages some students	Encourages students at all levels	Encourages students at all levels to take risks	
	Implements some strategies with some students	Implements strategies evidenced to be effective with all students.	Implements strategies evidenced to be more effective with all students.	
	Connects some experience and academic knowledge	Connects experience and academic knowledge of exemplary practices	Connects relevant experience and academic knowledge of exemplary practices	

	Models some culturally responsive pedagogical practices	Models culturally responsive pedagogical practices	Models culturally responsive pedagogical practices.	
	Applies the knowledge of the standards of their profession and/or state standards some of the time	Applies the knowledge of the standards of their profession and/or state standards most of the time	Applies the knowledge of the standards of their profession and/or state standards all of the time	
Acceptable range 92-138			Total Score=	

Candidates must attain a mean score of 2 or higher during coursework and Clinical Practice to continue within a School of Education Program or a Candidate Assistance Plan will be developed to aid the candidate in being successful.

APPENDIX D: CANDIDATE ASSISTANCE FORMS AND CHART 61-67

D.1 Candidate Assistance Process Description..... 62

D.2 Candidate Progress Alert Template..... 64

D.3 Candidate Assistance Plan Template..... 66



**National University
School of Education
Candidate Assistance Process**

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

School of Education Procedures

The School of Education has developed procedures to assist candidates (students in professional preparation programs) in meeting School and program requirements. Candidates must be able to demonstrate the requisite knowledge, skills and dispositions of the School's Conceptual Framework and the values of National University. These knowledge, skills and dispositions provide a foundation for educators in today's schools.

Within the School of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the School of Education Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards.

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program's standards and individualized to the candidate.

The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation. When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature on

the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the School of Education.

Unsatisfactory Completion of Candidate Assistance Plan

When a candidate has not satisfactorily completed a Candidate Assistance Plan, the Plan, and a detailed description of activities or areas not adequately met will be forwarded by the appropriate faculty member with a recommendation to the School of Education and Office of Student Services designees. The candidate will be notified by the Dean of the School of Education regarding the candidate's continuing status within the program and/or the School.

Requesting Accommodations to a Candidate Assistance Plan

Students with disabilities who wish to apply for accommodations to a Candidate Assistance Plan (Plan) may do so through submitting an application for accommodations to the National University Office of Scholarships and Special Services (Special Services). Applications for accommodations for a disability may be requested from the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan.

Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD's notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student's concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal. The decision of the vice president is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: ocr.sanfrancisco@ed.gov.



**NATIONAL UNIVERSITY
SCHOOL OF EDUCATION
CANDIDATE PROGRESS ALERT**

Candidate's Name _____ ID # _____

Candidate's e-mail _____ Phone # _____

Date _____ Academic Center _____

Course: *Please include Department and Course Number, examples, TED 530A, EDA 614* _____

Location of Incident: *Was the course on-ground or on-line? Did the incident take place in class or during a break or at another time?* _____

Reason for the Candidate Progress Alert: *Is the candidate making insufficient progress in coursework, professional dispositions or other areas?*

Evidence: *Please attach or copy inappropriate communication leading to a Candidate Progress Alert. Also note any and all informal steps taken to alert the candidate that improvement is necessary. This may include meeting dates, e-mail notifications to the candidate, dates of phone calls made to the candidate, etc.*

Action(s) to be taken and due dates: *What will the candidate do in order to learn more about appropriate knowledge, skills and dispositions? Some examples: Will they seek assistance from the Math or Writing Center? Observe a model professional and discuss the findings with you? Review the professional standards for the degree or program they are seeking and discuss them with you?*

Actions to be taken (narrative or bulleted format)	Evidence to be provided (product, observation, etc.)	Due Dates

Follow up: *What was the outcome of the Candidate Progress Alert? Did the candidate complete the activities satisfactorily? Is the issue resolved? Is there additional follow up required? Will a Candidate*

Assistance Plan be completed as a next step?

Signatures

Candidate _____ Date _____

Progress Alert Reporter _____ Date _____

Other Appropriate Full-Time Faculty Member (as needed) _____ Date _____

Candidate's signature only acknowledges receipt of Candidate Progress Alert.



**NATIONAL UNIVERSITY
SCHOOL OF EDUCATION
CANDIDATE ASSISTANCE PLAN**

Candidate's Name _____ ID # _____

Candidate's e-mail _____ Phone # _____

Date _____ Academic Center _____

Course: *Please include Department and Course Number, examples, TED 530A, EDA 614* _____

Location of Incident: *Was the course on-ground or on-line? Did the incident take place in class or during a break or at another time?* _____

Please indicate if the incident occurred during clinical practice Yes No

Rationale for Candidate Assistance Plan: *For example, removal from Student Teaching or continuing behavior not in accordance with identified dispositions or preparation standards?*

Action(s) to be taken, evidence to be provided and due dates: *For example, is the candidate to observe several model professionals and write a one page summary of how the actions of the professionals aligned with the preparation standards? Is the candidate to review specific content from a course and then prepare a product (such as a lesson plan or agenda for a meeting) to show growth? Is the candidate to review three websites for strategies for anger management and then prepare a reflection on how they will incorporate some of those strategies into their professional life?*

Actions to be taken (narrative or bulleted format)	Evidence to be provided (product, observation, etc.)	Due Dates

****Note:** *If no action is taken within the due dates noted above, a recommendation for dismissal may be made.*

Additional considerations for initial credential candidates in clinical practice: *Is student teaching to be extended? If so, is a grade to be issued for this portion of student teaching? If no grade is to be posted at this time, when will the grade be posted? Is the candidate to remain in the seminar? If not, when are they to complete that?*

Follow up: *What was the outcome of the Candidate Assistance Plan? Did the candidate complete the activities satisfactorily? Is the issue resolved? Is there additional follow up required?*

Signatures

Candidate _____ Date _____

Faculty _____ Date _____

University Support Provider (as appropriate) _____ Date _____

Regional Clinical Practice Lead Signature (initial credentials only)

Regional Clinical Practice Faculty Advisor (initial credentials only)

Candidate's signature only acknowledges receipt of Candidate Assistance Plan.

APPENDIX E: CODES OF ETHICS	68-71
E.1 Council for Exceptional Children (CEC) Code of Ethics.....	69
E.2 Code of Ethics of the Education Profession.....	70

Council for Exceptional Children (CEC) Code of Ethics

We declare the following principles to be the Code of Ethics for educators of exceptional persons. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge by them with the spirit and provisions of this code.

- I. Special education professionals are committed to developing the highest educational and quality of life potential of exceptional individuals.
- II. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- III. Special education professionals engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects.
- IV. Special education professionals exercise objective professional judgment in the practice of their profession.
- V. Special education professionals strive to advance their knowledge and skills regarding the education of exceptional individuals.
- VI. Special education professionals work within the standards and policies of their profession.
- VII. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- VIII. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Exceptional Children, 50-3, 205.

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation, unfairly.
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

APPENDIX F: Intern Clinical Practice Forms	72-79
F.1 Step-by-Step Directions for SSP's.....	73
F.2 Site Support Provider Information Form (SP-SSP).....	77
F.3 National University Support Provider – SOAR information	

STEP BY STEP PROCESS FOR INTERN SITE SUPPORT

STEP ONE: Receiving your Assignment

You will be contacted by the Credential Program Specialist for Clinical Practice at your National University Center who will discuss payment, the process and form completion. The National University Supervisor will also contact you about setting up a meeting with the candidate. You will complete the **Site Support Provider Information Form** and give it to the Intern or the University Supervisor for processing. In addition, you will complete a **W-9 Tax Form** to establish a NU ID number for payment and for entering digital observation forms.

STEP TWO: Meeting your Candidate

The University Supervisor will arrange a meeting to include the Site Support Provider, Intern and the University Supervisor. At this meeting the following items will be discussed:

- Contact Information
- Clinical Practice Process
- Role of the Site Administrator
- School Protocol and Logistics
- Daily Schedule
- School Calendar identifying breaks, testing windows, special events
- Locating the Intern Handbook on the NU Website for General Information and Forms

STEP THREE: Introducing the Candidate at the School Site

The Intern is a school employee and may have already attended a district or school orientation. Please make sure that your Intern has met the School Secretary and the Custodian. You may also want to introduce the candidate to the other members of the Special Education Team and other faculty. Please make sure that the Intern is given directions about access to school supplies and the copy machine.

STEP FOUR: Establishing the Mentoring Process

National University is very supportive of your role as the mentor to the Intern. Although you will not be directly involved with the completion of assessment items, during the beginning stages of the six month clinical practice, you might want to review the **Clinical Practice Assessment** to focus on the items which will be evaluated using the **Teaching Performance Expectations** and the **California Standards for the Teaching Profession**.

Another assessment item to review will be the **National University Professional Dispositions Form**. It would be a good idea to establish strengths and areas of need for the Intern during the beginning stages of the internship. You will not be evaluating the candidate due to the emphasis on your role as a mentor and not an evaluator. The University Supervisor will consult with you when completing these evaluation documents due to the frequency of your interactions with the candidate in a variety of settings.

The Intern will be enrolled in the Clinical Practice Seminar course during the internship. You may be asked to provide assistance with Portfolio artifacts and the Evidence-Based Instructional Strategy assignment for this course.

STEP FIVE: Completing Classroom Observations

The Site Support Provider (SSP) is required to document contacts with the Intern on a monthly basis. You will meet once a month with the Intern's University Support Provider. Suggestion: Keep a journal to document contacts. The University Support Provider will document a minimum of four formal observations into SOAR (2 for the "A" course and 2 for the "B" course).

STEP SIX: Attending Assessment Meetings

You will collaborate with the University Supervisor to complete the **Clinical Practice Assessment** and the **National University Professional Dispositions Form**.

Formative (Mid-Point) Assessment

After the third month an assessment meeting is conducted to review the Intern's progress. You will be asked to review the results of your classroom observations at this time.

Candidates are required to achieve a minimum average score of "3" (Applying) on this assessment. If the Intern does not achieve this minimum score, you may be asked to assist the University Supervisor and the Faculty Advisor in the development of a Candidate Assistance Plan. At this meeting, the professional dispositions are reviewed. Candidates are expected to achieve scores of "2" (Emerging) and "3" (Applying) at this time. Any score of "1" (Beginning) will be discussed in detail and a plan for improvement will be developed.

Summative (Final) Assessment

After the seventh month a final assessment meeting is conducted to again review the Intern's progress. You will be asked to review the results of your classroom observations at this time. Candidates are required to achieve a minimum average score of "3" (Applying) on this assessment. If the Intern does not achieve this minimum score, you may be asked to assist the University Supervisor and the Faculty Advisor in the development of a Candidate Assistance Plan. At this meeting, the professional dispositions are reviewed. Candidates are expected to achieve scores of "2" (Emerging) and "3" (Applying) at this time. Scores of "1" will not be acceptable at the final assessment point.

STEP SEVEN: CONCLUDING THE INTERN CLINICAL PRACTICE

The University Supervisor and the Credential Program Specialist for Clinical Practice will facilitate the completion of forms and the exit strategy for the Intern.

SP-SSP

SCHOOL OF EDUCATION

INTERNSHIP SITE SUPPORT PROVIDER (SSP) INFORMATION

Intern Name: _____ ID# _____

E-mail: _____

Home Address: _____

Home Phone: _____ Cell: _____

School Site: _____ School Site Phone: _____

School Address: _____

District/Agency: _____

Specialization Area/Grade Level:

 Multiple Subject K-2 3-6 Single Subject (please verify) _____

 Mild/Moderate Moderate/Severe DHH LAD

 K-3 4-6 Middle School / Jr High High School

 Assignment (Spec. Ed Interns only): RSP SDC Other _____

This information must be completed as it is needed to process your payments correctly. Please attach your current W-9 Form.

Site Intern Support Provider _____

Primary E-mail: _____

Secondary E-mail: _____

Home Mailing Address: _____

Home Phone: _____

Cell: _____

The Principal/District Administrator Name: _____

*The Principal/District Administrator Approval Signature: _____

Date: _____

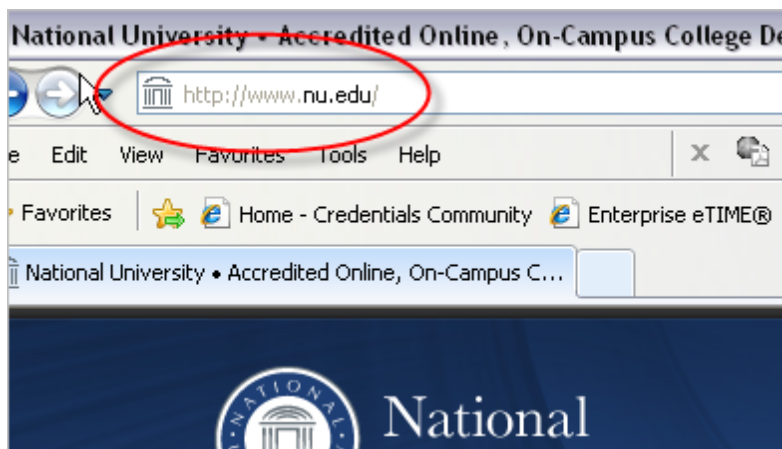
Phone: _____ Email address: _____

* National University cannot work with the Site Support Provider (SSP) without written approval from a District Administrator.

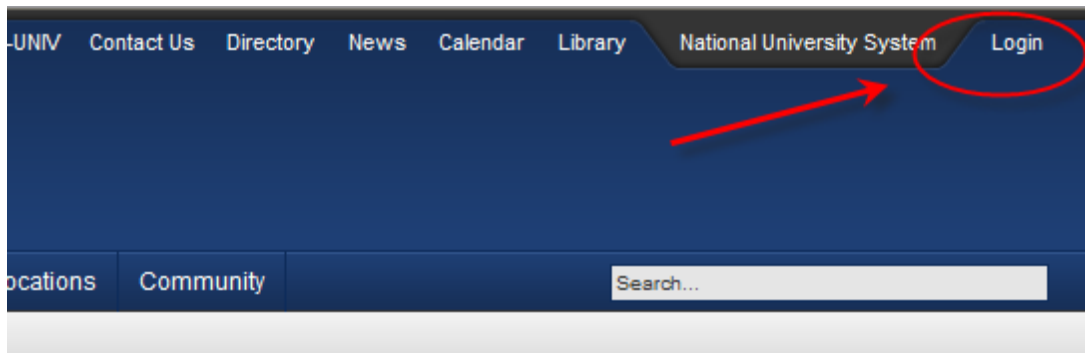
Finding the Faculty Portal in SOAR

(After you receive the ID and password from NU Credentials)

1. Start with the National University home page from your browser:
www.nu.edu/



2. Click on “Login” at the upper right hand corner of the home page:



3. From the “For Faculty:” section, click on Faculty SOAR Portal:

Login

<p>For Students: Online classes SOAR Student Portal Knowledge Base NU-FAST IRBNet</p>	<p>For Faculty: Faculty Online Course Login Iml for Adjunct Faculty Faculty SOAR Portal Fulltime Faculty SOAR Login Email NU-FAST IRBNet CurricUNET</p>	<p>For Staff: SharePoint (onsite only) SOAR Login Email Knowledge Base NU-FAST CurricUNET SharePoint (offsite)</p>
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4. Enter your unique 9 digit ID and your password, then press “Sign In”:

Student and Faculty Portal Login

User ID:

Password:

Your User ID and/or Password are invalid.

Forgot your password? You can have a new one emailed to you by clicking [here](#).

Students: If you need password assistance, please contact: scs@nu.edu or call (866) 628-8988

Faculty: If you need password assistance, please contact: help@nu.edu (866) 682-2237 X.3580 or (858) 309-3580



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