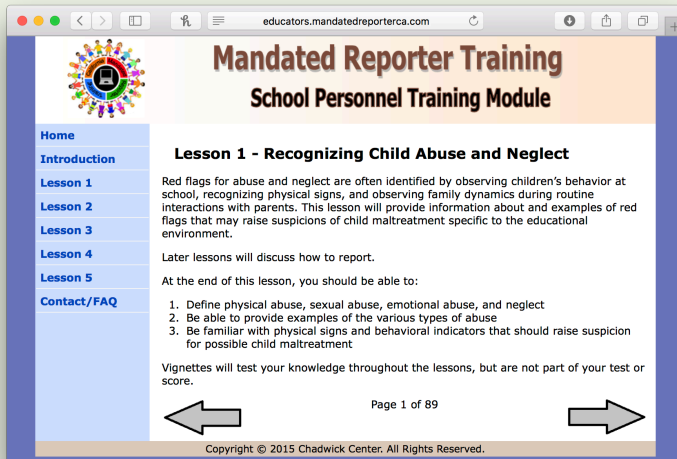


SOE Learning Themes		University Learning Outcomes
<ol style="list-style-type: none"> 1. InformED: Advancing Disciplinary Knowledge 2. EmpowerED: Responding to Diverse Learning Needs 3. EngagED: Building Cultural Responsiveness 4. ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities 5. GroundED: Demonstrating Professionalism 6. TransformED: Encouraging Continuous Growth and Reflection 		<ol style="list-style-type: none"> 1. Think critically and creatively 2. Communicate effectively 3. Work productively as individual and in groups 4. Use knowledge/skills to make positive contribution to society 5. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues 6. Engage in lifelong learning <p>*abridged</p>
<p>Overview: Students in the Single Subject Teacher Education Program are required to complete Mandated Reporter training provided by the Chadwick Center for Children & Families. The Chadwick Center is a nationally recognized child advocacy and trauma treatment center that provides several state and federally funded trainings and services. The Chadwick Center is a fully accredited member of the National Children's Alliance and the National Child Traumatic Stress Network. The Mandated Reporter training provided through the center is funded and developed in partnership with the California Department of Social Services, Office of Child Abuse Prevention. The Center offers trainings that are compliant with AB1207 for Child Care Workers and AB 1432 for School Personnel. The SOE has identified alignment between the Mandated Reporter training and CTC Standard 2.4 and 6.6.</p> <p>The Mandated Reporter Training includes 90-180 minutes of online lessons, coupled with a final examination requiring a passing score of 80% or higher. Students have been informed of this co-requisite as of September 2017, and will be expected to provide evidence of completing and passing the Mandated Reporter examination as part of their final credential evaluation upon completion of the program.</p>		
<p>Link to Mandated Reporter Training provided by the Chadwick Center</p>		
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	IPA	<ul style="list-style-type: none"> • What the law requires of you as a mandated reporter • How to spot indicators of possible child abuse or neglect • How to talk to children about suspected abuse • How to make a report • What happens after a report is filed • Special issues related to child abuse reporting in the school environment
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	IPA	<ul style="list-style-type: none"> • What the law requires of you as a mandated reporter • How to spot indicators of possible child abuse or neglect • How to talk to children about suspected abuse • How to make a report • What happens after a report is filed • Special issues related to child abuse reporting in the school environment
<p>*Students seeking a substitute teaching permit may substitute the district mandated training provided thorough: https://www.getsafetytrained.com/TRAIN/mod34/mod34home.htm</p> <ol style="list-style-type: none"> 1. Who are mandated reporters? 2. What does child maltreatment look like? 3. When and how do I make a report? 4. What happens after a report is made? 		

Comment [VM1]: Assessment of 2.4 and 6.6



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Mandated Reporter Training

School Personnel Training Module

- Home
- Introduction
- Lesson 1**
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5
- Contact/FAQ

Lesson 1 - Recognizing Child Abuse and Neglect

Red flags for abuse and neglect are often identified by observing children's behavior at school, recognizing physical signs, and observing family dynamics during routine interactions with parents. This lesson will provide information about and examples of red flags that may raise suspicions of child maltreatment specific to the educational environment.

Later lessons will discuss how to report.

At the end of this lesson, you should be able to:

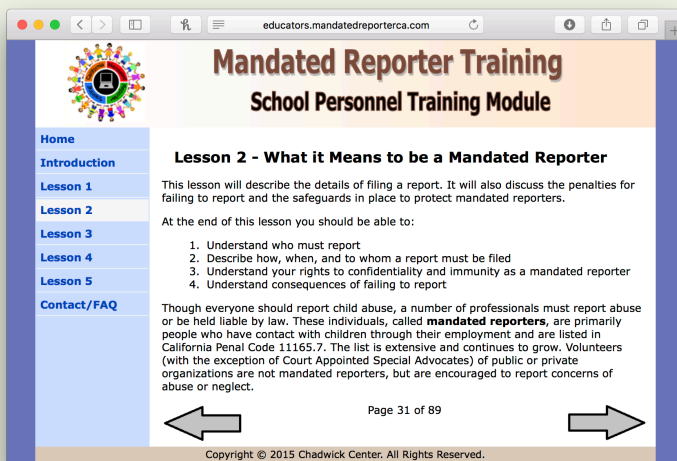
1. Define physical abuse, sexual abuse, emotional abuse, and neglect
2. Be able to provide examples of the various types of abuse
3. Be familiar with physical signs and behavioral indicators that should raise suspicion for possible child maltreatment

Vignettes will test your knowledge throughout the lessons, but are not part of your test or score.

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Comment [VM2]: Introduction and development of skills related to 2.4 and 6.6 I/P



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Mandated Reporter Training

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- Contact/FAQ

Lesson 2 - What it Means to be a Mandated Reporter

This lesson will describe the details of filing a report. It will also discuss the penalties for failing to report and the safeguards in place to protect mandated reporters.

At the end of this lesson you should be able to:

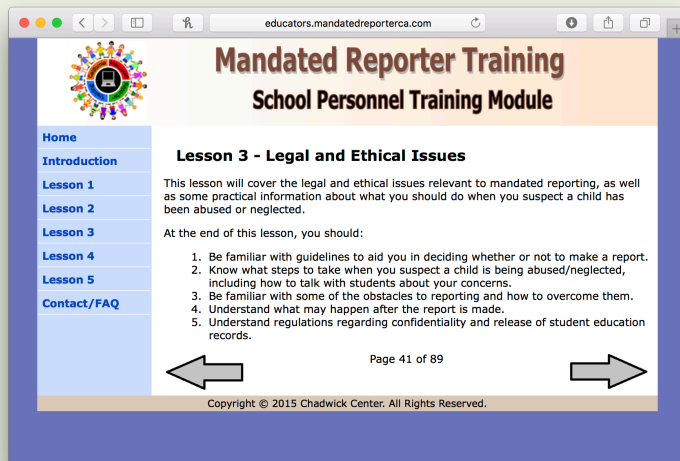
1. Understand who must report
2. Describe how, when, and to whom a report must be filed
3. Understand your rights to confidentiality and immunity as a mandated reporter
4. Understand consequences of failing to report

Though everyone should report child abuse, a number of professionals must report abuse or be held liable by law. These individuals, called **mandated reporters**, are primarily people who have contact with children through their employment and are listed in California Penal Code 11165.7. The list is extensive and continues to grow. Volunteers (with the exception of Court Appointed Special Advocates) of public or private organizations are not mandated reporters, but are encouraged to report concerns of abuse or neglect.

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Comment [VM3]: Introduction and development of skills related to 2.4 and 6.6 I/P



Mandated Reporter Training
School Personnel Training Module

Lesson 3 - Legal and Ethical Issues

This lesson will cover the legal and ethical issues relevant to mandated reporting, as well as some practical information about what you should do when you suspect a child has been abused or neglected.

At the end of this lesson, you should:

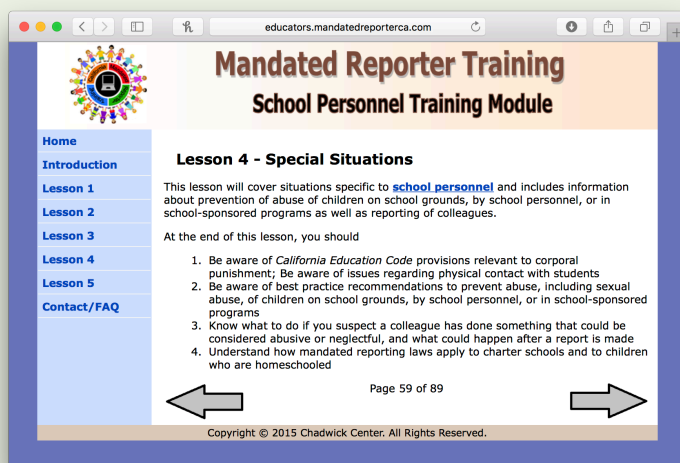
1. Be familiar with guidelines to aid you in deciding whether or not to make a report.
2. Know what steps to take when you suspect a child is being abused/neglected, including how to talk with students about your concerns.
3. Be familiar with some of the obstacles to reporting and how to overcome them.
4. Understand what may happen after the report is made.
5. Understand regulations regarding confidentiality and release of student education records.

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Comment [VM4]: Introduction and development of skills related to 2.4 and 6.6 I/P

This lesson especially focuses on legal and ethical issues – TPE 6.6



Mandated Reporter Training
School Personnel Training Module

Lesson 4 - Special Situations

This lesson will cover situations specific to school personnel and includes information about prevention of abuse of children on school grounds, by school personnel, or in school-sponsored programs as well as reporting of colleagues.

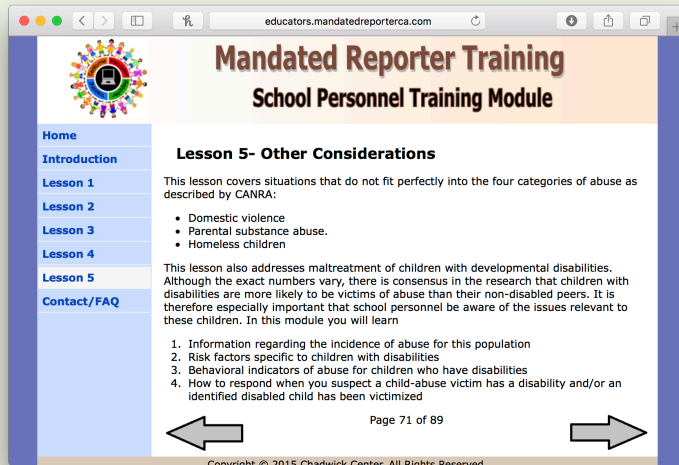
At the end of this lesson, you should

1. Be aware of *California Education Code* provisions relevant to corporal punishment; Be aware of issues regarding physical contact with students
2. Be aware of best practice recommendations to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs
3. Know what to do if you suspect a colleague has done something that could be considered abusive or neglectful, and what could happen after a report is made
4. Understand how mandated reporting laws apply to charter schools and to children who are homeschooled

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Comment [VM5]: Introduction and development of skills related to 2.4 and 6.6 I/P



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Mandated Reporter Training School Personnel Training Module

Lesson 5- Other Considerations

This lesson covers situations that do not fit perfectly into the four categories of abuse as described by CANRA:

- Domestic violence
- Parental substance abuse.
- Homeless children

This lesson also addresses maltreatment of children with developmental disabilities. Although the exact numbers vary, there is consensus in the research that children with disabilities are more likely to be victims of abuse than their non-disabled peers. It is therefore especially important that school personnel be aware of the issues relevant to these children. In this module you will learn

1. Information regarding the incidence of abuse for this population
2. Risk factors specific to children with disabilities
3. Behavioral indicators of abuse for children who have disabilities
4. How to respond when you suspect a child-abuse victim has a disability and/or an identified disabled child has been victimized

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Comment [VM6]: Introduction and development of skills related to 2.4 and 6.6 I/P

This lesson especially focuses on homelessness and trauma – TPE 2.4