# CALIFORNIA POLYTECHNIC STATE UNIVERSITY
## SCHOOL OF EDUCATION

## SPECIAL EDUCATION INTEGRATED MASTERS AND PRELIMINARY EDUCATION SPECIALIST MILD MODERATE CREDENTIAL PROGRAM

## School-Based Fieldwork Handbook
## 2011-2012

## October 2011

# NOTE

Every effort has been made to assure the accuracy of the information in this handbook. Candidates and others who use this booklet should note that laws, rules, and policies change from time to time, and these changes may alter the standards and policies required by the California Commission on Teacher Credentialing; statues enacted by the California Legislature; and rules and policies adopted by the California State University Board of Trustees, by the Chancellor or designee of the California State University system, or by the president or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies, and other information that pertain to the candidate, the institution, and the California State University system.

The most current or complete information may be obtained from the School of Education Credential Analysts.

Nothing in this handbook shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University system, the Chancellor of the California State University system, or the President of the Cal Poly campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that may apply to candidates.

This handbook does not constitute a contract or the terms or conditions of a contract between the candidate and the institution or the California State University system. The relationship of the candidate to the institution is one governed by statue, rules, and policy adopted by the California State Legislature, the Trustees, the Chancellor, the President, and their duly authorized designees. Any questions on the information contained should be directed to the Special Education Coordination or the School of Education.

## TABLE OF CONTENTS

# PROGRAM SEQUENCE

| Prerequisite Courses | 1st Quarter (Fall Courses) | 2nd Quarter (Winter Courses) | 3rd Quarter (Spring Courses) |
|---|---|---|---|
| **EDUC 310** (or equivalent) | **EDUC 550** (school based) | **EDUC 545** (school based) | **EDUC 451** (school based) |
| **EDUC 440** (or equivalent) | **EDUC 588** (school based) | **EDUC 552** (school based) | **EDUC 449** (school based) |
| **EDUC 430** (or equivalent) | **EDUC 586** (autism inquiry) | **EDUC 544** (autism inquiry) | **EDUC 554** (autism inquiry) |
| **Undergraduate Degree** | **EDUC 587** (autism inquiry) | **EDUC 589** (autism inquiry) | **EDUC 590** (autism inquiry) |

## PREREQUISITE COURSES

Prerequisite courses provide the candidate with information about lesson planning and classroom management for general education settings, characteristics of individuals with disabilities and strategies for adapting instruction to meet their needs, and preparation in teaching reading.

## OVERVIEW OF SCHOOL-BASED FIELD EXPERIENCES

Candidates in the Integrated M.A. and Preliminary Education Specialist Mild/Moderate Disabilities Credential Program in Special Education are placed with a mentor teacher for three quarters (i.e., fall, winter and spring). This arrangement gives mentors a chance to work with the special education teacher candidate from September through June. The mentor helps the candidate learn about being a special educator as well as helps the candidate learn about the school district, the school, the mentor's program, and the students in the mentor's program. School-based field experiences associated with each course are described in the syllabus for each course.

To insure that fieldwork experiences are successful for the candidate, the mentor teacher and the public school students, the following guidelines for selecting mentor teachers are currently utilized:

- Priority is given to those with prior successful experience as a mentor teacher
- Mentors must have at least two years teaching experience
- Mentors must be willing and able to share their teaching practice with candidates
- Mentors must be recommended by school district representatives.

An additional guideline, for those candidates obtaining English Language Authorization with the Preliminary Education Specialist Credential, is that there must be 10% or more of the students in the field placement designated as an English language learner. This designation is based on the California English-Language Development Standards for English Learners.

The arrangement of field experiences is designed to gradually bring the candidate to a level in which student teaching experiences (EDUC 449 in Spring Quarter) allow the candidate opportunity to demonstrate his or her ability to teach students with mild/moderate disabilities, conduct assessment activities, and collaborate with general education colleagues in educating students with mild/moderate disabilities.

The candidate is expected to learn about the following during fall quarter: a) the mentor's program, students, and school; b) programs and student characteristics at elementary, middle, and high school grade levels; and c) how to conduct special education assessment activities. The candidate accomplished these activities by spending one day a week with the mentor teacher (the day to be determined by the mentor teacher and candidate) and an additional 16 hours in the field observing/participating in programs at grade levels other than that of the mentor teacher's. For example, if the candidate is placed with a mentor teacher who is a resource specialist at an elementary school, the candidate would spend 16 hours at a middle and at a high school observing programs that include the provision of special day class services to students with mild/moderate disabilities.

The candidate is expected to actively participate, plan and teach during the winter quarter of the program by planning for and teaching small groups of pupils, by tracking the performance of one student by conducting a teaching case study, by leading the entire class in one or more major activities or instructional experiences, and by managing student behavior. The candidate accomplishes these activities by spending two days a week with the mentor teacher. To provide additional experiences at grade levels other than the candidate's school placement, the candidate will observe one time and co-teach another time with another candidate who is placed at a different grade level. At the end of Winter Quarter, the mentor teacher completes the Teacher Candidate Evaluation (included in this document) as a formative assessment that will guide the candidate and the mentor teacher in determining those competencies that still need development.

During the spring quarter, the candidate continues the activities of winter quarter as well as develops the ability to collaborate with general education colleagues, assess students, complete IEPs, and conduct IEP meetings (see the Teacher Candidate Evaluation included in this document which lists all the competencies that the candidate is expected to demonstrate with a rating of 3 or better by the end of spring quarter).

# CANDIDATE EXPECTATIONS

The candidate is to dress appropriately for his or her field experience. The dress code is one that matches the style of teachers and administrators at the school site. Candidates are to maintain the highest level of professional conduct. This includes maintaining pupil and parent confidentiality, correct English usage, and maintaining appropriate interactions with faculty, staff, administrators, and parents.

Candidates should maximize communication with the mentor teacher, university supervisor during spring quarter, and course instructors. If a candidate is unsure about a situation, he or she should talk openly with his/her support team. If the situation is "complicated," the Special Education Coordination is available as well.

Mentor teachers are looking for commitment to the profession. When possible, arriving early, leaving later, finishing an assignment, and not clock-watching are behaviors that let those who have a responsibility to evaluate the candidate know that the candidate is committed to the profession. Part of being professional stems from the ability to be conscientious and sensitive in your dealings with students, staff, mentor teachers, parents, and Cal Poly, so do not disclose confidential or personal information about your students to others outside of those who "need to know."

Success in the field often depends on the candidate's attitude and performance more than any other factors. The students will look to the candidate as a model and take cues from you by the way you talk, act, and dress. It is also important to remember these "keys to success":
- There are many ways to teach, so keep an open mind, and you will learn much.
- Try to understand people for who they are and what they are trying to do.
- Try to generate energy and vitality in the people around you with your enthusiasm.
- From the beginning, try to be the "special educator" you've always wanted to be.
- Smile often – it can change the day and open doors for you.
- Make the most of every experience; each one is a chance to learn and ask questions.
- Show concern in everything you do.
- Be someone who can be counted on.

Remember that being negative, grouchy, and angry may generate the same in others around you. When things seem bad, complaining tends to make them sound worse. Without the right attitude, everything is wasted.

## CANDIDATE RESPONSIBILITIES

The candidate will:
1. Ascertain the general dress standards prevailing for teachers in his/her fieldwork situation and conform to these. It is important that candidates be viewed as professionals, and appropriate dress is certainly one contributing factor.
2. Develop lesson plans during winter and spring quarters so that they mesh appropriately with the curriculum of the mentor teacher and the school district.
3. Prepare and promptly deliver all written plans and assignments as stipulated by the mentor teacher, university supervisor during spring quarter, course instructors, and other appropriate persons.
4. Treat information learned about students and parents in the course of his/her assignments as confidential knowledge, except when it is the legal responsibility of the candidate to do otherwise. Respect the confidentiality of pupil information by not disclosing personally identifiable information to anyone not directly involved with the pupil or school. If in doubt, consult with the mentor teacher, University Supervisor during spring quarter, course instructors, school-site principal, or the Special Education Coordination.
5. Promptly notify the school-site secretary, mentor teacher, and the university supervisor (during spring quarter) in case of absence due to illness. If the absences exceed 3 days in spring quarter, contact the Special Education Coordination. Absence from fieldwork due to illness will be excused for a maximum of 3 days during spring quarter. Absence beyond 3 days during spring quarter will likely require extra field work, the exact amount

to be determined by the Special Education Coordination in consultation with the university supervisor and the mentor teacher. Excessive absences (over 3 days in spring quarter) may result in another assignment or a "no credit" for student teaching.

6. For a non-illness absence during spring quarter, contact the Special Education Coordination at least 1 week before the requested absence. Absence for reasons other than illness must be approved by the Special Education Coordination and will likely require make-up time.

7. Professionally receive and act upon constructive feedback offered by the mentor teacher and the university supervisor.

8. Be familiar with and actively involved in the teacher candidate evaluation process.

9. Fulfill required responsibilities listed in this handbook, course syllabi, and the teacher candidate evaluation.

10. Make special disability needs known at the time of placement if special on-site accommodations are required.

# MENTOR TEACHER EXPECTATIONS

We have come to know *mentors* as *those who gently guide and nurture the growth of others during various stages of their development.* We rely on school-based mentors to nurture the professional growth of the special education teacher candidates during this year as they pursue their study of special education. The following strategies are offered to assist mentors with this process and to help teacher candidates learn what to expect from the mentoring experience.

**What makes a successful mentor teacher?** According to the Council for Exceptional Children (CEC) and a survey of our own mentors and candidates from previous years, successful mentors must be:
- Sensitive to the needs of the candidate.
- Able to assess what will be most valuable for the candidate's development.
- Astute observers and communicators.
- Open, honest and patient.
- Aware of nonverbal communication cues from the candidate.
- Able to provide guidance in a tactful way.
- Have a desire and skill to teach adults.
- Be a knowledgeable and skilled special educator.

**Mentor Role**
- Model, share, and explain.
- Provide feedback on a regular basis.
- Provide opportunities for the candidate to develop competence.
- Set clear expectations.
- Become a partner in problem-solving.
- Help the candidate navigate the system.
- Help the candidate change as appropriate.

**Use Adult Learning Principles in Mentoring**
- Choose a conference location that is quiet, private, and free of distractions.
- Avoid covering too much too quickly.
- Spend enough time listening to the candidate.
- Start and end with positive comments.
- Provide positive feedback.
- Be quick to acknowledge improvements.

# MENTOR TEACHER RESPONSIBILITIES

The mentor teacher in consultation with the university supervisor (during spring quarter) is responsible for providing the candidate with the best possible learning experiences. To accomplish this, the mentor teacher will have the following major responsibilities as well as others that may be appropriate in specific situations:

1. Provide the candidate with an initial orientation to the program and the students. The site principal, or his/her designee, should also provide input during this orientation phase.
2. Provide opportunities for the candidate to function as a professional colleague.
3. Develop a week-by week and quarter long plan with the candidate that is consistent with course assignments each quarter.
4. Assist the candidate in developing and refining skills needed to be a special educator.
5. Provide consistent/ongoing supervision and evaluation of the candidate's work, including:
   - Reading lesson plans (during winter and spring quarters) before they are taught and providing feedback.
   - Observing the candidate performing activities and providing feedback.
   - Conferring freely and often with the candidate.
6. Provide the candidate with the opportunity to teach students with mild/moderate disabilities in a general education classroom so that the candidate can demonstrate the ability to differentiate instruction
7. Provide the candidate with the opportunity to complete the IEP process (from referral through IEP development)
8. Inform the university supervisor (during spring quarter or the Special Education Coordination during fall or winter quarters) if the candidate encounters serious problems as soon as such problems are identified.
9. Gradually and patiently turn over responsibilities to the candidate during spring quarter.

*Cal Poly*
*School of Education*
*Special Education Coordination*
**Mentor Teacher Self-Assessment and Program Feedback**

Answer the following questions and submit to the Special Education Coordinator

Date: _____ Quarter: _____ Year: _____
School: _____
Setting: . Special Day Class . Resource Room . Full Inclusion . Other
Candidate's Name: _____
Mentor Teacher's Name: _____

Please circle the number that best represents skills in each area.
Category Rating Scale                              (1 = poor, 5 = very high)
How well did I:
1. Use effective communication skills?            1 2 3 4 5 NA

2. Remain current with changes in the profession?  1 2 3 4 5 NA

3. Use effective observation techniques?          1 2 3 4 5 NA

4. Use effective coaching techniques?             1 2 3 4 5 NA

5. Interact in a positive and professional manner?  1 2 3 4 5 NA

6. Use effective strategies to provide guidance and
    feedback?                                      1 2 3 4 5 NA

Did you find the university supervisor easy to communicate with and helpful?

Based on your experiences with special education teacher candidates, please share your impressions of program strengths and areas of needed improvement.

**Education Specialist Preliminary Mild/Moderate Disabilities Credential Program**
**California Polytechnic State University San Luis Obispo**
**Teacher Candidate Evaluation Form**

Date_____

School _____      District_____      Grade levels _____
Program Type: ____ Resource    ___ Special Day Class    _____ Inclusion    _____ Other

Teacher Candidate _____
Mentor Teacher _____
University Supervisor _____

**Ratings**
1 = Beginning (the candidate does not address the element in his/her practice)
2 = Beginning/Intermediate (the candidate occasionally addresses the element in his/her practice but only under the direction of the mentor teacher)
3 = Intermediate (the candidate independently addresses the element in his/her practice)
4 = Intermediate/Advanced (the candidate consistently addresses the element in his/her practice and is able to do so with a level of independence appropriate for a beginning special educator)
5 = Advanced (the candidate consistently addresses the element in his/her practice and is able to do so with a level of independence appropriate for an experienced special educator)
NO = Not Observed

| Domain A:  Subject Matter Instruction | Rating |
|---|---|
| **TPE 1:  Specific Pedagogical Skills for Subject Matter Instruction** | |
| 1.1  Candidates instruct students with mild/moderate disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. | |
| 1.2  Candidates understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP) | |
| 1.3  Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP | |
| 1.4. Candidates demonstrate the ability to adapt, modify, accommodate and supplement the instruction of students with identified specific disabilities in special and general education Settings | |
| **Domain B:  Assessing Student Learning** | **Rating** |
| **TPE 2:  Monitoring Student Learning During Instruction** | |
| 2.1  Candidates pace instruction and re-teach content based upon evidence gathered using assessment strategies. | |
| **TPE 3:  Interpretation and Use of Assessments** | |
| 3.1  Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. | |
| 3.2  Candidates know about and can appropriately implement the state-adopted student assessment program. | |

| | Rating |
|---|---|
| 3.3 Candidates are able to explain to students and their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. | |
| **Domain C: Engaging and Supporting Students in Learning**<br>**TPE 4: Making Content Accessible** | |
| 4.1 Candidates demonstrate the ability to participate in the development and implementation IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports, and classroom procedures. | |
| 4.2 Candidates balance instruction by prioritizing and sequencing essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. | |
| **TPE 5: Student Engagement** | **Rating** |
| 5.1 Candidates ensure active student participation and if students are struggling or off-task, they examine why and use strategies to re-engage them. | |
| **TPE 6: Developmentally Appropriate Teaching Practices** | |
| 6.1 Candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. | |
| **TPE 7: Teaching English Learners** | |
| 7.1 Candidates can provide instruction differentiated to students' language abilities. | |
| 7.2 Candidates understand how and when to collaborate with specialists and para-educators to support English language development. | |
| **Domain D: Planning Instruction and Designing Learning Experiences for Students**<br>**TPE 8: Learning About Students** | |
| 8.1 Candidates learn about students' abilities, ideas, interests and aspirations. | |
| 8.2 Candidates use information about multiple factors, including gender and health, to understand students' abilities to learn. | |
| **Domain D: Instructional Planning**<br>**TPE 9: Instructional Planning** | |
| 9.1 Candidates select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. | |
| 9.2 Candidates use differentiated instruction to accommodate varied student needs. | |
| **Domain E: Creating and Maintaining Effective Environments for Student Learning**<br>**TPE 10: Instructional Planning** | |
| 10.1 Candidates allocate instructional time to maximize student achievement, establish procedures for routine tasks and manage transitions. | |
| 10.2 Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities. | |
| **TPE 11: Social Environment** | **Rating** |
| 11.1 Candidates develop and maintain clear expectations for academic and social behavior and create a positive climate for learning. | |
| **Domain F: Developing as a Professional Educator**<br>**TPE 12: Professional, Legal, and Ethical Obligations** | **Rating** |
| 12.1 Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. | |

| | |
|---|---|
| 12.2 Candidates understand and implement school and district policies and state and federal law in responding to inappropriate student behavior. | |
| 12.3 Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. | |
| 12.4 Candidates act in accordance with ethical considerations and honor all laws relating to professional misconduct and moral fitness. | |
| **TPE 13: Professional Growth** | |
| 13.1 Candidates evaluate their own teaching practice and knowledge and improve by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problem and applying new strategies. | |
| 13.2 Candidates use reflection and feedback to formulate and prioritize goals for increasing knowledge and teaching effectiveness. | |

| **Professional Dispositions** | |
|---|---|
| **Personal Characteristics** | **Rating** |
| 1. Level of organization allows candidate to operate efficiently and effectively | |
| 2. Can be counted on to be prepared for all professional responsibilities | |
| 3. Self-reliant, i.e., looks to him/herself first to solve problems, drawing on his/her own abilities and knowledge for solutions | |
| 4. Displays a professional appearance | |
| 5. Demonstrates persistence | |
| 6. Demonstrates punctuality | |
| 7. Demonstrates self-efficacy by focusing on what can be accomplished | |
| **Interpersonal Characteristics** | **Rating** |
| 8. Takes time and energy to show compassion and empathy for students and colleagues | |
| 9. Considers new attitudes, beliefs, ideas and opinions | |
| 10. Demonstrates respect for the beliefs, views, and needs of self and others | |
| 11. Demonstrates patience & flexibility with self and others during the learning process | |
| 12. Demonstrates enthusiasm about collaborating and working with others | |
| **Commitment to Diversity** | **Rating** |
| 13. Demonstrates behaviors that exemplify recognition and promotion of diverse opinions and perspectives of individuals and groups | |
| 14. Provides multiple learning opportunities and diverse teaching strategies that demonstrate belief that all students can learn | |
| 15. Demonstrates an understanding of own privileges and prejudices, the stereotypes that are hidden in textbooks and other classroom materials, and the cultural bias that is a feature of assessment | |
| 16. Demonstrates an understanding of the harmful effects of racism and prejudice on human development and develops cross cultural communication strategies to reduce effects | |
| 17. Demonstrates compassion for those experiencing difficulty | |
| | |

**Mentor's Comments:**

**Candidate's Comments**:

**University Supervisor's Comments**:

Teacher Candidate Signature _____ Date _____

Mentor Teacher Signature _____ _____ Date _____

University Supervisor Signature _____ _____ Date _____

*Cal Poly*
*School of Education*

## Teacher Candidate Special Education Program Evaluation

In order to create and maintain strong, effective and respected special education programs, each candidate is requested to complete an evaluation of the program.  Your evaluation of the program will provide the continuous feedback necessary to make needed adjustments in the special education programs.  Please write what you feel are the strengths and weaknesses of the program and submit to the Special Education Coordinator.  Thank you.

# Course Descriptions

**EDUC 310 Effective Teaching and Classroom Management K-8          4 units**
Knowledge, theory, fieldwork and research related to effectively managing, planning, and teaching in K-3 and 4-8 classrooms; connections between preventing discipline problems and choices about curriculum, instruction, and management; creating a positive learning environment for all students. 2 seminars, 2 activities.

**EDUC 430  Teaching Reading and Language Arts with a Multicultural Perspective  6 units**
Development of knowledge and skills for planning, teaching, and assessing a balanced, comprehensive, research-based K-8 reading and language arts program.  State/national standards and trends.  Attention to children of all abilities and backgrounds.  PACT assessment task and RICA preparation.  4 seminars, 2 activities.

**EDUC 440 Educating Individuals with Exceptional Needs          4 units**
Characteristics, incidence, and etiology of individuals with exceptional needs. Problems, assessment, and approaches toward accommodating students with exceptional needs in the regular classroom. 3 seminars, 1 activity.

**EDUC 449  Special Education Student Teaching          8 units          CR/NC**
Participation in public schools as a student teacher in activities representing different roles of special education teachers. Assumption of a teacher's responsibility for individual and small groups. Minimum 4 days per week.  Total credit limited to 8 units. Credit/No Credit grading only.

**EDUC 451 Special Education Student Teaching Seminar          4 units          CR/NC**
Educational issues and research, development and assessment of teaching portfolio, completion of materials for a job search, and beginning the first year as a special educator.   3 seminars, 1 activity. Must be taken concurrently with EDUC 449.

**EDUC 544  Advanced Collaboration and Consultation for Teachers of Students with Special Needs                              5 units**
Advanced studies and skills in educational consultation. Emphasis on the collaborative and consultative role of the special educator with a wide range of individuals from diverse cultural backgrounds including school personnel, parents, outside agencies, and paraprofessionals. 3 seminars, 2 activities.

**EDUC 545  Characteristics and Instruction of Pupils with Mild/Moderate Disabilities  5 units**
Characteristics of, and instructional strategies for students with mild/moderate disabilities. Organization and management of the special classroom. Evaluation of the instructional system. Individualization of instruction, appropriate methods for English language learners and interaction in the total school environment. 3 seminars, 2 activities.

**EDUC 550  Assessment Strategies for Special Education                5 units**
Using norm referenced, criterion referenced, and curriculum based testing for assessing academic, behavioral, and physical status of individuals with exceptional needs including English language learners for referral purposes. Instructional and evaluation decisions regarding exceptional students in school settings. 3 seminars, 2 activities.

**EDUC 552 (formerly EDUC 452) Support and Transition Strategies in Special Education 5 units**
Basic guidance techniques for teachers working with exceptional individuals and their families. Career selection, preparation, and counseling.  Transition from school to work, and community resource utilization.  3 seminars, 2 activities

**EDUC 554 (Formerly 450) Behavior Disorders & Positive Behavior Support Strategies**

**5 units**

Assessment of students whose behavior impedes either their own learning or the learning of other students. Strategies for facilitating proactive educational, environmental and social-emotional techniques for supporting students with challenging behavior. 3 seminars, 2 activities

**EDUC 586  Introduction to Inquiry in Education                4 units**
Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry.  Explanation of social construction of knowledge, and the philosophical basis of quantifiable and qualitative research.  3 seminars, 1 activity.
**Note:  The field experience in this course supports the student's inquiry project and is not usually conducted as part of the school-based fieldwork**

**EDUC 587 Educational Foundations and Current Issues (Autism)                4 units**
Historical, organizational, legal and philosophical characteristics of American education. Emphasis on the analysis of contemporary issues focusing on these characteristics.  4 seminars.

**EDUC 588 Education, Culture, and Learning (SPED EL)                4 units**
Cultural characteristics of educational institutions and practices.  Review of theory and research relating to the social and organizational context in which learning and teaching takes place.  4 seminars.

**EDUC 589 Educational Research Methods                4 units**
Introduction to research methodologies, application of inferential and descriptive statistics, critical analysis of research designs and data collection techniques.  3 seminars, 1 activity.
**Note:  The field experience in this course supports the student's inquiry project and is not usually conducted as part of the school-based fieldwork**

**EDUC 590 Research Applications in Education                4 units**
Application of social science research techniques to problems in education and human services. Capstone experience for the master's inquiry course sequence in the College of Education. Completion of an inquiry project required.  2 seminars, 2 activities.
**Note:  The field experience in this course supports the student's inquiry project and is not usually conducted as part of the school-based fieldwork.**

# Matrix of TPE X Course X Signature Assessment

| TPE | Course | Signature Assessment |
|---|---|---|
| ***Domain A: Subject Matter Instruction*** | | |
| ***TPE 1:  Specific Pedagogical Skills for Subject Matter Instruction*** | | |
| 1. Candidates demonstrate the ability to teach state-adopted academic content standards for students in English-Language Arts. | EDUC 545 (Winter) | Language Arts Lesson Plan |
| 2. Candidates demonstrate the ability to teach state-adopted academic content standards for students in Mathematics. | EDUC 545 (Winter) | Math Lesson Plan |
| 3. Candidates demonstrate the ability to teach state-adopted academic content standards for students in Science. | EDUC 545 (Winter) | Science Lesson Plan |
| 4. Candidates demonstrate the ability to teach state-adopted academic content standards for students in History-Social Science. | EDUC 588 (Fall) | Social Studies Lesson Plan |
| 5. Candidates instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 6. Candidates understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 7. Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. | EDUC 545 (Winter) EDUC 589 (Winter) | Teaching Case Study  Intervention Plan |
| 8. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 9. Candidates demonstrate the ability to adapt, modify, accommodate and supplement the instruction of students with identified specific disabilities. | EDUC 449 (Spring) EDUC 589 (Winter) | Teacher Candidate Evaluation Intervention Plan |
| ***Domain B: Assessing Student Learning*** | | |
| ***TPE 2:  Monitoring Student Learning During Instruction*** | | |
| 10. Candidates use progress monitoring based on each student's Individualized Education | EDUC 545 (Winter) | Teaching Case Study |

| | | |
|---|---|---|
| Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. | | |
| 11. Candidates pace instruction and re-teach content based upon evidence gathered using assessment strategies. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| ***TPE 3: Interpretation and Use of Assessments*** | | |
| 12. Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. | EDUC 550 (Fall) EDUC 449 (Spring) | Assessment Report Teacher Candidate Evaluation |
| 13. Candidates know about and can appropriately implement the state-adopted student assessment program. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 14. Candidates understand the purposes and uses of different types of diagnostic instruments. | EDUC 550 (Fall) | Assessment Report |
| 15. Candidates use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. | EDUC 550 (Fall) EDUC 587 (Fall) | Assessment Report Underlying Characteristics Checklist Individual Strengths and Skills Inventory Reinforcer Inventory |
| 16. Candidates know about and can appropriately use informal classroom assessments and analyze student work. | EDUC 550 (Fall) | Assessment Report |
| 17. Candidates teach students how to use self-assessment strategies. | EDUC 545 (Winter) | Teaching Case Study |
| 18. Candidates understand how to familiarize students with the format of standardized tests. | EDUC 550 (Fall) | Assessment Report |
| 19. Candidates know how to administer standardized tests and make accommodations for students with special needs. | EDUC 550 (Fall) | Assessment Report |
| 20. Candidates know how to accurately interpret assessment results including the level of proficiency of English language learners in order to develop and modify instruction. | EDUC 588 (Fall) | Lesson Plan |
| 21. Candidates are able to explain to students and their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. | EDUC 449 (Spring) | Teacher Candidate Evaluation |

| | | |
|---|---|---|
| 22. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender or linguistic differences may be confused with manifestations of a disability. | EDUC 550 (Fall) | Assessment Report |
| **_Domain C: Engaging and Supporting Students in Learning_** | | |
| **_TPE 4: Making Content Accessible_** | | |
| 23. Candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 24. Candidates balance instruction by prioritizing and sequencing essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 25. Candidates vary instructional strategies according to purpose and lesson content. | EDUC 545 (Winter) EDUC 588 (Fall) | Lesson Plans |
| 26. Candidates distinguish between conversational and academic language and develop student skills in using and understanding academic language. | EDUC 545 (Winter) EDUC 588 (Fall) | Lesson Plans |
| **_TPE 5: Student Engagement_** | | |
| 26. Candidates communicate instructional objectives to students. | EDUC 545 (Winter) | Lesson Plans |
| 27. Candidates ensure active student participation and if students are struggling or off-task, they examine why and use strategies to re-engage them. | EDUC 449 (Spring) EDUC 554 (Spring) | Teacher Candidate Evaluation Motivational Assessment Scale |
| 28. Candidates use community resources, student experiences, and applied learning activities to make instruction relevant. | EDUC 545 (Winter) | Lesson Plans |
| 29. Candidates provide students with opportunities to engage in academic and social pursuits based on student's developmental and functioning levels. | EDUC 589 (Winter) | Intervention Plan |
| 30. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills. | EDUC 589 (Winter) | Intervention Plan |

| | | |
|---|---|---|
| ***TPE 6: Developmentally Appropriate Teaching Practices*** | | |
| 31. ***TPE 6A*** Candidates understand professional practices that are most commonly used and needed for students in grades K-3. | EDUC 588 (Fall) EDUC 545 (Winter) | School Observations Observations/Co-teaching SIOP |
| 32. ***TPE 6B*** Candidates understand professional practices that are most commonly used and needed for students in grades 4-8. | EDUC 588 (Fall) EDUC 545 (Winter) | School Observations Observations/Co-teaching SIOP |
| 33. ***TPE 6C*** Candidates understand professional practices that are most commonly used and needed for students in grades 9-12. | EDUC 588 EDUC 545 (Winter) (Fall) | School Observations Observations/Co-teaching SIOP |
| 34. Candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. | EDUC 550 (Fall) EDUC 449 (Spring) | IEP Teacher Candidate Evaluation |
| 35. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability. | EDUC 554 (Spring) EDUC 589 (Winter) | Positive Behavior Support Plan Intervention Plan |
| ***TPE 7: Teaching English Learners*** | | |
| 36. Candidates know and can apply theories, principles, and instructional practices for English Language Development. | EDUC 588 (Fall) | Lesson Plan |
| 37. Candidates are familiar with philosophy, design, goals, and characteristics of programs for English language development. | EDUC 588 (Fall) | School Observations |
| 38. Candidates can provide instruction differentiated to students' language abilities. | EDUC 588 (Fall) EDUC 449 (Spring) | Lesson Plan Teacher Candidate Evaluation |
| 39. Candidates understand how and when to collaborate with specialists and para-educators to support English language development. | EDUC 588 (Fall) EDUC 449 (Spring) | Lesson Plan Teacher Candidate Evaluation |
| 40. Candidates use instructional strategies to make curriculum content comprehensible to English learners. | EDUC 588 (Fall) | Lesson Plan |
| 41. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition and take these factors into account in planning lessons for | EDUC 588 (Fall) | Lesson Plan |

| | | |
|---|---|---|
| English language development and for academic content. | | |
| ***Domain D: Planning Instruction and Designing Learning Experiences for Students*** | | |
| ***TPE 8: Learning About Students*** | | |
| 42. Candidates learn about students' abilities, ideas, interests and aspirations. | EDUC 550 (Fall) EDUC 587 (Fall) EDUC 552 (Winter) EDUC 449 (Spring) | Assessment Report Individual Strengths and Skills Inventory Transition Plan Teacher Candidate Evaluation |
| 43. Candidates use information about multiple factors, including gender and health, to understand students' abilities to learn. | EDUC 545 (Winter) EDUC 449 (Spring) | Teaching Case Study Teacher Candidate Evaluation |
| ***TPE 9: Instructional Planning*** | | |
| 44. Candidates establish clear long-term and short-term goals for student learning. | EDUC 550 (Fall) | IEP |
| 45. Candidates select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. | EDUC 449 (Spring) EDUC 545 (Winter) | Teacher Candidate Evaluation Lesson Plans |
| 46. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. | EDUC 588 (Fall) | Lesson Plan |
| 47. Candidates use differentiated instruction to accommodate varied student needs. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| ***Domain E: Creating and Maintaining Effective Environments for Student Learning*** | | |
| ***TPE 10: Instructional Planning*** | | |
| 48. Candidates allocate instructional time to maximize student achievement, establish procedures for routine tasks and manage transitions. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 49. Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities. | EDUC 449 (Spring) EDUC 544 (Winter) | Teacher Candidate Evaluation Collaboration Log |
| ***TPE 11: Social Environment*** | | |

| | | |
|---|---|---|
| 50.  Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students. | EDUC 589 (Winter) | Intervention Plan |
| 51.  Candidates develop and maintain clear expectations for academic and social behavior and create a positive climate for learning. | EDUC 449 (Spring) | Teacher Candidate Evaluation |
| 52.  Candidates can write and implement a student discipline plan. | EDUC 554 (Spring) | Positive Behavior Support Plan |
| **Domain F.  Developing as a Professional Educator** | | |
| **TPE 12:  Professional, Legal and Ethical Obligations** | | |
| 53.  Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. | EDUC 588 (Fall) <br><br> EDUC 586 (Fall) <br><br> EDUC 589 (Winter) & <br> EDUC 544 (Winter) | School Observations <br><br> Fieldwork Logs <br><br> Fieldwork Logs <br><br> Collaboration Log |
| 54.  Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. | EDUC 449 (Spring) | Teacher Candidate Evaluations |
| 55.  Candidates understand important elements of pertinent California and federal laws and procedures. | EDUC 550 (Fall) <br> EDUC 552 (Winter) | Assessment Report IEP <br> Transition Plan |
| 56.  Candidates understand and implement school and district policies and state and federal law in responding to inappropriate student behavior. | EDUC 554 (Spring) <br> EDUC 449 (Spring) | Positive Behavior Support Plan <br> Teacher Candidate Evaluation |
| 57.  Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. | EDUC 550 (Fall) <br> EDUC 590 (Spring) <br><br> EDUC 449 (Spring) <br> EDUC 544 (Winter) | Assessment Report IEP <br> Autism Inquiry Project <br><br> Teacher Candidate Evaluation <br> Interviews |
| 58.  Candidates act in accordance with ethical considerations and honor all laws relating to professional misconduct and moral fitness. | EDUC 449 (Spring) <br> EDUC 590 (Spring) | Teacher Candidate Evaluation <br> Autism Inquiry Project |

| | | |
|---|---|---|
| ***TPE 13:  Professional Growth*** | | |
| 59.  Candidates evaluate their own teaching practice and knowledge and improve by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. | EDUC 545 (Winter) EDUC 449 (Spring) EDUC 586 (Fall) EDUC 589 (Winter) EDUC 544 (Winter) | Teaching Case Study  Teacher Candidate Evaluation Fieldwork Logs  Fieldwork Logs  Collaboration Log |
| 60.  Candidates use reflection and feedback to formulate and prioritize goals for increasing knowledge and teaching effectiveness. | EDUC 545 (Winter) EDUC 449 (Spring) EDUC 586 (Fall) | Teaching Case Study  Teacher Candidate Evaluation Reflective Paper |

**Education Specialist Mild/Moderate Program Standards**

**Program Standard 1: Program Design, Rationale, and Coordination.** The program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

**Program Standard 2: Professional, Legal, and Ethical Practices.** The program provides instruction in the philosophy, history and legal requirements, and ethical practices of special education. The curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services and instruction of students with disabilities. The program provides candidates with information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

**Program Standard 3: Educating Diverse Learners.** The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

**Program Standard 4: Effective Communication and Collaborative Partnerships.** The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

**Program Standard 5: Assessment of Students.** The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive

manner within the breadth of the credential authorization.  Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.  The program provides opportunities for using both formal and informal assessment to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.   The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.  The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state, and federal accountability systems.

**Program Standard 6:  Using Educational and Assistive Technology.**  The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process.  Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.  Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

**Program Standard 7:  Transition and Transition Planning.**  The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.  Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.  Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

**Program Standard 8:  Participating in ISFP/IEPs and Postsecondary Transition Planning.** The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP transition planning process, from pre-referral interventions and requisite assessment process, through planning specially designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP transition planning goals based on standards and following all legal requirements of the IFSP/IEP goals based on standards and following all legal requirements of the IFSP/IEP transition planning process.

**Program Standard 9:  Preparation to Teach Reading/Language Arts.**  The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts.  Candidates in the education specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.  The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (include struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.  The preparation prepared each candidate with experience in a classroom where reading is taught.

**Program Standard 10:  Preparation to Teach English Language Learners.**  The program has multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners.  Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.  Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.  Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards.  Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.

**Program Standard 11:  Typical and Atypical Development.**  The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.  Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g., attachment, temperament), and their implications for learning.  Candidates will recognize the potential influence of varying cultural factors and practices on development.  Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of disability on developmental progress.  Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability specific needs.

**Program Standard 12:  Behavioral, Social, and Environmental Supports for Learning.**   The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan and provide academic and social skill instruction to support positive behavior in all students including those who present complex social communication, behavioral and emotional needs.  The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory  as well as promoting safe schools.

**Program Standard 13:  Curriculum and Instruction for Students with Disabilities.**  The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.  Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of environments.  Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

**Program Standard 14: Creating Healthy Learning Environments.** Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of health and safety on learning and study the legal responsibilities of teachers related to student health and safety and understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.

**Program Standard 15: Field Experience in a Broad Range of Service Delivery Options.** The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility fort the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in the Education Code Sections 56031, 56060, and 56361 for the purpose of providing special education services.

**Program Standard 16: Assessment of Candidate Performance.** Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area.

**Mild/Moderate Disabilities (M/M) Standard 1: Characteristics of Students with Mild/Moderate Disabilities.** The program provides opportunities for each candidate to identify the characteristics of students with mile to moderate disabilities, including specific learning disabilities, mild/moderate mental retardation, other health impairments, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery, such as placement decisions, IEP development, and instruction.

**M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities.** The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments, and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the

developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress.  The program prepares candidates to plan for and participate in state-mandated accountability measures.

**M/M Standard 3:  Planning and Implementing Mild/Moderate Curriculum and Instruction.** The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities.  The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.  The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specifically-designed curricula and methods of instruction for students with mild/moderate reading disorders.  The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment.  The program prepares candidates to create instructional and behavior support partnerships with parents/families.

**M/M Standard 4:  Positive Behavior Support.**  The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment where interventions are positive, proactive, and respectful of students.  The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on function behavioral assessments, and participate in manifestation determination meetings.  The program prepares candidates to participate effectively in school wide behavior support processes.

**M/M Standard 5:  Specific Instructional Strategies for Students with Mild/Moderate Disabilities.**  The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.  The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities.  The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

**M/M Standard 6:  Case Management**.  The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education.  Candidates are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.