EDUCATION SPECIALIST MILD-MODERATE CREDENTIAL
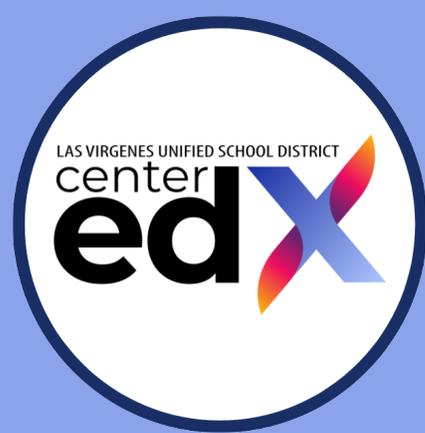

LAS VIRGENES UNIFIED SCHOOL DISTRICT
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Cohort I

AUGUST 2022-
JUNE 2024

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Faculty

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Faculty: TBA

EDF 701: Theories and Practices: Teaching and Learning (3 Units)
Faculty: TBA

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Faculty: TBA

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Faculty: TBA

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Faculty: TBA

Welcome Letters

Dear Teacher Credential Candidate,

Your love of education and passion to continue to learn and grow is the reason LVUSD is successful and our students thrive. Whether you are working toward your teaching or administrative credential, or coaching educators through their credentialing programs, you are a valued member of our team.

Your participation in the Center for Educational Excellence (CenterEdX) credential program offered by LVUSD is an exciting step toward your future. The program was specifically designed by our own teachers and administrators to provide educators with a comprehensive credentialing program that meets the needs of our students. Our team has worked tirelessly to create a high quality program based on reflection, inquiry and collaboration.

An important focus in our district is to develop effective educational leaders, from teachers to administrators. Our hope is to provide you with a meaningful credentialing experience that creates a pipeline of leadership within Las Virgenes; by investing in you, we are both building leadership capacity and providing our students and community with an exceptional educational experience.

On behalf of the Board of Education, administration, and entire staff, I want to express my appreciation for your commitment to education and the students of Las Virgenes.

All the best,

Daniel Stepenosky, Ed. D.
Superintendent

Dear Teacher Credential Candidate,

Welcome to Las Virgenes Unified School District's CenterEdX. As Program Director, I look forward to working with you over the course of the next two years as you prepare for a career in teaching and learning. You are a vital part of the strong culture of high-quality education in our region, for it is your enthusiasm, eagerness, passion, and new ideas that continue to push innovation to the forefront of education.

Our credential programs reflect many hours of targeted research, collaborative feedback, and purposeful revision that went into its design. Our goal is to provide you with a comprehensive, thoughtful experience that supports you at all stages of development as you grow in your professional practice.

Throughout your experience in our programs, you will engage in multifaceted opportunities to reflect and grow in your ability to teach and lead. We promise to guide and stretch you as a professional while also supporting you in meeting your diverse and ever-growing needs. Likewise, the resources selected to develop your practice, promote effective and mindful instruction, are rooted in educational research, and reflect our core values.

I am delighted and honored to collaborate with you both in this program and for years to come. As you move forward in your professional practice, please feel free to contact me at any time at (818) 878-5219 or rgleason@lvusd.org.

With great excitement for your future,

Dr. Ryan Gleason
Assistant Superintendent, LVUSD
Director of Center EdX Credential Programs

Center for Educational Excellence:
Mission and Vision

Mission
LVUSD's Center for Educational Excellence (Center EdX) develops and delivers model programs, services and professional development opportunities to our educational leaders. Through our core values - reflection, innovation, whole child education, and reciprocal coaching – we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

Vision
Center EdX fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, Center EdX provides a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population. We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

Goals
1. Provide outstanding research-based educational development opportunities that advance student-centered learning
2. Advance and support district priorities that promote excellence and innovation in education
3. Provide a path to a California Clear Credential through our Education Specialist Mild-Moderate Teaching Credential (EDSMM) Program, Teacher Induction Program, Preliminary Administrative Services Credential (PASC) Program, or Clear Administrative Services Credential (CASC) Program

Services
- Credential services:
  - Education Specialists Mild-Moderate Teaching Credential (EDSMM) Program
  - Teacher Induction Program
  - Program, Preliminary Administrative Services Credential (PASC) Program
  - Clear Administrative Services Credential (CASC) Program
- Peer Assistance and Review (PAR) Program
- Professional development opportunities for certificated and classified staff

Program Description

The Education Specialist Mild Moderate Credential (EDSMM) Program is a two-year program designed for aspiring school teachers who want to teach in a mild-moderate Special Education classroom.

Candidates participate in clinical work that allows them to learn about the elements of effective teaching in the context of the California Teacher Performance Expectations (TPE)

Program Goals
- Develop a clear understanding of curriculum, instruction, and assessment.
- Identify best practices for pedagogy and learning.
- Develop a comprehensive understanding of legal requirements for students with disabilities.
- Demonstrate a clear understanding of how the IEP drives the teaching, learning, and assessment process.
- Provide field experiences that develop skills associated with effective teaching in special education settings.

Completion Requirements:
- **Coursework:** Complete all program courses with a Grade "B" or Better
- **Clinical Work:** 600 clinical hours are focused on supervised student teaching in a clinical setting. Approximately 200 of the hours will be in a general education setting with 400 in a special education setting.
- **CAL APA:** Passage of both cycles of the California Teacher Performance Assessment (CAL TPA):
  - Cycle 1: Learning about students with IEPs and planning instruction
  - Cycle 2: Assessment driven instruction for students with IEPs

Advising Resources

Program Advisors are responsible for providing support and monitoring candidates' progress. Candidates are expected to make an appointment to see an advisor at the beginning of each semester.

Advisors are assigned by the Center EdX Program office and will reach out to schedule a mandatory appointment at the beginning of each semester with all candidates.

Program Office: The program office offers a variety of services and information. Hours of operation are Monday through Friday 8:00am – 4:00pm. The Program Office is available to assist candidates with the following:
- Admission and registration deadlines
- Information session dates
- Orientation schedule
- Processing forms: applications, course substitutions
- Advisement procedures (pre-admissions advisement)
- Petitions: Exception, Change of Objective, and Course Substitution
- Testing information: CBEST CSET, RICA, CAL TPA and U.S. Constitution
- Documents in candidate's TED database: Entrance application, Phase II application,

Credential Analyst: Credential Analysts are available by appointment and may be reached at (818) 878-5219. Monday - Friday 8am - 4pm. Credential analysts assist with the following:
- Provide advisement on licensing information to out of state/country trained individuals
- Credential request status
- Information on approved Subject Matter equivalency programs and examinations
- Credential renewal requirements
- U.S. Constitution course equivalencies and/or exams

Eligibility for Education Specialist Mild-Moderate (EDSMM) Credential

In order to be eligible for an Education Specialist Mild-Moderate (EDSMM) in the state of California, the following are the eligibility requirements:

The Preliminary EDSMM is valid for five years from the date of issuance. Applicants must satisfy all of the following requirements:

1. Obtain a baccalaureate or higher degree from a regionally-accredited college or university.

2. Satisfy the basic skills requirement. See Credential leaflet CL-667 for additional information.

3. One of the following requirements must be satisfied[1]:
   a. Provide verification of subject-matter competence by passing the appropriate subject matter examination(s) as specified in Verifying Subject-Matter Competence by Examination (Multiple Subject) or Verifying Subject-Matter Competence by Examination (Single Subject).
   b. Complete a Commission-approved subject-matter program of coursework or its equivalent and obtain certification of completion from the authorized person in the education department of a California college or university with an approved subject-matter program.
   c. Successful completion of applicable coursework verified by a Commission-approved program of professional preparation. Coursework must be completed at a regionally-accredited college or university and addresses each of the domains of the applicable subject matter requirements adopted by the Commission.
   d. Complete a degree major from a regionally-accredited college or university in one of the statutory subjects available for a Single Subject Credential or in liberal studies.
   e. Successful completion through a combination of coursework and examination options that meet or exceed the domains of the subject matter requirements adopted by the Commission. Such mixing of options may only be done by candidates enrolled in a Commission-approved preparation program.

4. Pass the Reading Instruction Competence Assessment (RICA). RICA is not required for the area of Early Childhood Special Education, nor is it required of individuals who hold a valid California teaching credential which was issued based upon possession of a bachelor's degree and completion of a teacher preparation program including student teaching. Visit the Evaluation Systems,

Pearson website for more information.

5. Complete a course (two semester units or three quarter units) or pass an examination given by a regionally-accredited college or university in the provisions and principles of the U.S. Constitution.

6. Complete the Center EdX EDSMM Program

Course Descriptions

Preliminary Courses

EDF 700: Foundations of Education (3 Units)

Teacher candidates will survey the philosophical, pedagogical, historical, and sociological influences upon which educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional special educators face in the field. Special Education Teacher candidates will prepare for the mild-moderate courses at Center EdX by developing and strengthening the skills necessary to succeed as graduate credential program students.

EDF 701: Theories and Practices: Teaching and Learning (3 Units)
Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical issues. Additionally, candidates explore how their own bias impacts their ability as educational professionals.

EDF 702: Disabilities and Society (3 Units)
Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations.

EDF 703: Multilingual Education: Educating Diverse Populations (4 Units)
Teacher candidates focus on developing an understanding of culturally responsive theory, methodology and assessment of second language acquisition. Teacher candidates investigate the use of technology, accommodations and modifications when instructing second language acquisition to students with disabilities.

Mild-Moderate Courses

EDSMM 750: Foundations of Special Education (3 Units)
Teacher candidates explore ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice are explored. History of special education and contributions of culturally diverse groups. Teacher candidates

develop a professional perspective that reflects the status of special education services in society.

EDSMM 751: Educating Students with Disabilities (3 Units)
Teacher candidates explore principles for effectively teaching students from diverse cultural and linguistic backgrounds. The course emphasizes a study of diverse students, families, schools and communities, and gender bias. Additionally, emphasis is placed on eligibility categories and how they impact a child's ability to access their education.

EDSMM 752: The Individualized Education Program (4 Units)
Teacher candidates learn the foundations of designing instructional programs and developing legally compliant IEPs. Focus will be on data collection which leads to the development of present levels, goals, accommodations, modifications and services. Legal and ethical consideration for assessment, issues of reliability and validity, and information regarding test design and statistics are all emphasized. Teacher candidates learn how to manage the life-cycle of the IEP management process.

EDSMM 753: Curriculum and Instruction for Special Education (3 Units)
Teacher candidates select, adapt and use research-based instructional strategies and interventions in academic and specialized curricula to individualize meaningful and challenging learning for students with mild to moderate disabilities, with an emphasis on literacy. This course also includes an emphasis on learning standards presented in general education curriculum in all subject areas and how to scaffold those standards to meet the needs of students with disabilities.

EDSMM 754: Teaching Methods for Special Education (3 Units)
Teacher candidates focus on methods and techniques for identifying and teaching students with special needs, including culturally diverse and gifted and talented students. The course addresses collaboration between content area and special education teachers, working with diverse families and the unique issues associated with integrating students with special needs in secondary settings.

EDSMM 755: Assessment of Students with Disabilities (4 Units)
Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Focus will include language development, normative developmental data and developing a general understanding of administering, interpreting and using data from standardized assessment measures.

EDSMM 756: Positive Behavior Management (4 Units)
Teacher candidates explore functional assessments of behavior, individual and classwide behavior management strategies, communication styles, social skills and their impact on

learning, and how to develop legally defensible strategies for promoting positive and self-regulatory behavior in students.

EDSMM 757: Collaboration and Communication (4 Units)

Teacher candidates will learn the foundations of facilitating effective meetings as well as the principles of navigating difficult conversations. Focus will be on collaborating with school teams along with instruction on consultation and collaboration with teachers and support staff. Candidates will receive an Adaptive Schools Foundation Seminar certificate through the completion of this course.

Clinical Coursework

EDSMM 758: Student Teaching, Level I (5 Units)

This is the first of a two part field experience course that provides students with the opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP development, collaborating with parents, teachers and special services personnel.

EDSMM 759: Student Teaching, Level II (5 Units)

This is the second part of a two part field experience series that provides students with the opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP development, collaborating with parents, teachers and special services personnel.

EDSMM 760: Student Teaching Seminar, Level I (1 Unit)

Guided discussion of experience during student teaching, reflective feedback on student teaching experiences, preparation for securing a teaching position. Facilitation of final student assessments.

EDSMM 761: Student Teaching Seminar, Level II (1 Unit)

Guided discussion of experience during student teaching, reflective feedback on student teaching experiences, preparation for securing a teaching position. Facilitation of final student assessments.

Academic Integrity Policy

The Las Virgenes Unified School District's credential programs are strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity. It is essential that all members of our Credential Programs practice academic honesty and accept individual responsibility for their work and actions. Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to and including removal of the candidate from the program.

Academic dishonesty can take a number of forms including, but not limited to the following:
1. Cheating: The copying of another's work, offering another's work as one's own, and/or having another person complete an assignment for oneself.
2. Fabricating: The falsification or invention of any information or citation in an academic exercise. This includes omitting or falsifying data and/or sources, and otherwise violating the ethical principles of research.
3. Plagiarism: The use of the intellectual creations of another without proper attribution. Plagiarism may take two forms:
    a. Stealing or passing off as one's own the ideas or words, images, or other creative works of another
    b. Using a creative production without crediting the source, even if only minimal information is available to identify it for citation.
    c. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge.
4. Misrepresentation of Academic Records: Misrepresenting, tampering with, or attempting to tamper with any academic document either before or after enrollment in the program. This includes creating or falsifying transcripts, forgery, alteration, or misuse of official academic documents.
5. Colluding: Knowingly or intentionally helping another to violate any provisions of this policy.

Any program candidate who is found to have violated the Academic Integrity Policy will meet with the Program Coordinator to determine sanctions. Depending on the severity of the violation, possible sanctions may include the following:
- The candidate may need to complete an alternate assignment while being financially liable for all associated administrative costs for creation, distribution, and documentation.
- The candidate may be formally dropped from the Credential Program and could be required to clear their credential through a different institution or in another year at the cost of the candidate.

Attendance Policy

We understand that sometimes events occur that prevent you from attending a class. Please note that missing more than 1 class per course could result in having to retake the entire course for which you were absent.

The EDSMM Program Calendar is included on the following page. Additionally, our Course descriptions can be found in this handbook, should you want additional information about course content.

Program Calendar

Grading Policy

Candidates pursuing their EDSMM credential must maintain an 80% or better in all classes in the program, as grades are issued according to the following scale:

> 90% or above   A
> 89-80%   B
> 79 or below   Not Passing

Candidates must retake any classes where they receive a not passing grade. Grades are reported in our online learning management system, NEO LMS. At the end of the semester, the points you earn will be assigned a transcript grade accordingly.

In addition, please note the following provision:
- Incomplete (I): The symbol "I" indicates that a portion of required coursework has not been completed. A substantial portion of the course has been completed with a passing grade and that there is still a possibility of earning credit. An incomplete will be assigned when a student would be required to repeat a major portion of the class when it is next offered (please see Attendance Policy). All incompletes must be completed before a credential can be awarded.

The EDSMM Program and its instructors use the following criteria a guide when grading student work:

> Professional Quality: Work is presented in a form that will be acceptable to show a colleague in a professional manner. Time and attention appears to have been given to the assignment.

> Applicable Value: The completed work would serve as a useful tool with relevant teaching application, and would be advantageous to other professionals.

> Academic Integrity: The Las Virgenes Unified School District's Center for Educational Excellence is strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity.

> Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to a including removal of the candidate from the Program. For additional information, please revisit the Academic Integrity Policy in your program handbook.

Additionally, all assignments:
- Should be typed
- Should use precise terminology and academic language
- Require correct grammar and spelling
- Should be submitted on the established due date

Program Fees

Annual Program Fee: Education Specialist Mild-Moderate Credential Program (Cost is all-inclusive of books, materials, etc.)	$9,000.00
Registration Fee: Paid directly to Blackbaud, our tuition management system	$50
Cal TPA Fees: Fees are paid directly to Pearson. Review the fees and payment policies [here](#).	Cycle 1: $125 Cycle 2: $150

Payment Plan Options

LVUSD offers a tuition payment plan for the EDSMM Program so that individuals can spread their tuition payments over the course of the program.

Option 1: Pay in Full
Tuition for the EDSMM Program totals $9,050. You can elect to pay the program tuition in full by February 1, 2023.

Option 2: Monthly Installments
A 12-month payment plan would begin in the month of your first enrollment.

> **Blackbaud/Smart Tuition**
> Payments can be made via Blackbaud using a bank account, debit or credit card. Account information will be included in your program handbook, which you will receive upon enrolling in the program. Please note there is a 2.9% processing fee for any tuition paid by card.

Candidates will not be recommended for their credential until tuition is collected in full.

Keystone Assignments Matrix and Course Outline: A syllabus will be provided at the beginning of each course.

California Teacher Performance Assessment (Cal TPA)

You will be provided with all CalTPA Assessment Guides, including directions, rubrics, submission specifications, and a glossary, via your clinical supervisors.. You will also be able to download these materials in the ePortfolio system after you register for each cycle. The following is an overview of the Cal TPA leadership cycles including relevant submission dates.

Cycle	Cycle I	Cycle II
Title	Learning about students with IEPs and planning instruction	Assessment driven instruction for students with IEPs

Cal TPA Acceptable Support Guidelines

These guidelines apply to all support providers including faculty, supervisors, cooperating teachers, master and/or mentor teachers, peers, and others who may provide assistance (e.g., tutors). Consistent with research on student learning, programs are encouraged to help candidates examine in meaningful ways the Teaching Performance Expectations (TPEs) evaluated by the CalTPA, and to discuss how they will demonstrate their performance in relation to those expectations. Since the CalTPA is to be embedded within a preparation program, it is expected that candidates will engage in professional conversations with faculty and district or school support providers about teaching and learning associated with the outcomes assessed by the CalTPA. Faculty and support providers are encouraged to review with the candidate the language, structure, and progression of a candidate's submission against the CalTPA rubrics, and to provide formative feedback and guidance to the candidate as part of the preparation program experience.

The following activities constitute **required** forms of support for candidates completing the CalTPA:

- Providing candidates with access to the CalTPA assessment preparation materials and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment
- Explaining CalTPA instructional cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., assignments on the plan, teach and assess, reflect, and apply sequence; practice in informal assessment of student work or having students use educational technology)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording

- Engaging candidates in formative experiences aligned with the CalTPA (e.g., getting to know students, incorporating student self-assessment, reflecting on video-recorded instruction)
- Providing candidates who are not successful on the CalTPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalTPA:

- Referring candidates to the CalTPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective teaching (e.g., lesson plans, classroom observations, feedback to students) using CalTPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, professional writing about students, using knowledge of students to plan instruction, differentiating instruction)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the TPEs as measured by the CalTPA cycles and rubrics
- Providing a schedule/timeline for completion of CalTPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Co-planning an instructional segment with a cooperating teacher or peer, while ensuring that the evidence submitted for the CalTPA represents the original work of the candidate(s)
- Providing access to translations of instructional materials for submissions that include evidence in languages other than English and require translations
- Paraphrasing or answering candidate questions about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalTPA rubrics without providing direct edits to responses or specific answers to CalTPA prompts
- Answering common questions about the CalTPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalTPA while maintaining the original work of each candidate

- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalTPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalTPA Rules of Participation

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of pedagogy, other supports are not acceptable within the CalTPA process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the TPEs and as an indicator of preparation program quality and effectiveness. Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

The following activities constitute **unacceptable** forms of support for candidates completing the CalTPA:

- Providing a candidate with the content or answer in response to a CalTPA prompt or task (e.g., selecting for a candidate the focus students, analyzing student work, determining next steps for instruction for a group of students)
- Editing a candidate's response prior to submission
- Conjecturing on CalTPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalTPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Describing scenarios or hypothetical examples, or using submissions from other performance assessments to approximate CalTPA performance standards or "benchmarks"
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

Grievance Procedures

Informal Complaint Process

Step 1: Informal Complaint

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the program participant shall first discuss the issue with the Credential Programs Assistant. Formal complaint procedures shall not be initiated until the participant has first attempted to resolve the matter informally.

Formal Complaint Process

Step 2: Formal, Written Complaint

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Program Director within 60 days of the act or event, which is the subject of the complaint. If the participant fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given during the Informal Complaint Process. Within 10 working days of receiving the complaint, the Program Director shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Assistant Superintendent of Administrative Services within five working days of receiving the written response from the Program Director. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Assistant Superintendent shall conduct any necessary investigation, including reviewing the investigation and written response by the Program Director at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 4: Appeal to Superintendent

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the district's Superintendent within five working days of receiving the response from the Assistant Superintendent of Education. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Program Director shall submit to the Superintendent a written report describing attempts to resolve the complaint and the district's response. The Superintendent may uphold the findings by the Assistant Superintendent of Education without hearing the complaint or the Superintendent may hear the complaint at a dedicated meeting. The Superintendent shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Superintendent's decision shall be final.

Las Virgenes Unified School District
Center EdX Credential Programs
Nondiscrimination Policy

Las Virgenes Unified School District's Center for Educational Excellence (Center EdX) provides a positive learning environment where program participants and applicants are assured equal access and opportunities. Center EdX prohibits district employees from discriminating against or harassing any Center EdX participant or applicant on any basis as prohibited by law, including but not limited to race, religious creed, color, national origin, ancestry, age, marital status, covered veteran's status, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation.

No person shall be denied program admission solely because of any impairment, which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Furthermore, Center EdX makes all admissions decisions without unlawful discrimination; these decisions include admission, retention and graduation of students in our credential programs.

Acknowledgement of Receipt of Program Handbook

The EDSMM Program Handbook contains important information about the Education Specialists Mild Moderate Credential (EDSMM) Program and the Center for Educational Excellence (Center EdX), and I understand that I should consult the Program Director regarding any questions not answered in the handbook.

Since the information, policies, and benefits described herein are subject to change at any time, I acknowledge that revisions to the handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I have had an opportunity to read the handbook, and I understand that I may ask the Program Director any questions I might have concerning the handbook. I accept the terms of the handbook. Including all program and state policies and guidelines. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it.

I have received a copy of the EDSMM Program Handbook on the date listed below. I understand that I am expected to read the entire handbook.

_____   _____

Signature of Participant   Date

Program Standards Overview

Standard 1: Program Design and Curriculum

Each program of professional preparation is implemented 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 as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. Programs ensure that candidates are well versed in delivering services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. The program's organizational structure supports a logical and integrated progression for candidates for the instructional components including coursework and field work provided within the program. The program's design and plan allow candidates multiple points of entry. The preparation provided to candidates is designed to address the range of candidate performance expectations. Coursework and fieldwork/clinical experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally, linguistically and culturally appropriate and bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates. The program prepares candidates to interface with other service providers (school, medical and agency based) which may include: hospital/clinic based personnel, the school nurse, occupational therapist, speech and language specialist, physical therapist, psychologist, orthopedist, paraprofessional/health care assistance, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation, and other appropriate service providers. The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP). The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services. Key elements within the curriculum include: typical and atypical child growth and development from birth through age 22; developmentally, linguistically, and culturally appropriate pedagogy for students in key content areas in alignment with state-adopted content standards and frameworks; understanding the learning trajectories of young children to young adults; designing and implementing developmentally, linguistically, and culturally appropriate Preliminary Education Specialist Credential Program Standards 4 curriculum and assessments; instruction in strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices

and supports for young children and young adults. The program's curriculum also includes coursework and clinical practice opportunities for candidates to be able to identify the unique characteristics of students with autism spectrum disorders and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery. The program's design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (See also Standard 2).

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)
The Teaching Performance Expectations for credential candidates describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards. The coursework and fieldwork/clinical experiences provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses all of the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to both the Universal TPEs and the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

Standard 3: Clinical Practice: Organization of Clinical Practice Experiences
The program ensures that candidates have planned experiences and/or interactions that 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 for the provision of services in the specific credential authorization. Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers. The culminating placement may be in any school, agency or program Preliminary Education Specialist Credential Program Standards 5 as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings. Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special

learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development. Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate. Candidates can observe the administration of a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings. Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., coplanning and co-teaching, or guided teaching) must be provided to candidates in general education and special education settings prior to final student teaching. Final student teaching shall consist of (400 hours) in the desired credential area. For interns, early field experience would take place in experienced mentor classrooms in both general education and special education settings. Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California. Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours. Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. Preliminary Education Specialist Credential Program Standards 6 The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week. Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated. B. Preparation of Faculty and/or Site Supervisors and/or Program Directors The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with an orientation to the program's expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and

TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations. C. Criteria for School Placements Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic, and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator. D. Criteria for the Selection of District Employed Supervisors (also, may be known as the cooperating teacher, master teacher or on-site mentor) The program should select district supervisors who hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three Preliminary Education Specialist Credential Program Standards 7 years of birth through age 22 teaching experience. The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program. The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. To facilitate district-employed supervisors meeting program expectations, the program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective candidate supervision.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards meeting and mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting all program requirements. Standard 5: Assessment of Candidate Competency Prior to recommending each candidate for an Education Specialist teaching credential, one or more persons responsible for the program must determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Universal and Education Specialist Teaching Performance Expectations (TPEs) as these 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 evaluation processes. Verification of candidate performance on the TPEs is provided through candidate passing of the Teaching Performance Assessment (TPA) model selected by the preparation program.

Teacher Performance Expectations (TPEs)

Each domain of the Mild to Moderate Support Needs TPEs begins with the Universal TPEs (U) followed by the program specific Mild to Moderate Support Needs TPEs (MM). Candidates in the preliminary program will need to meet both the Universal and Mild to Moderate Support Needs TPEs prior to being recommended for a credential.

TPE 1: Engaging and Supporting All Students in Learning

Elements: Mild to Moderate Support Needs Candidates will:

U1.1   Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U1.2   Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U1.3   Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U1.4   Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U1.5   Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U1.6   Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

U1.7   Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U1.8   Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

MM1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

MM1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

MM1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

MM1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

MM1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements: Mild to Moderate Support Needs Candidates will:

U2.1   Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

U2.2   Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

U2.3   Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

U2.4   Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

U2.5   Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U2.6   Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

MM2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and

assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.

MM2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

MM2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.

MM2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

MM2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

MM2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements: Mild to Moderate Support Candidates will:

U3.1   Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2   Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

U3.3   Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[1]

U3.4   Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

U3.5   Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

U3.6   Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

U3.7   Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

U.3.8   Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

MM3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

MM3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

MM3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements: Mild to Moderate Support Needs Candidates will:

U4.1   Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

U4.2   Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

U4.3   Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

U4.4   Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology.
- applying principles of UDL and MTSS.
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
- appropriate modifications for students with disabilities in the general education classroom.
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

U4.5   Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

U4.6   Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

U4.7   Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U4.8   Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

MM4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

MM4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

MM4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

MM4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

MM4.6 Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.

MM4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

Elements: Mild to Moderate Support Needs Candidates will:

U5.1   Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

U5.2   Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

U5.3   Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U5.4   Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

U5.5   Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

U5.6   Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

U5.7   Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

U5.8   Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

MM5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

MM5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

MM5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

MM5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

MM5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

TPE 6: Developing as a Professional Educator

Elements: Mild to Moderate Support Needs Candidates will:

U6.1   Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.2   Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students.

They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

U6.3　Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.4　Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

U6.5　Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

U6.6　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.

U6.7　Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

MM6.1　Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

MM6.2　Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

MM6.3　Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

MM6.4　Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

MM6.5　Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

MM6.6　Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.