

**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 the 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 11 Element	Program Description that Addresses this Element	Evidences and Artifacts
<p><i>11.1 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.</i></p>	<p>Each of the Education Specialist program options 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. Throughout the required program coursework candidates continually do assignments and readings that focus on determining appropriate instructional strategies for typical and atypical students, developing differentiated lesson designs in environmentally appropriate settings. They learn through class activities and modeling how to adjust developmental expectations regarding students based on their understanding of culture, disability, trauma, and environment. Candidates 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.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK</b></p> <p><b>EDMX 511</b></p> <p>In the first semester of their program, in EDMX 511 <i>Teaching and Learning for</i></p>	<p><b><u>EDMX 511</u></b> syllabus</p>

	<p><i>Education Specialists I</i>, candidates examine the developmental cognitive, social, language, and physical milestones of children and youth from birth to adulthood. They are introduced to characteristics of students with a wide variety of disabilities through class readings and online activities, such as the education.com <i>Child and Adolescent</i> web site <a href="http://www.education.com/topic/child-adolescent-development/">http://www.education.com/topic/child-adolescent-development/</a> in their companion Cougar Course Moodle online web resource. This resource provides candidates with developmental milestones of children from birth to 18. They read and reflect on a Resilience Guide provided online (see the URL as a Class Session #2 reading on page 9 of the syllabus), and discuss in class the implications of specific disabilities on students' well being. Candidates address instructional approaches and environmental factors that affect learning through reading reflections. For example, for <i>Class Session #2</i>, candidates complete <i>Reading Reflection #2 - Healthy and Positive Learning Environments</i> (see page 9 of the syllabus for assignments due in Class Session #2). For <i>Class Session #3</i>, candidates complete <i>Reading Reflection #3 - Diversity and Differentiation</i> (see page 10 of the syllabus for assignments due in Class Session #3), in which they respond to prompts to prepare them for class discussion on the topic of differentiation of instruction to meet diverse student needs.</p> <p>In EDMX 511, candidates also complete a comprehensive assignment, the <i>Special Education Characteristics &amp; Strategies Resource Binder</i> (see assignment on page 7 of the syllabus), which requires that they thoroughly investigate each of the 14 federally defined areas of special education service eligibility. As well, candidates complete the <i>Guided Student Observation: Contrasting Typical and Atypical Human Development</i> assignment (see assignment on page 8 of the syllabus), in which they are required to observe, compare, and contrast typical and atypical students in inclusive general education settings. For this assignment, candidates view a video during <i>Class Session #3</i> to observe, document, and discuss students with atypical and typical cognitive, social, and physical needs working together in the same inclusive classroom environment, and the implications their unique characteristics have on their learning. Finally, candidates develop a <i>Differentiated and Universally Designed Lesson Plan</i> (see assignment on page 8 of the syllabus) that is specifically designed to accommodate the unique learning characteristics of students with mild and moderate special needs as well as English learners and students considered gifted and talented.</p>	<p>Class Sessions # 2 &amp; #3 (pp. 9 &amp; 10)</p> <p>Reading Reflection #2 Healthy &amp; Positive Learning Environment (p. 9)</p> <p>Reading Reflection #3 Diversity and Differentiation (p. 10)</p> <p>Special Education Characteristics &amp; Strategies Resource Binder (p. 7)</p> <p>Guided Student Observation: Contrasting Typical and Atypical Human Development (p. 8)</p> <p>Differentiated and Universally Designed Lesson</p>
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	<p><b>EDMX 512</b></p> <p>In their second semester, in EDMX 512, <i>Teaching and Learning for Education Specialists II</i>, candidates demonstrate deeper comprehensive knowledge of the disability categories by conducting research into assigned disability categories through the in-depth <i>Special Education Category Research, PowerPoint Presentation, Resources, &amp; Completed Matrix Binder</i> assignment (see page 9 for the assignment description). A designated disability category is presented and discussed each class session (see all class sessions on pages 11 through 14 of the syllabus). In addition to developing a presentation that is shared with all classmates, the designated presenting candidates develop handouts for teachers, parents, and students (when appropriate) about local, national, and global resources to support their circumstances. Also through this assignment candidates compile to take into their teaching, a well-organized, tabbed binder, syllabus p. 9) as a professional resource in which there is substantial information about each category of disability.</p> <p><b>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</b></p> <p><b>EDMX 622</b></p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> several sessions (see Class Sessions #1, #3, &amp; #6 - #8 and associated activities and readings on pages 4 through 7 of the syllabus) and assignments focus upon learning about students with Autism Spectrum Disorder (ASD). Using the Kluth and Chandler-Olcott text, <i>A Land We Can Share: Teaching Literacy to Students with Autism</i>, candidates learn through their reading of the text what autism is (Chapter 1) and how it influences the literacy skills of students with ASD in schools (Chapters 2 through 6). While the overall focus of this text concerns students with mild and moderate ASD, in Chapter 7 of the Kluth et al. text, candidates also examine how significant ASD and other moderate and severe disabilities affect literacy learning. To further and more deeply consider the typical and atypical characteristics of students with autism, and the literacy skills of students with</p>	<p>Plan (p. 8)</p> <p><a href="#">EDMX 512</a> syllabus</p> <p>SpEd Category Research, Digital Presentation, &amp; Completed Matrix Binder (p. 9 and all class sessions, pp. 11 - 14)</p> <p><a href="#">EDMX 622</a> syllabus</p> <p>Class Sessions #1, #3, &amp; #6 - #8 (pp. 4 - 7)</p>
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	<p>ASD, as well, candidates view a video (<i>Autism: The Musical</i>). Given this input, candidates complete the <i>Observation Report on Children with ASD</i> assignment (see pages 19 and 20 of the syllabus for the assignment. For this assignment, candidates use an autism checklist and their observe notes to complete and share a report about several children with ASD. Subsequently, they develop a <i>Principled Lesson Design</i> (see the assignment on pages 16 through 18 of the syllabus), which demonstrates their knowledge of (1) unique verbal and nonverbal communication and language development characteristics/challenges of students with ASD (2) unique auditory and visual processing and sensory integration characteristics/challenges of students with ASD; and (3) social skill and behavioral characteristics/challenges of students with ASD; (4) implications for program planning and service delivery for students with ASD. Finally, through text readings, class lectures, activities, and multiple assignments, candidates continue to learn about teaching students with disabilities. For example, they examine the RTI model as an alternative approach to teaching students with learning disabilities through the <i>RTI: A Persuasive Oral Argument</i> assignment (described on page 21 of the syllabus).</p> <p><b>EDMX 627</b></p> <p>In <i>EDMX 627 Assessment, Planning, and Instruction in Special Education</i>, to reinforce candidates' comprehensive knowledge of typical and atypical human development, candidates must determine disability eligibility of an observed student to ensure appropriate academic planning and programming. This is accomplished as part of the <i>Assessment Case Study and IEP Preparation Plan</i> (see the assignment description on pages 10 through 12 of the syllabus). In the Cougar Course Moodle online resource, candidates respond to two prompts about assessment of students with disabilities. The <i>Web Based Instruction (WBI) #1: RTI, PLC, and LD Determination Web Search</i> assignment and the <i>WBI #2: ASD Assessment Web Search</i> assignment further deepening candidates' prior knowledge of typical and atypical development. In addition, for the <i>Class Session #7 RTI/PLC Workshop</i> (see page 3 of the syllabus), candidates specifically examine the eligibility criteria for students with Autism Spectrum Disorder (ASD) as well as the alternative instructional approach, Response to Intervention, as an effective approach for both determining eligibility and addressing</p>	<p>Observation Report on Children with ASD (pp. 19 &amp; 20)</p> <p>Principled Lesson Design for Learner with ASD (pp. 19 – 20)</p> <p>RTI: A Persuasive Oral Argument (p. 21)</p> <p><a href="#">EDMX 627 syllabus</a></p> <p>Assessment Case Study (p. 10 – 12)</p> <p>WBI #1: RtI, PLCs, &amp; LD Determination (p. 13)</p> <p>WBI #2: ASD and Assessment (p. 13)</p> <p>Class #7 RtI</p>
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	<p>the needs of students with specific learning disabilities.</p> <p><b>EDMX 631</b></p> <p>In EDMX 631 <i>Foundations in Law, Ethics, and Procedures of Special Education</i>, candidates read specific web sites and text chapters noted on the course syllabus (see readings and web sites on pages 2 and 3 of the syllabus) and examine through class lectures and activities (see <i>Class Sessions #2 and #5</i>) about special education eligibility criteria and eligibility determination process that represent atypical development. Certain class sessions preparing candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood and their implications for learning. For example in <i>Class Session #7</i>, candidates hear from a San Diego HOPE infant program specialist about infant and early childhood developmental issues and eligibility and support processes and resources. In <i>Class Session #4</i>, candidates engage in discussions and class activities related to; IDEA 2004 and the interface of RTI, co-teaching, differentiated instruction, and inclusive education. In <i>Class Session #3</i>, candidates have the opportunity to learn through lecture, readings, and class activities about adults with disabilities by examining the topic” “Starting with the End in Mind – Collaborating for a Life Worth Living.” In <i>Class Sessions #7 and #8</i>, guided by a Workability program coordinator and high school special educators who support their students to take the lead in the determination of their students’ Individual Transition Plan goals and activities, candidates examine developmental needs for individuals transitioning from school-aged services to adult living and support options through. For the <i>Legal Brief Components #2: Assessment and Eligibility Advice</i> assignment, based on their knowledge of atypical development associated with various disabilities and risk condition, candidates summarize advice to a parent regarding how eligibility and appropriate assessment decisions are made on behalf of students referred for evaluation.</p> <p><b>EDMX 632</b></p> <p>In EDMX 632 <i>Technology and Communication for Special Population</i> candidates complete assignments that require they recognize typical and atypical developmental</p>	<p>Workshop (p. 3)</p> <p><a href="#">EDMX 631 syllabus</a></p> <p>Class Sessions # 2, #4, #5, #7, #8 (pp. 5 &amp; 6)</p> <p>Legal Brief Components #2: Assessment and Eligibility Advice (p. 9)</p> <p><a href="#">EDMX 632 syllabus</a></p>
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	<p>levels of students and the implications of those skill levels in learning, especially with regard to the appropriate use of assistive and augmentative communication devices. For the <i>Case Study/Vendor Project</i> (syllabus pp. 6, 10-13), candidates are required to generate an independent case study based upon a student with disabilities with whom they have worked or are currently working. They identify the student's challenges, and discuss the important traits of this student in relation to their learning needs and how their disability impacts their academic performance. Candidates must then propose instructional accommodations and interventions, matching assistive and/or augmentative technology products to the case student's needs.</p> <p>Candidates also complete four reading reflections that are relevant to Program Standard 11 (see pages 6 and 7 for the reflection prompts). In their reflections, candidates have several opportunities to demonstrate their knowledge of typical and atypical human development and their implications for learning. For example for <i>Reading Reflection #1</i>, candidates read and reflect about assistive technology for students with mild disabilities and eligibility criteria for students with learning disabilities, emotional/behavioral disorders, and mental retardation. For <i>Reading Reflection #2</i>, candidates read a text chapter about the importance of teaching functional communication to students with severe disabilities. For this reading reflection, they describe how the reading informs/enhances the candidate's ability to consider, assess, select, and teach the use of AAC devices, providing an example of how they would use the information with a student they know, a student with ASD, or any child who would benefit from functional communication skill instruction. For <i>Reading Reflection #3</i>, candidates read how assistive technology supports the learning of students with communication disorders, including students with ASD. Candidates read two online chapters from Miranda and Iacono's text, <i>Autism spectrum disorders and AAC</i> (2009). Candidates are then asked to consider and write a reflection on the broader implications of using assistive technology to enhance speech communication and support students with ASD, as well as other students with disabilities. For <i>Reading Reflections #4</i>, following RJ Cooper, Apple, and DynaVox in-class demonstrations, candidates respond to prompts about the pros and cons of each of the devices or software demonstrated, and ways candidates might use the devices and software in their professional practice to provide students access to the curriculum. They reflect upon</p>	<p>Case Study/Vendor Project (pp. 10 – 13)</p> <p>Reading Reflections #1 - #4 (pp. 6 &amp; 7)</p>
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	<p>which students and which student characteristics and needs each application would be most helpful.</p> <p><b>EDMX 633</b></p> <p>Program Standard 11.1 is again addressed in EDMX 633 <i>Community Access through Supported Environments</i>. In this course, candidates engage in activities that examine resilience and protective factors in students with social and behavioral needs. In several assignments - <i>Reading Reflections</i>, <i>MAPS Implementation</i>, <i>Social Skills Lesson Plan</i>, <i>Discipline Pyramid</i>, and the <i>Positive Behavior Support Plan</i> - candidates increase their levels of understanding regarding students' needs and the implications these social and behavioral needs have on learning.</p> <p>For certain reading reflections, candidates must draw upon their knowledge of typical and atypical human development to respond appropriately to the given prompts. For part of <i>Reading Reflections #2</i> (see page 6 of the syllabus for the reflection prompt), candidates write a summary of how the information in given text chapters and pages in the Kagan, Kyle, &amp; Scott text interfaces with the four dimensions of the Circle of Courage: Belonging, Mastery, Independence, and Generosity. This reflection supports the candidates' knowledge of students' developmental stages and their implications for learning. For Rearing Reflection #5 (see page 7 of the syllabus for the reflection prompt), candidates read and reflect on a parable and text readings, the essence of which relates to the development of social life skills including conflict mediation skills, and specific strategies the candidates will use or life skills they will teach to develop their students' responsibility/response-ability.</p> <p>For Reading Reflection #4, to further complement candidates' comprehensive knowledge of typical and atypical human development, reflect on an assessment method, Making Action Plans (a.k.a.MAPs), which is one way that candidates learn to solicit information about a student with a disability (see page 7 of the syllabus for the reflection prompt).</p> <p>For the MAPs Implementation assignment (see page 9 and 10 of the syllabus for the</p>	<p><a href="#">EDMX 633</a> syllabus</p> <p>Reading Reflections #2 (p. 6)</p> <p>Reading Reflections #5 (p. 7)</p> <p>Reading Reflections #4 (p. 7)</p> <p>MAPs Implementation</p>
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assignment), candidates conduct a MAPs assessment and develop an action plan based on the student's social, emotional, and academic wants and needs and developmental characteristics. Candidates reflect on this activity, describing their subject in terms of gender, age, strengths, and any other relevant characteristics, such as educational needs or living situation.

**CONCURRENT AND ADD ON CANDIDATE MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

For candidates to be recommended for a Preliminary Education Specialist credential, they must meet all of Education Specialist Teaching Performance Expectations (TPEs) at the *novice* level or higher through an appropriate clinical practice experience. For the Mild/Moderate credential, the clinical practice experiences is either (1) EDMX 572 *Education Specialist – Clinical Practice: Special Education Setting*, for Concurrent and Add On non-Intern candidates or (2) EDMX 671 *Education Specialist – Clinical Practice for Interns I* and EDMX 672 *Education Specialist – Clinical Practice for Interns II* series, for Interns. For the Moderate/Severe credential, the clinical practice experience is EDMX 573 *Education Specialist – Clinical Practice: Moderate/Severe Disabilities*. Candidates' clinical performances are documented on collaboratively completed forms that include descriptions of evidences verifying assessment of each Teaching Performance Expectation (TPE). For the Mild/Moderate credential, the assessment form used is the *Cal State San Marcos Preliminary **Mild/Moderate** Education Specialist Teaching Performance Expectations Clinical Practice Assessment* document. For the Moderate/Severe credential, the assessment form used is the *Cal State San Marcos Preliminary **Moderate//Severe** Education Specialist Teaching Performance Expectations Clinical Practice Assessment* document. Both forms require the credential candidate and his/her cooperating teacher and clinical supervisor to include descriptions of evidences verifying assessment of the Education Specialist TPEs.

Education Specialist TPEs most directly related to Program Standard 11.1 concerning

(pp. 9 & 10)

**EDMX**  
[572/671/672/573](#)  
syllabi

[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

[Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice](#)



	<p>knowledge of typical and atypical human development from the prenatal stage through adulthood are:</p> <p><b>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</b></p> <p><b>TPE 2: Monitoring Student Learning during Instruction</b></p> <p><b>TPE 6: Developmentally Appropriate Teaching Practices</b></p> <p>See the Mild/Moderate and Moderate/Severe assessment forms for the elements of these TPEs that candidates must demonstrate in order to be “checked off” and recommended for the credential. A candidate cannot be recommended for a Preliminary Mild/Moderate or Moderate/Severe Education Specialist credential, unless the candidate meets these and all of the other TPEs in the respective clinical practice experiences at least at the <i>novice</i> performance level.</p> <p>Note: For the Moderate/Severe clinical practice, on the Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form, some TPEs and their descriptive performance elements have been combined (e.g., TPE 1 and 9; TPE 3 and 8; TPE 6 and 11), as expected performances overlap or logically combine.</p>	<p><a href="#">Assessment</a></p>
<p><i>11.2 Candidates recognize the potential influence of varying cultural factors and practices on development.</i></p>	<p>Through multiple course readings, lectures, activities, and assignments, this program prepares candidates to adjust developmental expectations to account for varying cultural perspectives and preferences.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK</b></p> <p><b>EDMX 511</b></p> <p>In EDMX 511 <i>Teaching and Learning for Education Specialists I</i> candidates read and reflect on Chapter 5 of the Hardman, Drew, and Egan <i>Human exceptionality: School, community, and family</i> text about issues of the influence of cultural factors and</p>	<p><a href="#">EDMX 511</a> syllabus</p> <p>Class Sessions #3- #6 (pp. 10 &amp; 11)</p>

	<p>practices including family structures, migrancy, poverty, neglect, and inequitable access to services on students and their development (see Class Sessions #3 through #6 on pages 10 and 11 of the syllabus for related topics). Candidates develop a <i>Differentiated and Universally Designed Lesson Plan</i> (see the assignment on page 8 of the syllabus) and a <i>Unit of Study: Collaboration, Co-Teaching, and RTI</i> (syllabus p. 8) that accommodate, among other learner characteristics, the unique learning characteristics of English learners.</p> <p><b>EDMX 512</b></p> <p>In EDMX 512 <i>Teaching and Learning for Education Specialists II</i> candidates develop a unit plan calendar on which candidates document differentiated strategies in assessment and instruction for typical general education students, English learners, students with special education, and accelerated learners. This assignment is the <i>One-Month Curriculum Map</i> (see the assignment description on page 10 of the syllabus). Further, as a culminating assignment in <i>Class Sessions #7 and #8</i> (shown on page 13 of the syllabus) which are focused in part upon nondiscriminatory assessment, candidates submit on the class Moodle resource, an <i>Assessment Group Activity</i> in which they summarize their learnings (see page 13 of the syllabus for the class topics and assignment).</p> <p><b>EDMX 555</b></p> <p>A required course for concurrent Education Specialist candidates in their first semester is EDMS 555 <i>Elementary Multilingual Education</i>. The overall content and <i>all class sessions</i> of this course addresses the needs of educators faced with the growing diversity in today's classrooms. All lectures, class activities, readings, and assignments focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, and multilingual education for language minority students. (See pages 5 and 6 of the syllabus for class session topics and pages 3 and 4 for assignments.)</p>	<p>Differentiated and Universally Designed Lesson Plan (p. 8)</p> <p>Unit of Study (p. 8)</p> <p><a href="#">EDMX 512</a> syllabus</p> <p>One-Month Curriculum Map assignment (p. 10)</p> <p>Classes Sessions #7 &amp; #8 Assessment Group Activity (p. 13)</p> <p><a href="#">EDMS 555</a> syllabus</p> <p>All Class Sessions (pp. 5 &amp; 6)</p>
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**CONCURRENT AND ADD ON CANDIDATE COURSEWORK**

**EDMX 622**

In EDMX 622 *Literacy for Education Specialists*, to help candidates further recognize the potential influence of varying cultural factors and practices on students' development, candidates complete a *Case Study: Data-Driven Decision-Making and Instructional Planning for a Learner at RtI Tier 2 or 3* on a student who is an English learner, and who is struggling with reading and writing (see the assignment on pages 12 through 15 of the syllabus). To ascertain the influence of a student's culture, family circumstances, and school experiences, candidates provide a description of the English learner, in terms of his cultural, family, and academic background, his learning characteristics, and other relevant experiences.

**EDMX 627**

In EDMX 627 *Assessment, Planning, and Instruction in Special Education*, through course lectures, readings, activities, and an assignment, candidates recognize the potential influence of varying cultural factors and practices on development through the *Ecological Design Map and Reflective Paper* assignment (see pages 4 and 7 of the syllabus for the assignment and assignment details) in which the apply Urie Brofenbrenner's Ecological Systems Theory to the understanding of cultural and other influences on child development. The project involves the writing and sharing of an Ecological Systems Self Report (Reflective Paper and Design Map) to ensure that candidates understand the role of the family system in facilitating healthy growth and development within the context of ethnicity, culture, life experiences, and language diversity. See *Class Session #1* for the introduction to Ecological Systems Theory and *Class Session #3* for the presentations of the assignment products.

**COURSEWORK FOR ADD ON CANDIDATES WHO DO NOT HAVE THE ENGLISH LANGUAGE AUTHORIZATION ON BASIC CREDENTIAL**

[EDMX 622](#)  
syllabus

Case Study: Data-Driven Decision-Making and Instructional Planning for a Learner at RTI Tier 2 or 3 (pp. 12 - 10)

[EDMX 627](#)  
syllabus

Ecological Design Map and Reflective Paper assignment (pp. 4 & 7)

Class Session #1 & #3 (p. 3)

	<p><b>EDUC 602</b></p> <p>Add On Education Specialist credential candidates who do not have the authorization to teach English learners on their basic credential are required to take EDUC 602 <i>Schooling in a Multicultural Society</i>. In <i>each class session</i> of EDUC 602, candidates expand their knowledge about the diversity represented in today’s schools. Through class lectures, activities, assignments, and readings, candidates look specifically at the relationship between home, school, and community cultures and cultural diversity, and the potential relationships of these cultures to a student’s achievement in school. In the <i>ELD Literacy Intervention Plan</i> assignment (see the assignment on pages 3 and 4 of the syllabus), candidates look at student achievement of culturally and linguistically diverse students over time to determine what happens to students within an educational system, with particular emphasis on the opportunities available or denied children who are culturally and linguistically diverse. They examine cultural bias and recognize its potential influence of this cultural factor and discriminatory practices on development.</p> <p><b>EDUC 641</b></p> <p>Add On Education Specialist credential candidates who do not have the authorization to teach English learners on their basic credential are required to take EDUC 641 <i>Sociocultural Contexts of Language and Learning</i>. For <i>each class session</i> through readings, lectures, class activities, and assignments, candidates explore issues inherent in schooling contexts where multiple languages and cultures exist. In an essay assignment, the <i>Short Essays for Moodle</i> assignment (on page 3 of the syllabus), candidates further develop their knowledge of English language development and learners with and without disabilities. This enables candidates to better understand how English language development, Proposition 227, and CELDT scores for an English learner interface to bring about effective academic instructional practices for students. Candidates also analyze an English learner’s data through the <i>Analysis and Application of an English Learner’s Assessment Data</i> assignment (see the assignment on pages 3 and 4 of the syllabus to assist candidates in understanding the influence of a student’s culture on his development.</p>	<p><a href="#"><u>EDUC 602</u></a> syllabus</p> <p>All Class Sessions (pp. 5 - 8)</p> <p>ELD Literacy Intervention Plan (pp. 3 &amp; 4)</p> <p><a href="#"><u>EDUC 641</u></a> syllabus</p> <p>All Class Sessions (pp. 5 &amp; 6)</p> <p>Short Essays for Moodle (p. 3)</p> <p>Analysis and Application of an English Learner’s Assessment Data assignment (pp. 3 &amp; 4)</p>
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	<p>Another EDUC 641 assignment, <i>Literature Review: Supporting English Learners with and without Disabilities</i> (see the assignment on pages 4 and 5 of the syllabus), actively engages candidates in a literature review to enlighten them on the research of the field of English learners and special education, and the further potential influence of cultural factors and practices on development.</p> <p><b>CONCURRENT AND ADD ON CANDIDATE MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE</b></p> <p><b>EDMX 572/671/672/573</b></p> <p>For candidates to be recommended for a Preliminary Education Specialist credential, they must meet all of Education Specialist Teaching Performance Expectations (TPEs) at the <i>novice</i> level or higher through an appropriate clinical practice experience. For the Mild/Moderate credential, the clinical practice experiences is either (1) EDMX 572 <i>Education Specialist – Clinical Practice: Special Education Setting</i>, for Concurrent and Add On non-Intern candidates or (2) EDMX 671 <i>Education Specialist – Clinical Practice for Interns I</i> and EDMX 672 <i>Education Specialist – Clinical Practice for Interns II</i> series, for Interns. For the Moderate/Severe credential, the clinical practice experience is EDMX 573 <i>Education Specialist –Clinical Practice: Moderate/Severe Disabilities</i>. Candidates’ clinical performances are documented on collaboratively completed forms that include descriptions of evidences verifying assessment of each Teaching Performance Expectation (TPE). For the Mild/Moderate credential, the assessment form used is the <i>Cal State San Marcos Preliminary <b>Mild/Moderate</b> Education Specialist Teaching Performance Expectations Clinical Practice Assessment</i> document. For the Moderate/Severe credential, the assessment form used is the <i>Cal State San Marcos Preliminary <b>Moderate//Severe</b> Education Specialist Teaching Performance Expectations Clinical Practice Assessment</i> document. Both forms require the credential candidate and his/her cooperating teacher and clinical supervisor to include descriptions of evidences verifying assessment of the Education Specialist TPEs.</p> <p>The Education Specialist TPE that more directly relates to Program Standard 11.2 and</p>	<p>Literature Review: Supporting English Learners with and without Disabilities assignment (pp. 4 &amp; 5)</p> <p><b>EDMX</b> <a href="#">572/671/672/573</a> syllabi</p> <p><a href="#">Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment</a></p> <p><a href="#">Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice</a></p>
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	<p>evidences candidate knowledge of the potential influence of varying cultural factors and practices on development is <b>TPE 7 Teaching English Learners</b>.</p> <p>See the Mild/Moderate and Moderate/Severe assessment forms for the elements of these TPEs that candidates must demonstrate in order to be “checked off” and recommended for the credential. A candidate cannot be recommended for a Preliminary Mild/Moderate or Moderate/Severe Education Specialist credential, unless the candidate meets this and all of the other TPEs in the respective clinical practice experiences at least at the <i>novice</i> performance level.</p>	<p><a href="#">Assessment</a></p>
<p><i>11.3 Candidates demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.</i></p>	<p>The program ensures that candidates understand the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development. The program prepares candidates through class lectures, activities, assignments and experiences how to provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK</b></p> <p><b>EDMX 511</b></p> <p>In EDMX 511 <i>Elementary Teaching and Learning for Education Specialist s I</i> candidates read from the Thousand, Villa, and Nevin text, <i>Differentiating Instruction</i>, Chapter 4 on methods for gathering facts about students and Chapter 8 on methods for effective collaborative planning for differentiated instruction. They subsequently participate in a Student Assistant Team training and simulation, in which family involvement is an integral part. Through this formative experience, candidates learn through a simulated SAT role-play experience the importance of using lay language with parents and students regarding the student’s learning and social behaviors, academic progress, and collaboratively determined recommendations for support in the student’s areas of need. See page 8 of the syllabus for the <i>Student Assistance Team Process</i> assignment and Class Sessions #7 on page 11 of the syllabus for the workshop and role-play experiences.</p>	<p><a href="#">EDMX 511</a> syllabus</p> <p>Student Assistance Team Process assignment (p. 8)</p> <p>Class Session #7 (p.</p>

	<p><b>EDMX 512</b></p> <p>In EDMX 512 <i>Elementary Teaching and Learning for Education Specialists II</i> candidates prepare for and role-play a simulated Individual Education Program (IEP) meeting through the <i>Preparing and Role-Playing a Mock IEP</i> assignment. Following the <i>IEP/Family Centered Practice Workshops I and II</i> (see <i>Class Sessions #10 and #11</i> on page 13 of the syllabus) in which candidates learn about how the lives of students and families of students with disabilities are affected throughout the lifespan, candidates become part of cooperative groups which prepare and presents in <i>Class Sessions #12 and #15</i> (see page 14 of the syllabus) IEP simulations in which they include the voices of family members and students with disabilities, simulating an actual IEP meeting. Each group member adopts the role of a family member and then researches the assigned disabling condition from the viewpoint of that role. For example, the mother of a child with autism will have very different needs, questions, views and approaches for her child than a sibling might. In this way, candidates closely examine the impact of the disability on family members and on the student who has the disability.</p> <p><b>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</b></p> <p><b>EDMX 627</b></p> <p>In EDMX 627 <i>Assessment for Planning and Instruction</i> candidates are guided in how to effectively work with parents and advocates through the Response to Intervention (RTI) and Professional Learning Community (PLC) Workshop lecture and discussion in <i>Class Session #8</i> and the Working with Parents and Advocates session on <i>Class Session #14</i> (see topics for <i>Class Sessions #8 and #14</i> on page 3 of the syllabus) are devoted to guiding candidates in how to effectively work with parents and advocates. The lectures and discussions in these sessions specifically address the importance of communicating effectively with parents and advocates about a student's typical developmental expectations, as well as the impact of the student's disability on his/her developmental progress.</p>	<p>11)</p> <p><a href="#">EDMX 512</a> syllabus</p> <p>Preparing and Role-Playing a Mock IEP assignment (pp. 9 &amp; 10)</p> <p>Class Sessions #10 - #12 &amp; #15 (pp. 7 &amp; 8)</p> <p><a href="#">EDMX 627</a> syllabus</p> <p>Class Sessions #8 and #14 (p. 3)</p>
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As part of the *Assessment Case Study* assignment for this course, candidates complete an *IEP Meeting Preparation Plan Template* (see page 12 of the syllabus for the template). Item #7 of that task is the identification *Family Support Services* to ensure parental involvement in decision-making, as well as ensuring that parents are making informed decision based on assessment results. For this assignment, candidates provide a thoroughly written paragraph on the inclusion and collaboration of parents and extended family (siblings, grandparents, step-parents, etc.) in the IEP process, incorporating the requests and interests of the parents in all steps of the process.

**CONCURRENT AND ADD ON CANDIDATE MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

For candidates to be recommended for a Preliminary Education Specialist credential, they must meet all of Education Specialist Teaching Performance Expectations (TPEs) at the *novice* level or higher through an appropriate clinical practice experience. For the Mild/Moderate credential, the clinical practice experiences is either (1) EDMX 572 *Education Specialist – Clinical Practice: Special Education Setting*, for Concurrent and Add On non-Intern candidates or (2) EDMX 671 *Education Specialist – Clinical Practice for Interns I* and EDMX 672 *Education Specialist – Clinical Practice for Interns II* series, for Interns. For the Moderate/Severe credential, the clinical practice experience is EDMX 573 *Education Specialist –Clinical Practice: Moderate/Severe Disabilities*. Candidates’ clinical performances are documented on collaboratively completed forms that include descriptions of evidences verifying assessment of each Teaching Performance Expectation (TPE). For the Mild/Moderate credential, the assessment form used is the *Cal State San Marcos Preliminary **Mild/Moderate** Education Specialist Teaching Performance Expectations Clinical Practice Assessment* document. For the Moderate/Severe credential, the assessment form used is the *Cal State San Marcos Preliminary **Moderate//Severe** Education Specialist Teaching Performance Expectations Clinical Practice Assessment* document. Both forms require the credential candidate and his/her cooperating teacher and clinical supervisor to

Assessment Case Study assignment - IEP Meeting Preparation Plan Template (p. 12)

**EDMX**  
[572/671/672/573](#)  
syllabi

[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

[Cal State San Marcos Preliminary Moderate/Severe Education](#)



	<p>include descriptions of evidences verifying assessment of the Education Specialist TPEs.</p> <p>Education Specialist TPEs most directly related to Program Standard 11.3 that concern candidates' skills to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress are:</p> <p style="text-align: center;"><b>TPE 3 Interpretation and Use of Assessment</b></p> <p style="text-align: center;"><b>TPE 8 Learning About Students</b></p> <p>For these TPEs, candidates must demonstrate their ability to interpret and explain students' assessed academic, social/emotional and behavioral strengths to families and their ability to solicit family communication and involvement to assist them in understanding, identifying, and providing appropriate supports for students.</p> <p>See the Mild/Moderate and Moderate/Severe assessment forms for the elements of these TPEs that candidates must demonstrate in order to be "checked off" and recommended for the credential. A candidate cannot be recommended for a Preliminary Mild/Moderate or Moderate/Severe Education Specialist credential, unless the candidate meets these and all of the other TPEs in the respective clinical practice experiences at least at the <i>novice</i> performance level.</p> <p>Note: For the Moderate/Severe clinical practice, on the CSUSM Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form, some TPEs and their descriptive performance elements have been combined (e.g., TPE 1 and 9; TPE 3 and 8; TPE 6 and 11), as expected performances overlap or logically combine.</p>	<p><a href="#">Specialist Teaching Performance Expectations Clinical Practice Assessment</a></p>
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<p><i>11.4 Candidates 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.</i></p>	<p>The program prepares candidates to demonstrate the ability to determine that the intervention or instructional environment is appropriate to the student's chronological age and developmental differences in a variety of ways in coursework and clinical practice experiences.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK</b></p> <p><b>EDMX 511</b></p> <p>In EDMX 511, candidates read assigned articles, and, in <i>Class Session #2</i>, watch a video focused on developing and maintaining a positive and healthy learning environment. They then synthesize their readings and video observations by collaboratively creating and submitting a Collective Group Wisdom Plan for Establishing a Healthy and Positive Learning Environment as part of the <i>Positive and Healthy Learning Environment Wisdom Plan</i> assignment (see page 8 of the syllabus for the assignment and page 2 for the readings for this assignment).</p> <p><b>EDMX 512</b></p> <p>In EDMX 512, there are several opportunities for candidates to demonstrate their skills regarding the intervention and/or instructional environments appropriate to students' needs. These opportunities include developing lesson designs, unit planning, an IEP workshop experience, and the revision of their philosophy of teaching (the latter was begun in a prerequisite course EDUC 350 <i>Foundations of Teaching as a Profession</i>).</p> <p>Class session activities include the <i>Class Session #2</i> Circle of Courage activity (on page 11 of the syllabus); the Universal Access lecture and activities in <i>Class Session #4</i> (on page 12 of the syllabus); the <i>Class Sessions #6, #7, and #8</i> Unit Planning Workshops (on pages 12 and 13 of the syllabus); and the <i>Class Session #10</i> IEP/Family Centered Practice Workshops (on page 13 of the syllabus). The candidates demonstrate their skills regarding intervention and instructional environments appropriate to students' needs through at least three assignments. Assignments include the <i>Circle of</i></p>	<p><a href="#"><u>EDMX 511</u></a> syllabus</p> <p>Class Session #2 (p. 2)</p> <p>Positive and Healthy Learning Environment Wisdom Plan (p. 8)</p> <p><a href="#"><u>EDMX 512</u></a> syllabus</p> <p>All Class Sessions (pp. 11 – 14)</p> <p>Circle of Courage</p>
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	<p><i>Courage Foundation and Analysis</i> assignment (see page 9 for the assignment) and the <i>Preparing and Role-Playing a Mock IEP</i> assignment. For Circle of Courage assignment, candidates study and then articulate in writing philosophical and foundational perspectives regarding various approaches regarding instruction and learning practicing that promote appropriate to the student’s chronological age, developmental differences, and disability-specific needs in inclusive environments. For Mock IEP assignment teams simulate an IEP meeting with a targeting student (see pages 9 and 10 for the assignment and Class Sessions #11 and #12 on page 13 and 14 of the syllabus). An additional assignment, the <i>One Month Curriculum Map Unit Plan</i> assignment gives the candidates the opportunity to hone their ability to develop a unit of study that accommodates the developmental and disability-specific needs of students in a curriculum domain over an extended period of instructional time.</p> <p>Additionally, for each class day, following a morning field tutoring session with an elementary students or students, candidates compose a written reflection about their observation and analysis of inclusive classrooms. For these <i>Journal Entry/Tutoring Session Reflections</i> (see the odd numbered class sessions in the class schedule on pages 11 through 14), the instructor provides prompts that vary from session to session based upon the content being addressed. They take place each face-to-face class session day, and contribute to the candidates’ understanding of the importance of ensuring appropriate interventions and/or instructional environments are used.</p> <p><b>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</b></p> <p><b>EDMX 627</b></p> <p>In EDMX 627, <i>Assessment, Planning and Instruction in Special Education</i>, each candidate demonstrates skills required to ensure that the interventions and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs through a comprehensive <i>Assessment Case Study</i> (see the assignment description on pages 10 through 12 of the syllabus), which requires each candidate to study a student with special needs through observations, interactions, review of records, and interviews culminated by recommendations of appropriate interventions and/or instructional placements.</p>	<p>Foundation and Analysis (p. 9)</p> <p>Role-Playing/Mock IEP (pp. 9 &amp; 10)</p> <p>One Month Curriculum Map Unit Plan (p. 10)</p> <p>Journal Entry/Tutor Sessions Reflections (p. 9)</p> <p><a href="#">EDMX 627</a> syllabus</p> <p>Assessment Case Study (pp. 10 – 12)</p>
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	<p>In <i>Class Session #1</i> (see page 3 of the syllabus) candidates learn about Bronfenbrenner’s work on systems theory of development across the life span and understanding children/learner behaviors. His theory examines the complex layers of a child’s environment that effect the child’s development. Subsequently, candidates create a personal ecological map through the <i>Ecological Design Map and Reflective Paper</i> assignment (see page 4 of the syllabus for the assignment). For this assignment, they examine the influence of the environments in their own lives and use this knowledge to consider the potential influences of culture, environment, language, and other variables on their lives and learning. They share their maps and learning regarding the implications for students in <i>Class Session #3</i> (see page 3 of the syllabus).</p> <p><b>EDMX 631</b></p> <p>In EDMX 631 <i>Foundations in Law, Ethics, and Procedures of Special Education</i> there is an emphasis on determining the Least Restrictive Environment. Several class sessions - <i>Class Sessions #2 - #7, #9, and #12</i> (see pages 5 through 7), candidates closely examine relevant and current federal and state laws; mandated IEP components; and regulations, practices, and due process procedural safeguards that pertain to California public education.</p> <p>Within this course, candidates have several opportunities to demonstrate their understandings. For example, for Components #1, #3, #4, and # 10 of the <i>Legal Brief</i> assignment candidates thoroughly investigate and articulate the legal and appropriate environmental options afforded persons with disabilities. Each class participant creates a 10-component special education rights and responsibilities “Legal Brief” by reviewing websites, laws and regulations, and readings posted in their companion online Cougar Course Moodle web resource plus selected chapters of the September 2011 updated version of the online parent-friendly <i>Special Education Rights and Responsibilities</i> (SERR) manual found at <a href="http://www.disabilityrightsca.org">www.disabilityrightsca.org</a>.</p> <p>For <i>Legal Brief Component #1: Web Search of Important Sites</i> (see assignment on page 8 and 9 of the syllabus) candidates thoroughly examine, write annotations for, and share with classmates three required websites (<a href="http://www.disabilityrightsca.org">www.disabilityrightsca.org</a> - Disability</p>	<p>Class Sessions #1 &amp; #3 (p. 3)</p> <p>Ecological Design Map and Reflective Paper (p. 4)</p> <p><a href="#">EDMX 631</a> syllabus</p> <p>Class Sessions #2 - #7, #9, &amp; #12 (pp. 5 - 7)</p> <p>Legal Brief Component #1: Web Search of</p>
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	<p>Rights California; <a href="http://www.wrightslaw.com">www.wrightslaw.com</a> – the Wrights Law comprehensive resource site; <a href="http://www.cec.sped.org">www.cec.sped.org</a> - Council for Exceptional Children. These sights all include essential verbiage/information about special education ethics, law, and procedures that informs a teacher’s legal responsibilities and student and parent advocacy and rights resources.</p> <p>For <i>Legal Brief Component #3: Rationale for Inclusive Practice</i> (see assignment on page 9 of the syllabus) candidates read given pages to from <a href="http://www.ravillabayridge.com/Handouts.htm">www.ravillabayridge.com/Handouts.htm</a> (<i>Our School Doesn’t Offer Inclusion</i> and <i>Making Inclusive Education Work</i>), and based upon their readings, they compose a comprehensive paragraph regarding ethical, legal, and/or procedural insights obtained from the articles. In addition, they read another article, <i>Why Inclusion?</i> and compose a third written response. In each of these articles, candidates are again engaged in learning more about the importance of the least restrictive environment.</p> <p><i>Component #4: Basic Rights and the IEP Process</i> (see assignment on pages 9 and 10 of the syllabus) includes several readings (<i>SERR Manual Chapter 1: Basic Rights</i>; and Chapter 4: <i>IEP Process</i>; and Smith et al., Chapter 4, pages 105 – 117), focus upon basic rights and components of an Individual Education Plan (IEP) and the IEP development process, including the importance of ecological assessment that evaluates the student in the context of his/her environments. For this assignment, candidates create a list of Basic Rights and IEP Process elements that represent their new or deeper learnings and understandings.</p> <p>For <i>Component #10: IDEA Six Principles</i> (see assignment on pages 11 and 12 of the syllabus) candidates assume that, as the new Education Specialist at a school site, they have been assigned time at the beginning-of-the-year school site orientation to familiarize teachers with the “Six Principles” that are the ethical underpinnings of IDEA (including LRE). Candidates read about the Six Principles in Chapter 2 of the Snell and Brown text (pp. 31–43) and of Chapter 1 of the Turnbull, Turnbull, and Wehmeyer text (pp. 11–21). They are also directed to review notes from class, explore websites, and recall what they already know from previous Legal Brief entries (Components 1, 3, and 4) regarding the Six Principles. Given their readings and</p>	<p>Important Sites (pp. 8 &amp; 9)</p> <p>Legal Brief Component #3: Rationale for Inclusive Practice (p. 9)</p> <p>Legal Brief Component #4: Basic Rights and the IEP Process (pp. 9 &amp; 10)</p> <p>Legal Brief Component #10: IDEA Six Principles (pp. 11 &amp; 12)</p>
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research, candidates then create a “teaching tool” that ensures teachers know and understand the basics of the Six Principles, responding to given prompts (What is the principle? What does it mean? What assurances does the principle provide a child and family of a child eligible for special education? What does it mean for general educators and others in the building?). During their last class session, candidates share their teaching tools with their classmates.

**CONCURRENT AND ADD ON CANDIDATE MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

For candidates to be recommended for a Preliminary Education Specialist credential, they must meet all of Education Specialist Teaching Performance Expectations (TPEs) at the *novice* level or higher through an appropriate clinical practice experience. For the Mild/Moderate credential, the clinical practice experiences is either (1) EDMX 572 *Education Specialist – Clinical Practice: Special Education Setting*, for Concurrent and Add On non-Intern candidates or (2) EDMX 671 *Education Specialist – Clinical Practice for Interns I* and EDMX 672 *Education Specialist – Clinical Practice for Interns II* series, for Interns. For the Moderate/Severe credential, the clinical practice experience is EDMX 573 *Education Specialist – Clinical Practice: Moderate/Severe Disabilities*. Candidates’ clinical performances are documented on collaboratively completed forms that include descriptions of evidences verifying assessment of each Teaching Performance Expectation (TPE). For the Mild/Moderate credential, the assessment form used is the *Cal State San Marcos Preliminary **Mild/Moderate** Education Specialist Teaching Performance Expectations Clinical Practice Assessment* document. For the Moderate/Severe credential, the assessment form used is the *Cal State San Marcos Preliminary **Moderate//Severe** Education Specialist Teaching Performance Expectations Clinical Practice Assessment* document. Both forms require the credential candidate and his/her cooperating teacher and clinical supervisor to include descriptions of evidences verifying assessment of the Education Specialist TPEs.

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[572/671/672/573](#)  
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[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

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	<p>The Education Specialist TPE that more directly relates to Program Standard 11.4 and evidences candidates' knowledge and skills regarding intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs. is <b>TPE #1 Specific Pedagogical Skills for Subject Matter Instruction</b></p> <p>See the TPE Clinical Practice Assessment forms for the Mild/Moderate and Moderate/Severe clinical experiences for the specific elements of this TPE that candidates must demonstrate in order to be "checked off" and recommended for the credential. A candidate cannot be recommended for a Preliminary Mild/Moderate or Moderate/Severe Education Specialist credential, unless the candidate meets this and all of the other TPEs in the respective clinical practice experiences at least at the <i>novice</i> performance level.</p> <p>Note: For the Moderate/Severe clinical practice, on the CSUSM Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form, some TPEs and their descriptive performance elements have been combined (e.g., TPE 1 and 9; TPE 3 and 8; TPE 6 and 11), as expected performances overlap or logically combine.</p>	<p><a href="#">Performance Expectations Clinical Practice Assessment</a></p>
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