

Program Standard 13: Curriculum and Instruction of Students with Disabilities

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

Program Standard 13 Element	Program Description that Addresses this Element	Evidences and Artifacts
<p><i>13.1 The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved</i></p>	<p>Each of the Education Specialist program options prepares candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Through their coursework and experiences, candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates who complete this program are able to apply these skills across K-12 age and grade levels as they pertain to the Mild/Moderate and Moderate/Severe Education Specialist Teaching credentials.</p> <p>Candidates have multiple opportunities to demonstrate their ability to develop lessons and units of instruction based on assessment information. Many of the lesson designs developed in the Education Specialist program courses follow an evaluation of the assessed ability levels of given students, some actual students and some hypothetical ones. Using the various California Frameworks, candidates prepare each of the lesson designs to include California K-12 Content Standards, and they must demonstrate within the lessons how they will accommodate the unique learning needs of students who are English learners, students with disabilities, and students who are accelerated in their learning.</p>	

<p>core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.</p>	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 511</p> <p>In EDMX 511 <i>Elementary Teaching and Learning for Education Specialists I</i> candidates develop an understanding of learning theory and instructional practice in integrated and inclusive classrooms. For example, the <i>Elements of Instruction, Taxonomies, and Domains</i> assignment (on page 8 of the syllabus), candidates evidence what they have learned about a variety of instructional approaches, including differentiated instruction, direct instruction, cooperative group learning, co-teaching practices, response to intervention, and culturally responsive teaching. In EDMX 511 as well as in the other <i>methods</i> courses (i.e., Multilingual Education, Mathematics, Literacy, Social Studies, Science), candidates examine the sequences of the California Core Curriculum Standards and create subject-specific and/or integrated, universally designed lesson plans. This learning is evidenced in EDMX 511 through the candidates' <i>Differentiated and Universally Designed Lesson Plan</i> design and <i>Unit of Study: Collaboration, Co-Teaching, and RtI</i> assignments. For these two assignments (see assignment descriptions on page 8 of the syllabus), candidates are carefully guided in their development of a universally designed differentiated lesson and unit plan in order to be fully prepared to implement lesson and unit plans in their clinical practice experiences. In addition to these assignments the <i>Student Assistance Team Process</i> assignment (on page 8 of the syllabus p. 8), candidates research and propose best instructional, assessment, and learning environment strategies, adaptations, and modifications according to a given student's needs. In a <i>Special Education Characteristics and Strategies Resource Binder</i> assignment (see page 7 of the syllabus) candidates research and report on typical and effective strategies for adapting and modifying curriculum, instruction, assessment, and learning environments according to the special needs of students.</p> <p>EDMX 512</p> <p>EDMX 512 <i>Elementary Teaching and Learning for Education Specialists II</i> candidates further develop their understanding of learning theory and instructional</p>	<p>EDMX 511 syllabus</p> <p>Elements of Instruction, Taxonomies, and Domains (p. 8)</p> <p>Differentiated and Universally Designed Lesson Plan assignment(p. 8)</p> <p>Unit of Study: Collaboration, Co-Teaching, and RtI (p. 8)</p> <p>Student Assistance Team Process assignment (p. 8)</p> <p>Special Education Characteristics and Strategies Resource Binder assignment (p. 7)</p> <p>EDMX 512 syllabus</p>
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	<p>practice in integrated and inclusive classrooms. For example, given resources that include Teacher’s Guides and curriculum Frameworks, to demonstrate understanding of how to effectively sequence instruction for an inclusive class of students, candidates complete a <i>One Month Curriculum Map</i> (see page 10 of the syllabus), which covers all of the appropriate curriculum standards for a selected grade level. For the <i>SpEd Category Research, Digital Presentation, & Completed Matrix Binder assignment</i> (see page 9 of the syllabus) candidates build upon the <i>Characteristics and Strategies Resource Binder</i> findings from EDMX 511 assignment and further research, become expert in, and report on typical and effective strategies for adapting and modifying curriculum, instruction, assessment, and learning environments according to the special needs of</p> <p>EDMX 521</p> <p>The first literacy course in the program is EDMX 521 <i>Elementary Literacy I</i>. In this course, candidates engage in activities and assignments that provide them with opportunities to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to California reading/language arts standards, differentiating instruction, and providing access of the core curriculum to all students.</p> <p>For Assignment #1, the <i>Standards Alignment: Planning and Organizing for Instruction</i> (described on pages 5 and 6 of the syllabus pp. 5-6 and completed in <i>Class Sessions #1 and #2</i>), candidates examine literacy standards that lead to the development of differentiated lesson plans that ensure reading/language arts success of <i>all</i> students. In Class Session #1 candidates also are introduced to <i>Response to Intervention</i> (RTI). Via class lectures, discussions and readings (i.e., Mary Howard’s text, <i>RTI from all sides: What every teacher needs to know</i>), candidates learn ways to provide students with disabilities with access to the core curriculum. They also learn alternative approaches to scaffolding literacy learning for students with disabilities. With an emphasis upon Universal Access and using course resources (i.e., California’s common content standards for English language arts and literacy in history/social science, and technical subject; Reading/Language Arts framework for California public schools: Kindergarten through grade 12; Reading language arts</p>	<p>One Month Curriculum Map (p. 10)</p> <p>SpEd Category Research, Digital Presentation, & Completed Matrix Binder assignment (p. 9)</p> <p>EDMX 521 syllabus</p> <p>Standards Alignment: Planning and Organizing for Instruction assignment (pp. 6 – 8)</p>
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	<p>English language development framework; and RICA content specification), candidates examine essential skills needed to align, plan, and organize instruction to meet the developmental needs of typical students, students with special needs, students who are English learners, and accelerated learners.</p> <p>For Assignment #2, the <i>Observation of Reading Strands: Delivery of Reading Instruction</i> (syllabus pp. 9-11; class session 3), candidates create a mock lesson plan based on their field observations of the students reading in the various strands of reading, using the <i>think aloud</i> approach, and using data sources to plan for instruction. Emphasis is on candidates' understanding of the importance of the thinking involved in sequentially describing an instructional strategy step by step, based on a standard. Candidates are expected to submit a lesson that clearly and sequentially describes what the teacher does to model a strategy to teach a specific component of a reading strand, how the teacher checks for comprehension by asking questions, what the teacher does to monitor or guide student practice, and what the teacher specifically does to provide positive feedback and corrective feedback when appropriate.</p> <p>For Assignment #4, following a prescribed lesson plan format, candidates submit <i>Literacy Lesson Plans</i> (see the assignment on pages 13 and 14 of the syllabus), for which they develop differentiated plans for atypical student groups in the classroom (e.g., English learners, struggling students, students eligible for special education, students identified as gifted and talented). In the plans, candidates must provide ways to differentiate for struggling students and students with identified special needs, identifying which California Core Content and/or English Language Arts standards are addressed.</p> <p>In Class Sessions #4 (see page 3 of the syllabus), candidates examine the process of calculating students' independent, instructional, and frustration levels of reading in word analysis, fluency, and comprehension. In this session, they are introduced to diagnostic teaching via Response to Intervention, Universal Design for Learning, and flexible grouping—all of which provide students with disabilities equitable access to the content and experiences found in the state-approved core curriculum.</p>	<p>Observation of Reading Strands assignment (pp. 9 – 11)</p> <p>Literacy Lesson Plans assignment (pp. 13 & 14)</p>
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	<p>As a culminating assignment, candidates in EDMX 521 complete a comprehensive <i>Case Study</i> assignment (see pages 16 and 17 of the syllabus for the assignment), for which they investigate many literacy assessment approaches, listen to a student read, analyze student data, and plan a differentiated lesson based on the diverse strengths and needs of a student. In this course, through class lectures, activities, observations, and assignments, candidates are exposed to a variety of literacy assessment strategies and pedagogical approaches to literacy instruction.</p> <p>EDMX 543</p> <p>EDMX 543 <i>Mathematics Education in Inclusive Classrooms</i> is specially designed for candidates who are seeking the Preliminary Mild/Moderate and Moderate/Severe Education Specialist credentials. Therefore, through their readings, lectures, class discussions, activities, and assignments, candidates have multiple opportunities to provide students with disabilities equitable access to the content and experiences found in the state-approved Mathematics core curriculum. In EDMX 543 candidates use required <i>course texts</i> (listed on page 2 of the syllabus) that provide them with essential information to complement class lectures and complete assignments. One is the text, <i>Mathematics Framework for CA Public Schools</i> gives candidates specific information regarding development, implementation, adaptations, modifications, and evaluation of a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans. The other essential text is <i>Exceptional Lives: Special Education in Today's Schools</i>, which provides candidates with an exceptional resource to successfully complete course assignments. Note that Class Session #3 (see page 14 of the syllabus) is specifically focused on strategies for supporting students with special education needs. For this session, candidates respond to a journal article (i.e., Teaching Mathematics Equitably to All Children) about math and special populations,</p> <p>Through given assignments, candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in mathematics. These skills are particularly evident in their successful completion of a (1) a <i>Mathematics</i></p>	<p>Case Study assignment (pp. 16 & 17)</p> <p>EDMX 543 syllabus</p> <p>Course texts (p. 2)</p> <p>Mathematics Learning Activity assignment (p. 7)</p>
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	<p><i>Learning Activity</i> (see page 7 of the syllabus); and (2) a <i>Mathematical Lesson Design</i> (see pages 6 and 8 of the syllabus), in which candidates collaboratively develop and present an activity that differentiates for, among others, students with special needs. The rubric for the latter assignment (on page 8 of the syllabus) clearly emphasizes TPE 4 Making Content Accessible & TPE 6 Developmentally Appropriate Teaching Practices K-8.</p> <p>EDMS 544</p> <p>One of the goals of EDMS 544 <i>Social Studies Education in Elementary Schools</i> is to “design lessons/units of study that are grade level and developmentally appropriate, that utilize primary source materials, that infuse the arts as well as a multicultural/lingual perspective, and that address the needs of diverse learners” (see <i>Goal 4</i> on page 1 of the syllabus). Instruction on lesson and unit planning begins in <i>Class Session #1</i> and continues through <i>Class Session #6</i> (see pages 12 and 13 of the syllabus). Through (a) discussions and modeling in these class sessions, (b) investigations in the <i>History/Social Science Frameworks</i>, and (c) cooperative group work that candidates develop and share strategies and best practices to develop differentiated lessons and instructional sequences for the <i>Literature Connection Lesson Design</i> assignment (see pages 9 and 10 of the syllabus for the assignment) that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates use a specific lesson design template, provided by the instructor that includes elements requiring differentiation and accommodations for diverse students, including those with special needs.</p> <p>EDMS 545</p> <p>In EDMS 545 <i>Science Education in Elementary Schools</i> candidates are familiarized with both the <i>Science Framework for California Public Schools K-12</i> and <i>Standards and the Health Education Content Standards for California Public Schools</i>. Through class lectures, activities, discussions, and assignments, candidates are expected to design curricula and lessons that reflect a variety of instructional strategies and develop children’s higher-level thinking skills; and demonstrating how <i>all</i> children are included in science education. Within the course, candidates design lesson that</p>	<p>Mathematical Lesson Design assignment and rubric (pp. 6 & 8)</p> <p>EDMS 544 syllabus</p> <p>Course Goals (p. 1)</p> <p>Class Sessions #1 - #6 (pp. 12 & 13)</p> <p>Literature Connection Lesson Design assignment (pp. 9 & 10)</p> <p>EDMS 545 syllabus</p>
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	<p>provide students with disabilities equitable access to the content and experiences found in the state-approved core curriculum. Candidates are expected to successfully meet candidate learning outcome <i>Goal 10</i>, which states “Practice strategies to include all students in science (linguistically and culturally diverse, students with disabilities and other students with special needs)” (see page 2 of the syllabus), thus providing equitable access to the content and experiences found in the state-approved core curriculum. In <i>Class Session #2</i> candidates view and reflect on a video, <i>The Winning Equation: Access + Attitude = Success in Math and Science</i>. This video shows strategies for fully including students with disabilities in science and math activities. The goal of this activity is for teachers to “become better prepared to create an inclusive learning environment and accommodate students with disabilities” (http://www.washington.edu/doi/Video/index.php?vid=28). A topic for discussion in this class session is “What teaching strategies ensure participation of ALL students?”</p> <p>Another way EDMS 545 focuses on providing students with disabilities equitable access to the content and experiences found in the state-approved core curriculum is through topics/lectures for <i>Class Session 3</i> (i.e., Making Science Content Accessible to ALL students; Strategies to ensure participation of ALL student; Adapting science curriculum for children with special needs) (syllabus p. 16). For <i>Assignment #4: Learning Cycle Hands-on Science Lesson Plan & Presentation</i> (see pages 8 through 12 of the syllabus), candidates explore ways to ensure that every child is welcomed and able to participate fully in all science activities. Through readings and Internet research for this assignment, candidates increase their awareness and gather information on issues/situations that can lead some children to be excluded. With their assigned teams, candidates then prepare and present a lesson that “should...identify and explain strategies for English language learners and adaptations for both students with special needs and for GATE students” (see syllabus, p. 9).</p> <p>EDMS 555</p> <p>In EDMS 555 <i>Elementary Multilingual/Multicultural Education</i> candidates observe and complete differentiated lesson designs that demonstrate their ability to make</p>	<p>Course Goals (p. 2)</p> <p>Class Sessions #1 - #3 (pp. 15 & 16)</p> <p>Assignment #4: Learning Cycle Hands-on Science Lesson Plan & Presentation (pp. 8 – 12)</p> <p>EDMS 555 syllabus</p> <p>Class Sessions #1 -</p>
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	<p>In this course, as with others in the program, there is an emphasis on Universal Design for Learning (UDL) and candidates acquiring deeper understanding and application of the Response to Intervention approach to teaching students with varying degrees of academic competence, and candidates articulate through class discussions, activities, and course assignments the entry level, formative, and summative assessment techniques essential to developing instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.</p> <p>As part of the <i>Case Study: Data Analysis and Instructional Planning</i> assignment (see pages 12 through 15 of the syllabus for details), candidates develop a differentiated lesson design for a 7th grade English class in which there is a middle level English learner whose literacy skills are significantly below basic for students of like age/grade. In this assignment, candidates evaluate given assessment data to determine how this student might be best accommodated in an inclusive English class setting. Through thorough examination and class activities using the CA Reading/Language Arts Framework and other class presentations and discussions, candidates develop a broader sense of appropriate grouping practices, and instructional and assessment strategies.</p> <p>Candidates in EDMX 622 complete a second lesson design [<i>Principled Lesson Design for Learner with ASD</i> (syllabus pp. 16-18)]. For this assignment, they focus on instructional strategies essential to the literacy success of a student diagnosed with autism who is fully included in general education.</p> <p>EDMX 627</p> <p>EDMX 627 <i>Assessment, Planning, and Instruction in Special Education</i> focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access the core curriculum in inclusive educational environments through the application of best practices. In this course, authentic assessment, social skills development, and multi-level assessment and instruction are examined. <i>All class sessions</i> and assignments in EDMX 627 (pp. 4-5) provide candidates with opportunities to assess, evaluate, and</p>	<p>Case Study: Data Analysis and Instructional Planning assignment (pp. 12 – 15)</p> <p>Principled Lesson Design for Learner with ASD</p> <p>EDMX 627 syllabus</p> <p>All Class Sessions #1 - #16 (p. 3)</p> <p>WBI #1: RTI, PLC, & LD Eligibility Web Search (p. 13)</p>
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	<p>recommend a variety of pedagogical approaches to instruction, thus providing students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Examples of these opportunities are in the web-based instruction and activity (WBI) assignments related to Element 1 of Program Standard 13. These include <i>WBI #1 (Response to Intervention and Professional Learning Communities)</i>; and <i>WBI #2 (Autism Spectrum Disorder and Assessment)</i>.</p> <p>Candidates make instructional recommendations for a child with special needs based on interpretation of assessment results, as evidenced on the <i>IEP Meeting Preparation Plan Template</i> (syllabus p. 12) and in the <i>Assessment Case Study</i> (syllabus pp. 10-11). As part of this comprehensive case study for a student who is eligible for special education or who is being referred for an initial assessment for consideration for special education services, candidates also create an IEP Preparation Plan, inclusive of a completed Special Factors page from an IEP.</p> <p>EDMX 631</p> <p>In EDMX 631 <i>Law, Ethics, and Procedures of Special Education</i> candidates work toward achieving learning outcome goals (see pages 1 and 2 of the syllabus), which include:</p> <ul style="list-style-type: none"> • (Goal #5) knowledge of co-teaching approaches to facilitate student inclusion in general education and learning of the core curriculum from highly qualified teachers; • (Goal #7) knowledge of and competence in a) the IFSP/IEP/ITP development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination, given California eligibility criteria); b) IEP development to ensure student access to the core general education curriculum; c) development and monitoring of meaningful, measurable, standards-based goals and objectives/benchmarks; d) identification of necessary modifications and accommodations to curriculum, instruction, and assessment; e) identification of needed supports and services; f) placement decision making; and g) determination 	<p>WBI #2: Autism Spectrum Disorder and Assessment (p. 13)</p> <p>Assessment Case Study assignment - IEP Meeting Preparation Plan Template (pp. 10 – 12)</p> <p>EDMX 631 syllabus</p> <p>Learning Goals (pp. 1 & 2)</p>
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	<p>of accommodations for participation in school-wide, district-wide, and state assessments; and</p> <ul style="list-style-type: none"> • (Goal #8) knowledge of the Response to Intervention (RTI) framework for proactive interventions to reduce special education referral and as an alternative method for identification of learning disabilities. <p>Through class lectures, required readings, activities, and <i>Base Team Meeting</i> experiences candidates learn about RTI (see <i>Class Session #4</i> on page 5 of the syllabus) and how it looks in an actual school implementing inclusive RTI and co-teaching principles and practices (see <i>Class Session #9</i> on page 7 of the syllabus). Candidates learn how to write and practice writing procedurally correct, standards-based, observable and measurable IEP goals (see <i>Class Sessions #5 and #6</i> on page 6 of the syllabus) that then may guide instruction to enable students to access the core curriculum. Candidate learn about and practice best practices in collaboratively teaming in <i>Class Session #1</i> (see page 5 of the syllabus) and through practicing these teaming strategies in four out-of-class and one in-class <i>Base Team meetings</i> (see page 8 for the <i>Base Team Meetings</i> assignment). For an example of a Base Team Meeting, see the <i>Base Team #1</i> Agenda and materials on pages 16 – 24 of the syllabus. In Base Team Meeting #4, teams of candidates develop transition goals and activities appropriate for an actual student whom they interviewed appropriate to the students strengths, interest, and needs.</p> <p>EDMX 632</p> <p>In the context of a student with disabilities transitioning from sixth grade to middle school, candidates in EDMX 632 <i>Technology and Communication for Special Populations</i> complete a combined <i>Case Study/Vendor Project</i> (see pages 10 through 13 of the syllabus) as a way to understand the essential use of assistive and augmentative technology/communication devices in the successful instruction and assessment in the academic setting. Another course requirement is successful completion of the <i>Standards-Based Curriculum Project</i> (see pages 14 and 15 of the syllabus) which candidates write, reflect upon, and present to class. This assignment</p>	<p>Classes Sessions #1, #4 - #6, & #9 (pp. 5 – 7)</p> <p>Base Team Meetings assignment (p. 8)</p> <p>Base Team Meeting #1 example (pp. 16 – 24)</p> <p>EDMX 632 syllabus</p> <p>Case Study/Vendor Project (pp. 10 – 13)</p> <p>Standards-Based Curriculum Project (pp. 14 & 15)</p>
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	<p>provides candidates with an opportunity to demonstrate how technology helps a student with disabilities, given specific state academic standards for writing and comprehension skills in content areas.</p> <p>EDMX 633</p> <p><i>All class sessions of EDMX 633 Community Access through Supported Environments focus upon methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Candidates have several opportunities during class sessions to demonstrate their ability to co-teach, collaborate, and consult and work with instructional teams to enhance curriculum and instruction of students with disabilities. In EDMX 633, candidates develop skills in cooperative group learning and peer support structures [see Reading Reflection #6 and #7 on pages 7 and 8 of the syllabus. They examine, discuss, and read about a variety of educational environments appropriate for individuals with diverse strengths and needs. Through course lectures, class activities, a self-guided secondary school observation (i.e., the High School Special Education: Implications of IDEA and More assignment on pages 10 through 15 of the syllabus), and assignments, candidates engage in and observe a variety of pedagogical approaches to instruction that provide student with disabilities with equitable access to the core curriculum and social skill development. These approaches to instruction involve collaborating with students in instruction and decision making through peer tutoring, partner learning, co-teaching, and cooperative learning (see all Class Sessions and Reading Reflections #6 and #7). Candidates develop skills in facilitating student self determination to advocate for their own curriculum and instruction adaptations through the incorporation of elements of the student-centered MAPs (Making Action Plans) futures planning process, student-led IEPs, and personal learning plans into the curriculum, and lesson design and delivery. (see, for example, Reading Reflections #1 and #4 on pages 6 and 7 of the syllabus and the MAPs Implementation assignment on pages 9 and 10 of the syllabus). Candidates also develop a Social Skills Lesson Plan (see page 10 for the assignment directions) based upon curriculum standards (e.g. social skills, health standards, language arts, and problem solving).</i></p> <p>EDMX 635</p>	<p>EDMX 633 syllabus</p> <p>All Class Sessions (p. 4)</p> <p>Reading Reflections #1, #4, #6, & #7 (pp. 6 - 8)</p> <p>High School Special Education: Implications of IDEA and More (pp. 10 – 15)</p> <p>MAPs Implementation assignment (pp. 9 & 10)</p> <p>Social Skills Lesson Plan assignment (p. 10)</p> <p>EDMS 635 syllabus</p>
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	<p>Candidates seeking the Moderate/Severe Education Specialist credential are required to meet the learner outcomes of EDMX 635 <i>Curriculum and Instruction: Moderate-Severe Disabilities</i>. Among the outcomes are those that require candidates to collaborate, as a member of a transdisciplinary team, with families, allied school and health personnel, agencies, advocates, and other relevant persons to facilitate a student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings (see <i>Student Learning Outcomes #2 and #3</i> on page 2 of the syllabus). Candidates also develop the ability to implement systematic, evidence based instructional strategies to teach skills within school, community and work settings; and demonstrate the ability to develop instructional plans responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement (see Student Learning Outcomes #8 and #9 on page 3 of the syllabus).</p> <p>One signature assignment that encompasses many of these goals is <i>Student and Case Study Assignment</i> (see pages 11 and 12 of the syllabus), in which each candidate studies a child for the purpose of developing Individualized Education Program goals, plan instructional strategies/supports, and develop methods for data collection. In addition, candidates describe supports for the family to access community resources and supports to prepare for an upcoming transition. Candidates select a student with whom they are working within clinical practice and conduct surveys and interviews (child, family, professional staff).</p> <p>In a class workshop during <i>Class Session #8</i> (see page 5 of the syllabus), candidates also examine and implement the (Special Education Administrators of County Offices’ (SEACO) curriculum, which “advocates for effective, quality educational programs and services that meet the needs of all students and families and promotes best practices that improve outcomes for students with disabilities” http://www.ccsesa.org/index/subCommittees.cfm?cid=105).</p> <p>EDUC 641</p> <p>EDUC 641 <i>Sociocultural Contexts of Language and Learning</i>) is a co-requisite</p>	<p>Student Learning Outcomes #2, #3, #8, & #9 (pp. 2 & 3)</p> <p>Student and Family Case Study assignment (pp. 11 & 12)</p> <p>Class Session #8 (p. 5) and all class sessions (pp. 5 & 6)</p>
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	<p>course for Education Specialist Add On candidates who do not have the <i>Authorization to Teach English Learners</i> on their basic credential (e.g., credentialed candidates coming from out of state). Candidates who do take EDUC 641 have the opportunity to examine the implications of literacy instruction for students who are English learners (ELs), including ELs with disabilities. In the course candidates examine best practices for individualization in a variety of educational environments and cultures including home, community and school cultures inclusive of parent and community points of view. Class Session #10 is dedicated to Latino families' case scenarios. The <i>Analysis and Application of an English Learner's Assessment Data</i> assignment (see pages 3 and 4 of the syllabus for the assignment description) requires candidates to analyze data about an English learner, including disability information and make conclusions for service. The required assignment 6b, <i>Literature Review: Supporting English Learners with and without Disabilities</i> (see pages 4 and 5 of the syllabus for the assignment description), focuses upon enabling English learners in inclusive educational settings to access the core curriculum. Both assignments are ways in which each candidate demonstrates the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings.</p> <p>CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE</p> <p>Opportunities for candidates to use a variety of pedagogical approaches in lessons and units to provide students with disabilities equitable access to the core curriculum and apply best practices for differentiating instruction for individuals with diverse strengths and needs in a variety of educational environments occur in coursework as describe above. Candidates also must demonstrate their ability to apply these skills through Mild/Moderate and Moderate/Severe clinical practice experiences as described in the next section, Element 13.2 for Program Standard 3.</p>	<p>EDUC 641 syllabus</p> <p>Analysis and Application of an English Learner's Assessment Data assignment (pp. 3 & 4)</p> <p>Literature Review: Supporting Learners with and without Disabilities assignment (pp. 4 & 5)</p>
<p><i>13.2 Candidates must be able to apply these skills</i></p>	<p>Opportunities for candidates to use a variety of pedagogical approaches in lessons and units to provide students with disabilities equitable access to the core curriculum</p>	

<p><i>across age and grade levels (K-12) as they pertain to the Mild/Moderate Education Specialist and Moderate/Severe Education Specialist Teaching credentials.</i></p>	<p>and apply best practices for differentiating instruction for individuals with diverse strengths and needs in a variety of educational environments occur in coursework, as describe in Element 13.1 above. Candidates also must demonstrate their ability to apply these skills through Mild/Moderate and Moderate/Severe clinical practice experiences.</p> <p>EDMX 572/671/672/573</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 Mild/Moderate 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 Moderate//Severe 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 TPEs which candidates must perform to demonstrate their ability to use a variety of pedagogical approaches in lessons and units to provide students with disabilities equitable access to the core curriculum and apply best</p>	<p>EDMX 572/671/672/573 syllabi</p> <p>Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment</p> <p>Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment</p>
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practices for differentiating instruction in a variety of educational environments that most closely relate to the elements of Program Standard 13 are the following.

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 9: Instructional Planning

TPE 10: Instructional Time

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.

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), because expected performances overlap or logically combine.