

# **Educator Preparation Programs**

**EPIC Early Childhood Special Education  
Professional Clear Teaching Credential**

**Program Candidate Handbook**

**EDUCATION PREPARATION FOR EQUITY,  
INCLUSION & SOCIAL JUSTICE  
IN EDUCATION**  
[eppscholar.sccoe.org](https://eppscholar.sccoe.org)

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*County Superintendent of Schools*

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## Welcome Message

The Santa Clara County Office of Education (SCCOE) Educator Preparation Programs (EPP) faculty and staff are looking forward to working with you as you fulfill your professional and educational goals. We are also very excited to offer programs that reflect inclusive practices for all children and build your capacity to actively perform your duties using the principles and the core values of Equity, Inclusion and Social Justice.

The Special Education (Education Specialist Instruction) Credentials program, also known as the Education Preparation for Inclusive Classrooms (EPIC) program, began in 2015 and offers the Preliminary Early Childhood Special Education, Extensive Support Needs and Mild to Moderate Support Needs credentials.

The School Administration Credentials Program, Leaders in Education Administration Program (LEAP), offers coursework leading to the Administrative Services Credential for both preliminary and clear credentials. Our school administration program at SCCOE has been in existence for over a decade.

Educator Preparation Programs also offers Induction to obtain a Clear Credential for Administrators, Special Education and General Education Teachers.

We are committed to your success and to providing you with a quality educational experience that will build not only your technical skills as a teacher and leader but will also emphasize the relational skills necessary to impact school change and outcomes for our students.

Congratulations on starting your journey with us! We are privileged to work with you and know the knowledge of equity and inclusive practices you gain from our program will make a difference in the lives of your future students and their families.

Sincerely,



Adora Fisher  
Executive Director  
Educator Preparation Programs

## Educator Preparation Programs Department Directory

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**For a full staff directory, please visit <https://eppscholar.sccoe.org/>.**

## Santa Clara County Office of Education Mission and Goals

### Mission Statement

The Santa Clara County Office of Education is committed to serving, inspiring, and promoting student and public school success.

### Goals

1. Improve access to inclusive, equitable, high-quality education
2. Provide quality support to districts, schools, students, and communities
3. Be a premier service organization

### SCCOE Board Policies

All program participants must adhere with Santa Clara County Office of Education Board Policies:

<https://go.boarddocs.com/ca/sccoe/Board.nsf/Public#tab-policies>

- Code of Conduct
- Emergency Procedures
- Equal Opportunity Employment
- Violence and Threats in the Workplace
- General Harassment Including Sexual Harassment
- Drug Free Workplace Awareness Policy
- Tobacco Free Environment Policy
- Uniform Complaint Procedure
- Controversial Issues
- Use of Copyrighted Material

## Educator Preparation Programs

### Vision

The VISION of the Santa Clara County Office of Education Educator Preparation Programs is to build courageous teachers and leaders that utilize effective educational practices. These practices are founded on the research based [California Standards for the Teaching Profession](#) (2020) (CSTP/Preliminary Education Specialist) and the [California Professional Standards for Educational Leaders](#) (2014) (CPSELs/administrators), and will facilitate the development of life-long learners who will possess 21st century learning skills. The Educator Preparation Programs endeavor to develop equity based educators ( Schmeichel, 2011; Valunzuela, 2017) and [administrators](#) who are competent, innovative, and who will have the skills and desire to provide inclusive and equitable educational opportunities for the students of California.

### Educator Preparation Programs Accreditation

Special Education (Education Specialist Instruction) Intern Credentials, the Clear Teacher Induction, and the Preliminary and Clear Administration Services Programs are accredited by the California Commission on Teacher Credentialing (CTC). Educator Preparation Programs were reviewed by CTC in spring 2016 and received accreditation to 2023.

### Educator Preparation Programs Advisory Board

An Advisory Board made of faculty members, community members, program graduates and staff meet quarterly to receive updates of our SCCOE Educator Preparation Programs and provide input to staff in implementation. The Advisory Board also reviews course and program surveys to provide guidance and monitoring in the meeting CTC requirements. If you are interested in servicing on the Advisory Board, please contact the program director.

### Means for Stakeholder Input

Stakeholders have input through various opportunities:

- **Advisory Board-** Advisory Board Meetings, direct contact with program leadership through one-on-one meetings and email.
- **Faculty-** Faculty meetings, faculty surveys, one-on-one meetings with leadership, and email.
- **Coaches and Fieldwork Supervisors-** Faculty meetings, coaches forums, fieldwork supervisor meetings, surveys, one-on-one meetings, and email.
- **Staff-** Staff meetings, staff one-on-one meetings with leadership, email.
- **Students-** Orientations, advisory meetings, during class sessions, fieldwork supervisor, one-on-one meetings, one-on-one coaches' meetings, surveys, one-on-one meetings with leadership, and email.
- **Completers-** Survey, reaching out to student advisors, email.

### Evaluation of Program

Ongoing program evaluation is an integral part of the Educator Preparation Programs. Surveys are administered to students and participating districts to collect data on program quality and effectiveness. The evaluation forms and surveys are reviewed by the program leadership and the Educator Preparation Programs Advisory Board to provide information for continuous improvement to the program. Additionally, the Portfolio and fieldwork will be reviewed using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly.

### Non-Discrimination

In accordance with applicable Federal and State laws and SCCOE Board Policy, in regard to admission, retention, graduation and all other processes, Educator Preparation Programs does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service to the uniformed services.

**Diversity**

Valuing diversity is about respecting one another's differences. All members of the academic community of candidates, staff, administrators, and faculty will be respected for the experiences and expertise they bring to our institution. Everyone has the right to an educational environment free of fear for his or her personal safety and no person shall be denied access to, or participation in any program or activity operated by SCCOE.

## Special Education (Education Specialist Instruction) Credential Program

### Mission

To build leadership capacity to effectively teach ALL students, ensuring that ALL students are provided a quality educational experience, with access to the general education standards with appropriate adaptations and modifications as needed.

### Program Learning Outcomes

The Special Education (Education Specialist Instruction) Credential Program provides a cohesive and comprehensive curriculum which integrates coursework, field experiences, and technology. The Program has a concentration in supporting students with varying disabilities in inclusive settings. The Program is approved by the Commission on Teacher Credentialing (CTC). Outcomes reflect alignment with all program standards for preliminary education specialist credentials: Extensive Support Needs (ESN), Mild to Moderate Support Needs (MMSN), and Early Childhood Special Education (ECSE).

- Designed for candidates to demonstrate the ability to:
- Engage and support ALL students in learning
- Create and maintain effective environments for ALL student learning
- Understand and organize subject matter for ALL student learning
- Plan Instruction and design learning experiences for ALL students
- Develop as a professional educator

### Program Overview

The Special Education (Education Specialist Instruction) Credential Program is designed for the working college graduate to pursue a preliminary credential in Special Education. The Program is developed to prepare candidates to become educators with a focus working in and advocating for equitable and inclusive environments. Semester classes are offered online. Because our program is designed for the working professional, our courses are offered weeknights as well as weekends during the day. Coursework for the preliminary credentials covers a two-year period, with candidates working as paid interns during their second year. Participants will mostly frequently move through the program with a common set of peers, sharing their learning experiences and beginning cross program collaborations that will assist them throughout their careers as Education Specialists.

### Credentials Offered

The Special Education (Education Specialist Instruction) Credential Program is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood in inclusive settings. It will prepare candidates in principles and techniques applicable to neurodiverse individuals with extensive support needs, mild to moderate support needs and children birth to age 5 years who have mild to moderate and/or extensive needs.

Special Education (Education Specialist Instruction) Credential Program Graduates can clear their credential through teacher induction after they earn their preliminary credential through Educator Preparation Programs. General Educator Teachers, multi-subject and single-subject teachers can clear their credential through teacher induction as well.

The Education Specialist Instruction Credential authorizes the holder to conduct education assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and special education support to individuals in the area of specialization listed on the credential in the following settings:

- Resource rooms or services
- Special education settings
- General education settings
- Special Schools
- Home/hospital settings
- State hospitals
- Development centers
- Correctional facilities
- Non-public, non-sectarian schools/agencies
- Alternative and non-traditional instructional programs

### **Commission on Teacher Credentialing (CTC)**

The Commission on Teacher Credentialing (CTC) provides the professional standards for the Education Specialist credentials. They define their mission and vision as follows: To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California’s diverse students.

All of California’s students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

In 2018, the Commission approved a new Education Specialist credential structure with five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Extensive Support Needs, Deaf and Hard of Hearing, Visual Impairments and Early Childhood Special Education). The new Education Specialist program standards focus on what programs must offer to candidates, while the TPEs (Teaching Performance Expectations) define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential.

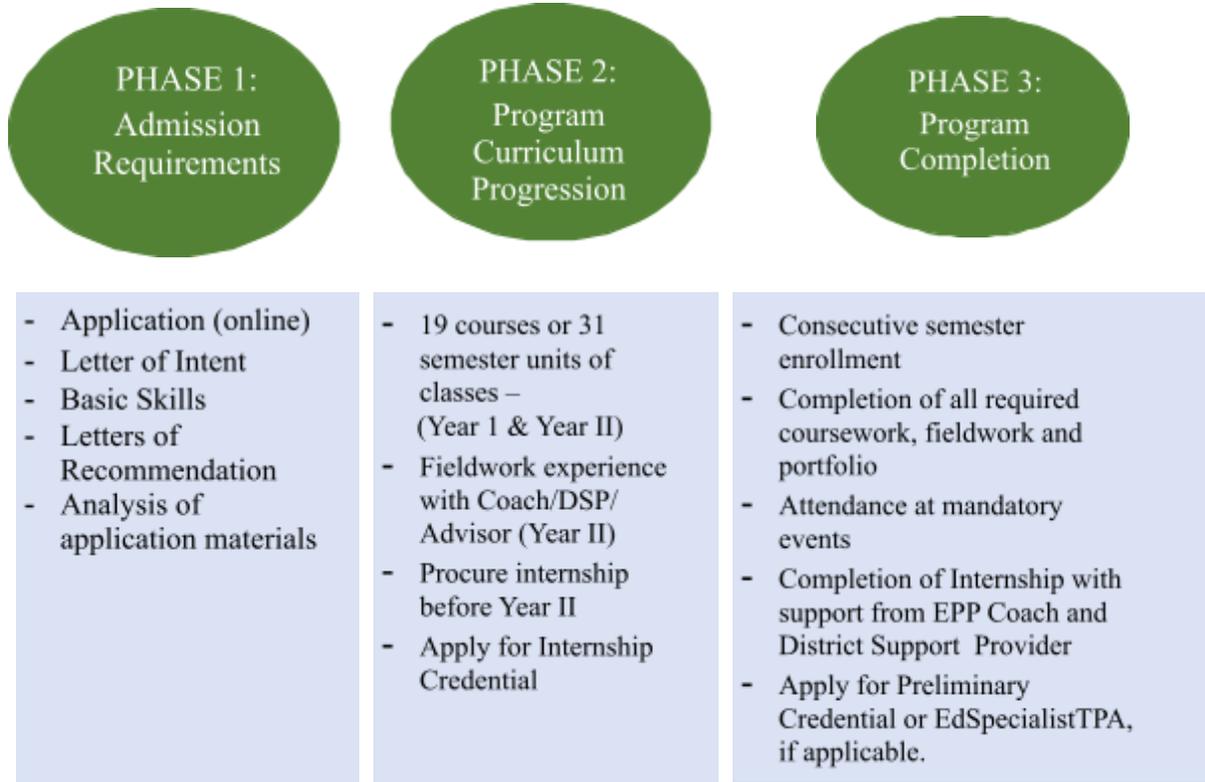
The focus of the credentials is on the student’s individual support needs rather than disability.

### **Phases of Preliminary Educational Specialist Program**

The Special Education (Education Specialist Instruction) Credential Program experience prepares candidates to become teacher specialists in an inclusive classroom. It provides instructional and experiential opportunities to work with families, develop collaborative skills and become proficient classroom managers. Candidates learn from the best experts in the field—current and past teachers, special education directors, and scholars.

There are three phases of the Preliminary ECSE Educational Specialist Credential: Admission Requirements, Program Curriculum Progression, and Program Completion.

The preliminary credential leads to a Preliminary Educational Specialist Credential. Our Program is built around a framework of High Leverage Practices in Special Education and for Inclusive Classrooms. Throughout the arc of the program candidates will learn 22 High Leverage Practices for Inclusive Classrooms. Preliminary candidates will engage in a two-year experience that requires 19 courses of instruction. These 31 semester units include opportunities to apply concepts presented, learned, or exposed with support through assignments and guided fieldwork experiences during the internship phase. An instructional coach will be provided to candidates as they advance into their internship phase.



### Phase 1: Admission Requirements

Submission of application materials by eligible participants are to include:

- Application (online)
- Letter of Intent
- Verification of Employment (for Grant recipients)
- Letter of Recommendation (from Supervisor)
- Verification of Eligibility
  - Bachelor's Degree
  - CBEST (basic Skills) or other CTC approved method
  - CSET (subject matter) or other CTC approved method
  - US Constitution Course/Exam
- Analysis of application materials

### Phase 2: Progression through the Program/Curriculum

Participates in online coursework that is grounded in the California Teaching Performance Expectations (TPE). Working in groups, students will collaboratively explore literature, theories, and the application of these standards. Internship classes meet once a month.

ECSE  
Year I

- TC 404 Curriculum for Inclusive Classroom – Introduction to Teaching
- TC 402 Classroom Management & PBIS
- TC 411A Intro Typical/Atypical Child Development with Health Aspects
- TC 411B Advanced Typical/Atypical Child Development with Health Aspects
- TC 406 Working with Language Diverse Communities

TC 407 Development of Language and Literacy  
 TC 409 Augmentative Alternative Communication & Assistive Technology  
 TC 410 Evidence Based Practices and Autism Spectrum Disorder  
 TC 620 Assessment Administration and Best Practices

Year II

TC 623 Professional, Legal and Ethical Aspects of Special Education  
 TC 403 Collaboration  
 TC 542 (fall) and TC 642 (spring) Intern Seminar in Teaching and Learning (interns only)  
 TC 780F (fall) and TC 780S (spring) Support and Supervision  
 TC 541 Reading and Language Arts ESN  
 TC 530E Curriculum and Intervention (C&I) ECSE  
 TC 531E Infant/Toddler Field Experiences  
 TC 622 Family Systems

There will be an additional few hours spent in orientation and three hours of Individualized Education Plan (IEP) symposiums. Your teaching internship will account for the remainder of the program. These experiences will be credential specialization specific. A program or district coach will serve as internship mentor. Your district will identify your District Service Provider (DSP).

**Internships**

**Intern Status Requirements**

- CPR/First Aid – Infant to Adult: Please consult the program application webpage for all the ways in which this requirement can be met
- Please consult the Subject Matter Requirement information (SMR) on the EPPscholar website for all the ways in which this requirement can be met.
- 120 hours of coursework: Each Education Specialist Internship Program includes a minimum of 120 clock hours (or the semester equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- Complete 189 hours of support and supervision including 45 hours specific to English Learners. These hours will be reviewed during the intern orientation and all necessary documents will be provided to the candidates as well as posted in their Canvas courses.
- CTC requires passing of the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. The RICA consists of passing one of two components, either a comprehensive examination or a video performance assessment. It is recommended that the RICA be taken after completion of the literacy methods course in the credential program.

Specifically, the following four courses are required to be granted internship status (all are taken in Year I):

- TC 402 Classroom Management & PBIS
- TC 404 Curriculum for Inclusive Classroom – Introduction to Teaching
- TC 407 Development of Language and Literacy
- TC 406 Working with Language Diverse Communities

**Intern Candidates Roles and Responsibilities**

District Support Provider: Interns should have regular contact with their district support provider (DSP) for support with access to site-based resources and strategies and for in-the moment, just-in-time support.

Support and Supervision Log: Document your meetings using the Support and Supervision Log. It is the Intern Candidate’s responsibility to submit this Log in Canvas at the end of each semester. Your EPP Coach will not issue a passing grade for TC 780 Support and Supervision until they receive the proper documentation.

Utilize EPP Coach: Schedule scripted observations with your EPP Coach (at least six per semester). Prepare UDL lesson plans for your EPP Coach prior to each scheduled observation (submitted 24 hours before your scheduled observation). Share any sort of difficulty in your placement with your EPP Coach immediately. The EPP Coach provides an extra supportive pair of eyes to help you work through problems and will serve as your advocate and assist you in communications with the EPP and your school site.

Support Materials: Read this Handbook, Teacher Performance Expectations, and Standards as well as the course syllabus for TC 780.

Absences: Always advise your EPP Coach of any absences. If you need to cancel your meeting with your coach for any reason, you must inform them at least 24 hours in advance. Make sure you communicate with your coach regularly.

Confidentiality and Parent Permissions: See your school district guidelines and regarding confidentiality and parent permission forms for photographing or videotaping of students. If your district states they do not have a permission form available for the sake of videotaping contact your EPP Coach and one will be provided for you.

### **Intern Support and Supervision Overview**

Support and Supervision (TC 780) is designed to provide intern candidates with an EPP coach for fieldwork experience support. The role of the EPP coach is to support the intern candidate in meeting the credentialing competencies, support the intern candidate in running a classroom, and to act as a liaison between the intern, EPP, and school site. They will monitor, support and facilitate the candidate's growth and progress in meeting the Teaching Performance Expectations (TPEs), guide a reflective learning process, conduct both formal and informal observations and provide just-in-time support all the while making sure candidates are accountable for the learning of all students in their assigned classroom/caseload. The UDL Lesson Plan Template and Lesson Observation Forms for the formal lesson plans can be found on the EPP Scholar Teacher Credentialing Intern Webpage. Coaches guide the documentation of Support and Supervision Logs (found on the EPP Scholar Teacher Credentialing Intern Webpage). Coaches guide the documentation of Support and Individual Development Plans.

### **Intern Support and Supervision Program Tasks and Activities**

In addition to teaching responsibilities, intern candidates will complete a set of observations, lesson plans, and assessments as follows:

- 2 self-assessments
- Individual Development Plan (Initial and Final)
- Classroom Environment Video (same one that is used for TC 542 assignment)
- 3 UDL Lesson Plans
- 12 observations on video of Teaching Practice
- 2 Observations either live or submitted annotated video
- Program Supervision Hours Documentation
- Evidence of Participation in a Professional Learning Community
- Reflection (embedded in the final IDP)
- Passing Score on Education Specialist TPA (when applicable)

### **Intern Candidates should make sure to review the following with their EPP Coach:**

- Student IEP goals and objectives
- Student behavior plans and accommodations/modifications with your EPP Coach and DSP

Intern Candidates and Coaches will coordinate schedules to assure, on average, one hour per week of contact to support with strategies and intentional reflection toward exemplary teaching practice. The EPP Coach and intern

relationship is essential to make the internship experience a successful one. District Support Providers are available for just-in-time support, initial and ongoing IDP development and placement-based resource strategies and referral. Interns should use the Support and Supervision Logs to document this coordinated support.

### **Assessment of Candidates**

Candidates complete a range of assessments focused on their ability to design and implement instruction that is challenging and culturally sensitive, engaging them in real tasks. Formal assessment evidence is collected by directly observing teaching performance. In addition to completing course-specific assessment tasks, candidates also take part in the following program-wide assessments:

- A Comprehensive Portfolio: This portfolio provides multi-pronged evidence of proficiency in relation to the TPEs. These portfolios are cross-evaluated by multiple coaches
- The Final Individual Development Plan (IDP) Transition Document: This IDP includes areas for growth in relation to the TPEs. This IDP is developed in collaboration with the Program coach, the District Support Provider, the candidate’s supervisor and the candidate.
- Disposition Survey and Reflection: This survey, completed at the beginning and conclusion of the internship year, along with the accompanying reflection, is used to measure professional attitudes, values and beliefs that can be demonstrated as teacher candidates interact with students, families, colleagues, and communities. The purpose of this survey is to guide and inform program faculty in their acceptance decisions and to monitor professional growth throughout the credential program.

The EPP Coach will conduct 12 formal evaluations per year (6 per semester), using lesson observations and guiding questions. The level of support from the EPP Coach is weekly with approximately 20 hours of support per semester. At the end of the first semester, the EPP Coach completes a mid-year observation of the intern candidate. At the end of the semester, the EPP Coach will complete the final summative observation of the intern candidate to assess competencies met. At the end of the second semester, the intern with the help of the EPP Coach will complete the final Individual Portability (IDP) document which includes reflection of the intern year and creation of three goals for the induction program. Written remediation plans will be provided for intern candidates who are deficient in various areas and additional periodic evaluations may occur when necessary. Petition or appeal procedures must follow procedures published by Educator Preparation Programs. The Candidate Appeal Form is available on the EPPscholar website in the student portal.

### **Placements and Field Experiences**

Most field experiences during the candidate’s intern year will occur in their own classroom with observations in another setting for breadth. If either the EPP Coach or Program views the intern candidate as only partially meeting competency for their credential, then additional field placements may be required.

### **Additional Required Field Experiences**

Diversity of Grades Clinical Field Experience

- All Special Education Candidates are required to have an alternative grade level field experience of at least 15 hours which represents a significant change to their primary intern placement in order to meet the CTC diversity of grades clinical experience requirement. Details will be covered during the TC 542 or TC 642 courses. Candidates should start scheduling and planning for these alternative grade placements during their initial Individual Development Plan (IDP) visit with their principal and EPP Coach. The greatest grade/age span difference within 0-3 - K will yield the most learning.
- Candidates should work with their EPP Coach and principal or supervisor early in the internship experience to schedule the 15 hours of veteran teacher observations for the alternative grade level clinical experience.
  - ECSE Candidates in Preschool placements will have this experience in a Kindergarten classroom

- o ECSE Candidates in Kindergarten or TK placements will have this experience in Preschool Classroom
- Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population. The site must be approved by the EPP administration.

### **Continuum of Special Education Services and Program Delivery Clinical Experience**

As part of the early fieldwork within candidate coursework, prior to or during the internship experience, candidates will be required to have experiences in multiple co-taught, resource and or/special day class environments to meet the CTC continuum of Special Education Services and Program Delivery clinical experience requirement. These experiences will be embedded within coursework and candidates will receive more details during the applicable courses.

### **General Education and Special Education Clinical Experience**

The CTC requires clinical experiences and fieldwork in both special education and general education to earn an Educational Specialist Instruction Credential. Special Education experiences are embedded throughout all coursework. General Education experiences with reflection are embedded as follows:

Preliminary Candidates

TC 407 Development of Language and Literacy ~ 10 hours

TC 704 or TC 541 Reading and Language Arts  
~ 20 hours

Accelerated Pathway Candidates

Single Subject and Multi-Subject Exempt

Candidates with an existing Special Education Credential seeking a Special Credential in another area are required to meet this clinical experience as follows:

TC 530E Curriculum and Intervention (C&I) ECSE ~30 hours

### **Student Advisors**

Student Advisors are available two times per week (please check your student portal for specific days/times and the Zoom address or by appointment (please check the EPP website for advising appointment sign-up).

### **Phase 3: Completion**

- Participants are expected to enroll during consecutive semesters with multiple sessions (extensions may be granted for specific circumstances).
- Successful completion of the required Preliminary Credential Coursework.
- Successful completion of internship requirements and completion of the TPA, if applicable.
- Attendance at orientations and application symposiums
- Passing Score of Education Specialist CalTPA (when applicable)
- Passing Score on the RICA

It is expected that candidates complete the credentialing coursework within two years of starting the program. If an extension is needed for an extenuating circumstance, meet with your advisor immediately. Candidates must enroll in all courses in your course sequence before the start of each course and in the order provided. Late enrollment will not be accepted. Candidates who do not enroll in their course sequence in the order provided may

have their program extended and incur additional costs.

### **Accelerated Pathway**

The Special Education (Education Specialist Instruction) Credential Program Accelerated Pathway is designed for teachers with a California Clear Teacher Credential. Candidates will earn a Clear Education Specialist Credential in the applicable area of specialization. Candidates with a Preliminary Teaching Credential are still eligible if they can provide proof of two years of successful teaching under their preliminary credential in a public or private school.

The Accelerated Pathway is for candidates seeking an additional Clear Education Specialist Credential or another Preliminary Credential if the candidate has two years of verified experience. The pathway is pre-determined based on prior credentials and experience. Only those candidates seeking a second Education Specialist Credential can request a transcript analysis for a specialized pathway.

The Accelerated Pathway consists of 14 courses, four of which are coaching based internship courses without scheduled classes. Candidates are expected to complete culminating Portfolio fieldwork consisting of evidence of all 6 TPEs.

### **Accelerated Pathway Required Courses**

#### **AP ECSE**

- TC 623 Professional Legal and Ethical Aspects of Education
- TC 410 Special Topics: Evidence Based Practices and Autism
- TC 402 Classroom Management & PBIS
- TC 411A Intro to Typical/Atypical Development with Health Aspects
- TC 411B Advanced Typical/Atypical Development with Health Aspects
- TC 409 AAC and AT
- TC 403 Collaboration
- TC 530 Curriculum and Intervention ECSE
- TC 531E Infant and Toddler Field Experiences
- TC 542 & TC 642 Seminar in Teaching and Learning (interns only)
- TC 780F & TC 780S Support and Supervision
- TC 620 Assessment Administration and Best Practices

The criteria for acceptance into the Special Education (Education Specialist Instruction) Credential Program Accelerated Pathway is:

- General Education or Special Education Teaching Credential
  - Clear or Preliminary Credential and verification of two years of work as a credentialed teacher
  - If Preliminary Credential holders, must provide two years' exemplary performance review from supervisor
- Letter of Recommendation from Supervisor
- Teaching Position in your area of specialization in any of the following categories:
  - An inclusive preschool classroom with ECSE students
  - An SDC classroom
  - An ECSE early intervention program
  - An RSP position
- Unofficial Transcripts (Preliminary Credential holders only)
- Letter of Intent

Candidates who do not yet have an internship may still begin the program by enrolling in non-internship coursework.

## Policies and Procedures

### Student Enrollment System

Modern Campus Destiny One: <https://eppscholar.sccoe.org/>

EPP uses the *Modern Campus Destiny One Enrollment System* online program to maintain your information.

Please

- Make sure you remember your login and password.
- Keep your personal contact information current under Profile Settings. This includes employment, medical and emergency information.
- Use your legal name.
- Include your social security number and birthdate.
- Include your personal, not work, email as your primary email address.
- All documents are labeled and uploaded as a PDF via <https://eppscholar.sccoe.org/>.
- Emailed documents will not be accepted.

### Learning Management System

CANVAS and Course Policies

- Class materials, resources, and assignments for each course, including fieldwork, are housed in CANVAS. This includes fieldwork assignments, course syllabi and assignments, calendars of due dates, a message inbox, and gradebook. Students will submit assigned coursework and fieldwork and correspond with instructors and other course participants within Canvas.
- Each participant will be guided to create a SCCOE Canvas account with a secure password to access the materials and assignments during orientation.
- It is the responsibility of the student to check course requirements, notifications, and assignments in CANVAS.
- Grades from the CANVAS system are transferred to DESTINY

### Tuition and Tuition Policies

Candidates are charged tuition at the rate specified for the year of program entry.

- All tuition payments must be received prior to the first date of class. If tuition is not paid and you are not enrolled by the first class, you will not be eligible to take that class. Late enrollment is not accepted.
- Faculty may not accept tuition payments.
- Payments are to be made in EPPScholar using a credit or debit card. You may write a check to SCCOE. Please know that if you choose to pay by check, this may delay processing. We do not accept cash.
- A late fee of \$75 will be charged if payment is received after the due date.
- Refunds are not available on application fees, deposits or once classes have begun.
- EPP makes every effort to keep costs to a minimum. Fees listed in published schedules or student accounts may need to be increased to assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, EPP must reserve the right, even after the fees are initially charged or initial payments are made, to increase or modify any listed fees.
- Tuition and fees are subject to change until the date when instruction for a particular course has begun. All listed fees should be regarded as estimates that are subject to change.

### Payment Plan

Candidates who need an alternate payment plan to the posted tuition plan, can purchase a yearly payment plan through their student portal. The payment plan cost is \$50, and candidates who receive a payment plan will be enrolled in the coursework by the program. It is the candidate's responsibility to ensure that all payments are made on time, and a late fee of \$75 will be added for any payment made after the agreed due date.

## **Title IV Federal Student Aid Disclosure**

Educator Preparation Programs does not provide Form 1098-T to students enrolled in our programs. Form 1098-T is only provided by an eligible educational institution that reports, among other things, amounts paid for qualified tuition and related expenses. A student must receive a Form 1098-T for each tax year to claim an education credit. Unfortunately, we are not considered an eligible educational institution by the IRS as we do not provide Federal Student Aid through our programs. Additionally, we do not have a Federal School Code, which is assigned by the Department of Education for schools participating in the Title IV federal student aid programs.

## **Course Equivalencies/Transcript Analysis**

Course equivalencies are only accepted for Special Education (Education Specialist Instruction) Credential Program preliminary traditional pathway coursework and Accelerated Pathway candidates if earning a second Education Specialist Credential. Course equivalencies are not accepted for those students on the Accelerated Pathway with a Clear Multi-Subject or Single Subject Credential. Their pathway to the Education Specialist Credential is predetermined based on their base credential. Course equivalencies for those students on the Accelerated Pathway with a Clear Education Specialist Credential are based on a transcript analysis. Their pathway is determined based on this analysis.

A transcript analysis for their entire program may be requested during the candidate's first two weeks of enrollment. Requests will not be accepted after the start of the class or program. It is advised that candidates notify the EPP staff of their request via email at [epp@sccoe.org](mailto:epp@sccoe.org) once they pay for and submit the transcript analysis request on [www.eppscholar.sccoe.org](http://www.eppscholar.sccoe.org). The applicable course description and/or syllabus must be available for consideration. The course must have been taken within the last seven years to be considered for equivalency.

## **Transcript Analysis Specifications**

1. Only six units or less can be transferred/applied (unless applying for a second credential)
  2. Only courses completed within the last seven years will be considered
  3. Only courses that qualify for graduate credit by an accredited institution can be transferred
- \* Exception: Integrated credential coursework completed as an undergraduate may be considered pending review of transcripts and course descriptions.

Once a course is deemed eligible for consideration after having met the above criteria, there are several factors that are considered when a course description and/or syllabus is being evaluated for equivalency:

- Comparison to Special Education (Education Specialist Instruction) Credential Program course syllabi in terms of content, assignments and TPEs or CSTPs, and courses meeting the California State Standards
- Infusion of current terminology and practice
- Developments in the field
- Connection to Inclusion, Special Education and Equity Principal

## **Foreign Transcripts**

Individuals who have completed college or university coursework at an institution in a country other than the United States must obtain a full or course-by-course evaluation from an agency approved by the Commission on Teacher Credentialing for Foreign Transcript evaluation of foreign transcripts, degrees, and other relevant documents from outside the United States prior to applying to the SCCOE Special Education (Education Specialist Instruction) Credential Program. For more information, please visit: [www.ctc.ca.gov/credentials/leaflets/cl635.pdf](http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf)

## **Written Assignments**

As a leader it is important to develop professional communication habits including writing for different audiences. The courses you are taking are graduate-level courses. It is an expectation that written assignments citing research will be written in a scholarly fashion and meet APA style format guidelines. APA style guide and information will be posted in CANVAS to support you. Your course instructors will also provide support in class. All written

assignments must be typed using appropriate spacing, font size, and margins. Work must be submitted free of grammatical errors, spelling polished, and publish-ready.

**Class Attendance**

A core concept of the program is the contribution of individual candidates and that of the collective cohort. In addition to learning content, and so that they may contribute insight, experience, and reflection, candidates must attend each class meeting. To reflect the importance of attendance and participation, a separate component of class grades is class attendance. Consistent attendance will have a direct impact on learning, performance, and grades.

If a candidate must miss a class due to illness, etc., the candidate must contact the faculty prior to not attending class. Should an unforeseen event (family emergency, illness, etc.) occur, contact the instructor and program administrator immediately. Each absence will be handled on a case-by-case basis. Attendance and participation points cannot be obtained through makeup work. A consistent problem with attendance may result in dismissal from the Program. Class attendance and participation is a priority. More than two absences will lead to dismissal from the class. The candidate will be put on academic probation and be required to take and pay for the class again. In addition, it will impact the length of time in the program and the intern credential. Candidates with intern credentials who must extend their program to repeat courses will be required to sign up for ongoing coaching support at their own expense. If a candidate is on academic probation during multiple semesters, it may lead to termination from the program.

**Absence Due to Religious Holiday**

Educator Preparation Program’s policy for students who miss class, assignments, or exams to observe a religious holiday will be accommodated as follows:

- Absences may not be counted as a missed class in any course in which attendance is a measure of academic performance
- Reasonable extensions of time must be given, without academic penalty, for missed assignments

Students must inform their instructor and the EPP Staff in writing of their need to observe a religious holiday reasonably at least four weeks in advance of the absence, preferably at the beginning of the course. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that missed class by the deadline set by the instructor.

**Grading**

All courses are expected to be completed at mastery level. Faculty is solely responsible for the determination of course grades and grading criteria needs to be clearly defined on the course syllabus, including the effect of attendance on the final course grade.

Grades	Minimum Score	Grade-Point Equivalent
A	93%	4.0
A-	90%	3.7
B+	87%	3.3
B	83%	3.0
<b>Anything Below B is not acceptable</b>		

Grade A Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.

Grade B	Good knowledge and application of course content, assignments reflect professionalism, effort and application of course requirements.
B- and below	Failure; course will need to be retaken and Candidate may be placed on academic probation. (Does not meet standards)
Grade NP	Not Pass
Grade IP	In Progress (upon approval by instructor due to exceptional circumstances). Will become NP if revised deadline is not met.
Grade W	Withdrawn from course

### **Course Grades**

When a candidate fails to complete any component of the enrolled Credentialing Program successfully, the Program Administrator will review progress and determine corrective action. All coursework must meet standards and be completed on time. Extensions are at the discretion of the instructor and cannot be extended beyond two weeks after the last day of class. If the candidate must repeat the class that following year, it will be at their own expense as will be the cost of additional coaching and supports (if applicable).

### **Intervention Action Plans**

If faculty members, coaches, and/or supervisors have concerns about a candidate’s supervised performance and determine that remediation is appropriate, they will inform the candidate about areas of concern, offer specific suggestions about how to meet his/her performance expectations, and set specific goals and a timeline in which the candidate can demonstrate improved performance. Candidate may receive a Risk of Academic Probation notice. This written statement is known as an “Intervention Action Plan.” If a candidate’s performance does not meet expectations at the end of the given timeline, he/she may not move forward in his/her program and may be placed on an individual plan and agreement (see dismissal policy).

### **Adverse Credential Actions**

Applicants with revoked credentials and/or credentials flagged with adverse actions will not be admitted to a credential program. Once the applicant’s credential status is cleared or reinstated by the Commission on Teacher Credentialing (CTC), the applicant may petition for admission to the Program by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision.

### **Acts of Dishonesty**

All candidates are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated and may end in dismissal from the program.

### **Plagiarism**

Plagiarism is a serious offense. Types of plagiarism include deliberate plagiarism, paraphrasing, patchwork paraphrasing, accidental plagiarism, buying assignments and inaccurate authorship. Candidates suspected of plagiarism will be counseled and may be reported to the CTC which could put their credential at risk.

### **Program Extensions**

An intern student who does not earn their preliminary credential in two semesters of support and supervision due to lack of multiple program requirements such as coursework, the portfolio, and exams, is required to take a 3<sup>rd</sup> or 4<sup>th</sup> semester of continued supervision while they complete those requirements. Additional semesters of supervision will be added at the student’s expense.

Intern teaching candidates who have not attempted all required assessments by the end of the program will not be eligible to apply for an extension of their intern credential and will be dismissed from the program. An intern student who completes all program requirements except passing a culminating exam is required to take a fieldwork course for each test/assessment not passed. Continued support/supervision is considered a course. The additional semester/course(s) will be at the expense of the student. Additionally, while working on an intern credential, students must continue to log support hours until all requirements are met.

### **Dismissal Policy**

Dismissal from SCCOE's Educator Preparations Programs may occur due to:

1. Inadequate Academic Performance or Progress or
2. Failure to adhere to the Ethical Principles Professional Responsibilities (see below)

Violence, threats of violence, intimidation, stalking, and similar behaviors towards students, program candidates, faculty and/or SCCOE employees on the part of students shall lead to immediate dismissal from the program.

The reason(s) for a student's pending dismissal will be identified by the program administrator(s) and referred to the Director(s) of Educator Preparation Programs for review. The decision will be final and will be forwarded to the student.

### **Ethical Principles Professional Responsibilities – Code of Conduct**

It is expected that students always uphold a professional demeanor and attitude. If you hear or see things in coursework with which you may not agree, you must stay open to learning, remain professional, and keep all conversations confidential.

Students participating in EPP shall adhere to the following Universal Teaching Performance Expectations:

U6.2 Recognize their own values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families and well as toward their colleagues.

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

U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

### **Grievance and Appeals Process**

Should a student question program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirement or other topic, the concern must be submitted in writing to the program directors using the appeal form available on the EPPscholar.org website. Next, a meeting will be scheduled by the student with the program directors to review and discuss concerns and determine next steps. Another meeting may be scheduled to further discuss the situation. Following discussion and review of the concern with the Program Administration, a decision will be made regarding the grievance. The decision will be final and will be forwarded to the participant.

### **Change of Major**

If a candidate starts in one program and decides they want to change their major and receive accreditation in a different Special Education (Education Specialist Instruction) Credentials Program, they must fill out the [Change of](#)

[Program Major Request Form](#). Candidate must understand that a change of major request is subject to review and must be approved by Educator Preparation Programs. Candidate must confirm academic requirements have been reviewed for the intended credential and confirm commitment to meet them. A change in major may delay program completion date, and candidates may incur additional costs for added coursework.

### **Change of Coach**

EPP believes that coaching is a highly effective method of supporting our interns as they go through the program. Coaching relationships are a critical component of the intern year. If an intern is not satisfied with their coaching support, they may request a new coach once they have extensively addressed this issue with their coach, student advisor, and program administrators. Use the [Change of Coach Request Form](#) to request a change of coach, and submit it to the EPP Student Advisor.

### **Leave of Absence**

If a candidate cannot continue with courses during the Program year, a Leave of Absence can be requested. This Leave must be requested in writing and submitted to the EPP Office (see [Request for Leave of Absence](#)). Upon approval, the Leave of Absence will be issued for one year. The Leave of Absence will keep the completed courses on file and the candidate may restart the Program the following year taking only the courses needed to complete the Program based on that year's requirements. To return to the Program, a [Leave of Absence Reinstatement Form](#) must be submitted. A \$75 Reinstatement Fee will be added to the candidates' account upon reinstatement to the program. If the candidate does not return the following program year, the Leave of Absence will no longer be valid, and the candidate will need to restart the program.

### **Program Withdrawal**

If a candidate decides they cannot continue with the Program and does not wish to request a Leave of Absence, a Program Withdrawal can be requested. This Withdrawal must be requested in writing and submitted to the EPP Office (see [Program Withdrawal Form](#)). Once Program Withdrawal is approved, the candidate will need to reapply if wanting to restart the Program at a later date.

### **ADA Accommodations**

Students with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the student must submit the [ADA Accommodation Request Form](#) to Program Administrators that describes the specific disability (i.e. psychologist, physician, or educational diagnostician).

Individuals with disabilities who need to request accommodations should upload the documentation into their student portal first and then contact Educator Preparation Programs. Once documentation is on file, arrangements for reasonable accommodations can be made. Candidates will then work with faculty directly to determine what reasonable accommodations are necessary.

### **Notification of Changes**

It is the responsibility of the student to notify the Educator Preparation Programs Department Staff of changes in employment, work location, credential or changes in contact information.

### **Office Hours**

Appointments with EPP Administration are available M-F 8:00 a.m. to 5:00 p.m. and can be scheduled by email or by phone. Faculty appointments are scheduled individually with each faculty member.

### **Teach-Out Process**

Should a credential program be discontinued for any reason, there is a Teach-Out Process. Under the guidelines of SCCOE's accrediting agency, the Commission on Teaching Credentialing, when closing a program: "a teach-out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed." The SCCOE is committed to assisting students affected

by the program terminations and is making every effort to formulate procedures that minimize the impact on students. The complete [Teach-Out Process](#) is included in the Appendix.

## Appendices

### Course Descriptions

#### **TC 402 Classroom Management & PBIS**

This course focuses on teaching candidates how to develop a positive classroom environment that supports learning. Candidates will learn the information on laws and regulations as they relate to promoting positive behavior, self-regulation, manifestations and determinations and safe schools (e.g. IDEA, FERPA, ESSA, Supreme Court). Candidates will learn how to manage a classroom and build structures that support student engagement and motivation. Candidates will also learn how to monitor, assess, manage, and teach positive classroom behaviors. Candidates will review classroom and school management strategies and develop individual behavior management plans with the goal of transition planning. Candidates learn advanced strategies and interventions for preventing, minimizing, and resolving challenging behaviors in the classroom as well as how to facilitate acceptable behaviors. Candidates will learn about school wide positive supports and their role in promoting safe schools and positive social emotional learning, including but not limited to restorative justice and anti-bullying strategies. Within the course, candidates will learn strategies for working with families and be able to identify their own behaviors that may impact behavior in students. These strategies and interventions will empower teachers to support students with emotional and behavioral disorders in the general and special education classroom.

#### **TC 403 Collaboration**

Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions, and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.

#### **TC 404 Curriculum for Inclusive Classrooms - Introduction to Teaching**

This course provides an introduction to the profession of teaching in the inclusive environment. Candidates will be introduced to the following concepts: historical aspects of education (incorporating both general education and special education, inclusive education, multi-tiered systems of support, universal design for learning, common core and ELD standards, 21st Century Learning to ensure a learning environment that is physically, mentally, intellectually and emotionally safe and healthy (including addressing bullying, racism, and sexism among students). Candidates will also be introduced to a variety of instructional strategies, resources, and assistive technology. Candidates will learn and be able to understand & demonstrate the following concepts: lesson design & planning, use of Common Core standards, social-emotional learning. Candidates will be exposed to working with a diverse population. Candidates will show knowledge of students' prior experiences, interests, and social-emotional needs. Candidates will utilize a student's cultural, language, and socioeconomic backgrounds as a means to engage learning. Candidates will access resources to support students in need as well as collaborate with other educators and the larger school community. Candidates will receive an overview of the stages of child development and the relationship between development and education. Candidates will begin to learn how to write IEP goals and objectives and to develop IEPs and 504 plans. Candidates will provide opportunities and teach advocacy strategies for students to meet their specific learning needs and provide opportunities for students to support each other. During the course, candidates will be provided information regarding the referral process, procedural safeguards, manifestation determination/expulsion and timelines.

#### **TC 406 Working with Language Diverse Communities**

This course is intended for candidates who will work with service providers and or become case managers in supporting families of children with special needs within language diverse communities and may be English

language learners. Candidates will learn about cultural values, including cultural shock, including inter- and intra-group differences, health and healing values, attitudes toward individuals with disabilities, child rearing practices through the exploration of underlying concepts such as acculturation and assimilation, intervention strategies/support services and language issues. The course will investigate family support principles as a key strategy in working with language diverse families. The course is designed to facilitate the student's development of critical analytical skills in the evaluation and interpretation of cross-cultural issues in theory and practice. Topics on building equity to empower all learners will be embedded during class.

#### **TC 407 Development of Language and Literacy**

Candidates will learn language development; linguistic terminology and components of languages; biological basis of language; theories of language acquisition; stages of language development; environmental factors; language diversity factors; bilingualism; characteristics of and intervention for language disorders; emergent literacy; assessment of language; second language learning and language changes throughout the lifespan. This course assists candidates in learning from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition. It focuses on understanding how to effectively use materials, methods and strategies for English language development that are responsive to the individual developmental learning needs of each child. This course will increase the student's knowledge base concerning the learner, the teacher, the language-learning process, normal and atypical language acquisition, learning environments, learning styles, language learning strategies, second language learning and key theoretical perspectives on language learning and development. Current and past practices concerning speech and language acquisition will be reviewed. Information concerning language and early literacy development will assist the student to become a competent collaborator in terms of developing language development programs and a decision-maker regarding referrals for further assessment. This course will focus on typical/atypical language development, language learning and students with disabilities. Candidates will become knowledgeable on identifying language development needs versus language acquisition needs.

#### **TC 409 Augmentation/Alternative Communication & Assistive Technology**

This course is designed to provide candidates with the skills required to work effectively with children and youth who may need an augmentative and alternative communication system (AAC) and/or other assistive technology. The focus of this course will be on understanding the different forms of AAC and assistive technology (AT) to support the students with whom they will work. There will be a very strong emphasis on familiarity of AAC and AT tools, devices, augmentative aides and specific technology to support social interactions, accessing the general education curriculum, and independence. Portions of this course may be held in or demonstrated from the SCCOE AAC/AT Lab where candidates will see AAC devices first hand.

#### **TC 410 Special Topics: Evidence Based Practices and Autism Spectrum Disorder**

This course is organized to prepare teacher candidates with the knowledge necessary to select and use evidence-based assessments and interventions in the classroom setting. There will be a special emphasis on social, behavior, and academic Evidence Based Practices in Autism, sensory and focus difficulties and the challenges faced by families of children with ASD and ID. However, candidates will learn Evidence Based Practices that apply to multiple disability categories, support needs and subject areas. This course interconnects the skills the instructional strategies learned in the core curriculum courses and the progress monitoring knowledge of the assessment course. Candidates will be presented with, learn and apply evidence-based intervention practices that have been demonstrated to be effective through outcome evaluations. This is a practical fieldwork course during which candidates will demonstrate the ability to implement universal screeners, class wide interventions, research-based preference assessments, and evidence-based reading and math interventions.

#### **TC 411A Introduction to Typical/Atypical Development and Health Aspects**

During this introductory course, candidates will learn about typical and atypical development and its impact on education. Strategies will be discussed so that students can access the general education curriculum to the extent

possible based on their unique needs. Course content includes an introduction to medical and health problems evolving from perinatal developmental risk factors, and chronic medical conditions, such as traumatic brain injury, issues related to nutrition and issues related to alcohol and drug use. Candidates will also learn strategies and accommodations/modifications for working with children with medical issues. With a focus on inclusive practices candidates will be introduced to the role of the medical team and the candidate's unique perspective when contributing to that team. All Candidates are required to pass infant to adult CPR and first aid during this course.

**TC 411B Advanced Typical/Atypical Development and Health Aspects**

This course expands the learning from the introduction course into a deeper understanding of trauma informed care and continues with the impact of sensory and mobility challenges onto the physiological and sociological effects of the abuse of alcohol, narcotics, and drugs and the use of tobacco. With a focus on inclusive practices, candidates will further expand their learning of strategies for accommodations and modifications for working with children with serious medical issues as well as working with families. Course content includes a deep understanding of the medical and health problems evolving from perinatal developmental risk factors, and/or chronic medical conditions, and the physiological and sociological effects of the abuse of alcohol, narcotics, and drugs and the use of tobacco. Candidates will understand the medical team functions, interpretation of medical histories; specialized medical equipment; family reactions and coping strategies; and how community resources are addressed. Candidates will learn about the federal, state and local policies regarding working with specialized health care. *Extensive Support Needs and ECSE candidates only will complete an additional Deaf-Blindness and Instructional Strategies Module and Discussion Board.*

**TC 530E Curriculum and Intervention (C&I) ECSE**

The purpose of this course is to develop the skills necessary to provide quality intervention for young children with special developmental needs from birth to Kindergarten. It includes a study of the philosophies of early intervention, curricula resources and research-based intervention models and strategies. Candidates will learn how to and practice conducting play-based assessment. Assignments promote opportunities to simulate a variety of intervention techniques and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Evidence-based intervention approaches for specific disability areas such as visual impairment, physical impairment, autism spectrum disorders and general developmental delay will be investigated. Class discussions and assignments will expand on information provided in assigned readings and acquired through field experience. Each class will begin with a real-life English Learner case study analysis specific to the context one or more of the students is facing in their current classroom.

**TC 531E Infant/Toddler Field Experiences**

This internship is an advanced level supervised field experience that focuses on teaching/intervention with birth -3 year olds within natural environments and least restrictive environments for inclusive practices. This is a performance-evidenced experience that requires direct observation. Candidates will be expected to provide documented evidence related to demonstrated competency in relation to referral, assessment, IFSP/IEP/BSP processes, home-based intervention, classroom instruction, materials and classroom modification, consultation, collaboration, co-teaching, in-service training, behavioral planning and intervention for children of all learning levels including English learners. Observations and practical experiences across age groups and educational settings for which the education specialist credential will be certified are mandatory. Candidates must also provide evidence of working with English language learners with concurrent special education IFSP/IEP documented needs.

You will need to complete a minimum of 12 hours of direct observation of early intervention services. This does not include travel or prep. One must include an intake assessment, or an Initial or Annual IFSP. Eight of these must be delivered by a credentialed ECSE, the others may be done with a speech therapist, occupational therapist, physical therapist, special Ed teachers (visually impaired, deaf/HOH, and/or orthopedically impaired). Ideally, 2-3 of these will include 1-hour observations with the same child/family, and at least 4 hours must include a child with

a low incidence disability (hearing, vision, and/or orthopedic). Your observation log is available on Canvas.

### **TC 541 Reading and Language Arts ESN**

This course examines concepts in reading including formal and informal methods for determining a student's reading ability to plan effective instruction. Methods and materials for the sequential development of decoding, encoding, fluency, vocabulary and reading comprehension will be discussed and practiced. Candidates will learn how to make a communication rich environment to support all students including those that are deaf-blind. The impact of all levels of students who are learning English within the development of learning reading will be addressed throughout the course.

### **TC 542 Intern Seminar in Teaching and Learning**

Beginning Seminar in Teaching and Learning is intended for candidates who will work with Extensive Support Needs, Mild to Moderate Support Needs, as well as families of young children with special needs and English Learners. Candidates will learn about the High Leverage Practices which support a diverse population of students in both a General Education and Special Education inclusion classroom setting. Through their coursework and fieldwork the candidate will learn and demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every child in the classroom setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students. The focus will be on classroom design, positive behavior intervention supports and group contingencies. The course will include a review of the psycho-social stages of development in children (Maslow, Erikson and Kohlberg). A review of development needs to be included for both seminars. Candidates will learn how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners. Candidates will learn how to maintain ongoing communication and collaborate with students, families, and professional colleagues to support all children in an inclusive classroom. Candidates will use a variety of communication methods to relay achievement, student goals, expectations and progress. Candidates will consult and collaborate with the larger school community and access resources for planning and instruction by engaging and utilizing virtual tools, co-teaching strategies and/or networking.

### **TC 620 Assessment Administration and Best Practices**

This course includes hands-on practice selecting, administering, scoring, reporting and interpreting alternative methods of assessing young children and youth with all levels of disabilities, survey of standardized and non-standardized assessment techniques and how they are employed to identify, develop programs, and monitor performance of your children and youth with disabilities. Included are the following: a review of recommended practices in assessment and education; alternative methods such as observations, portfolios, and curriculum-based. Candidates will administer formal assessment instruments, and construct, administer and evaluate informal assessments as well report writing and skill building in translating assessment results into educational planning. Attention is given to techniques required to ensure nonbiased, nondiscriminatory assessment and compliance with public law.

### **TC 622 Family Systems**

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities including the network of service providers and community agencies with which these families interact. The course content emphasis is the family in areas such as; family systems, life stages, transitions, partnerships with professionals. In addition, content includes professional skill areas which are critical to the work; such as methods, techniques and or strategies about *how* to partner and learn with families to support service delivery, advocacy and facilitating assessments including *how* the professional as an "adult learner" can facilitate problem solving (i.e. coping) communication (i.e. active listening) and parent education.

### **TC 623 Professional, Legal and Ethical Aspects of Special Education**

This course explores the professional, ethical and legal responsibilities of teachers in public education. Candidates will be able to understand their professional roles as teachers and as mandated reporters. Ethical considerations regarding professional conduct will be presented. Candidates will explore the concept of safe schools and maintaining an environment free from bullying. Special education laws and regulations are examined. Teacher candidates will be able to describe their obligations within special education to provide compliance and free appropriate public education to students with disabilities and those who are English language learners at any level. Candidates will demonstrate an understanding of educational benefits for students with special needs.

### **TC 642 Intern Seminar in Teaching and Learning**

This course is intended for candidates who will work with Extensive Support Needs, Mild to Moderate Support Needs, as well as families of young children with special needs. Candidates will learn about the High Leverage Practices which support a diverse population of students in both a General Education and Special Education inclusion classroom setting. Through their coursework and fieldwork the candidate will learn and demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every child in the classroom setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students. The focus will be on collaboration, embedded instruction, and putting together all of the elements of high leverage practice together toward designing a classroom with built-in inclusive practices. Candidates will learn how to collaborate with professionals and families to support all children in the classroom. The course will include a review of a child's social-emotional and cognitive development in the context of structuring classroom environments and guiding instructional practices. (Piaget, Kohlberg, Erikson and Maslow Candidates will learn how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners. Candidates will develop a deeper understanding of the needs of their students and families and seek the appropriate related services, both within the school and within the community, to provide an optimal learning environment for the diverse needs of their students. In doing so, Candidates will recognize their own values and implicit and explicit biases and how those impact teaching. Candidates will engage in reflective practices that strengthen their teaching practices and knowledge of pedagogical understanding and implementation to improve student learning.

### **TC 780F & TC 780S Support and Supervision**

This is a field-based course to measure competency as an intern teacher. Through this course you will complete self-assessments, develop an individual development plan, submit a video of the instructional environment you have created and annotate video evidence of your competencies as an intern teacher. Although all TPEs domains will be reviewed during the two semesters of Support and Supervision, the Specific Learning Objectives are focused on Developing as a Professional Educator. This course involves Supervised support, feedback and observation and coaching of interns and new teachers. This includes collaborative evaluation of the Individual Development or Learning Plan. This course is a complement to TC 542 and TC 642.

**Fieldwork and Clinical Summary**

<b>Fieldwork and Clinical Practice Table</b>	
<b>Early Childhood Special Education</b>	
600 hours of supervised clinical practice	
200 hours of supervised early field work that includes purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to candidates in general education and special education settings prior to final student teaching	
<b>TC 401 Curriculum for Inclusive Classrooms – Introduction to teaching</b>	<b>15 hours</b>
<b>TC 402 Classroom Management</b>	<b>15 hours</b>
<b>TC 406 Working with Language Diverse Communities</b>	<b>15 hours</b>
<b>TC 407 Development of Language and Literacy</b>	<b>12 hours</b>
<b>TC 620 Assessment Administration and Best Practices</b>	<b>15 hours</b>
<b>TC 411 A Intro into Atypical/Typical /Typical Development and Health Aspects</b>	<b>10 hours</b>
<b>TC 411 B Advanced Atypical Development and Health Aspects</b>	<b>7.5 hrs (3hrs 0-3)</b>
<b>TC 542 Fall Seminar in Teaching and Learning</b>	<b>10 hours</b>
<b>TC 623 Professional Legal and Ethical Aspects of Education</b>	<b>10 hours</b>
<b>TC 541 or TC 705 Teaching Reading</b>	<b>22 hours</b>
<b>TC 409 AAC &amp; AT</b>	<b>10 hours</b>
<b>TC 530 Advanced Curriculum and Intervention - ECSE</b>	<b>30 hours</b>
<b>TC 780 Fall Support and Supervision</b>	<b>35 hours</b>
<b>Early Field work Experiences</b>	<b>206.5 Hours Total</b>
<b>TC 780 F/S Fall Support and Supervision</b>	<b>425 hours</b>
<b>TC 642 Spring Seminar in Teaching and Learning</b>	<b>15 hrs (3hrs 0-3)</b>
<b>TC 410 Evidence Based Practice and Autism (includes 1-3 activities)</b>	<b>20 hrs (6hrs 0-3)</b>
<b>TC 403 Collaboration</b>	<b>5 hours</b>
<b>TC 622 Family Systems</b>	<b>10 hrs (6hrs 0-3)</b>
<b>TC 531 Infant Toddler Field Experiences</b>	<b>14 hours</b>
<b>Requisite 400 hours for final student/intern teaching in the desired credential area is to ensure that the candidate experiences the full range of instruction</b>	<b>489 Hours Total</b>
<b>Total Minimum Early Childhood Special Education Clinical Practice Hours</b> 206.5 hours of early fieldwork- 489 final student/intern teaching, (inclusive of infant toddler, preschool, Kindergarten experiences) 32 hours of infant toddler experiences and activities are embedded throughout the program.	<b>695.5 Total with 206.5 hours of early fieldwork</b>
<i>*This reflects the <b>minimum</b> clinical practice hours. Most interns are placed in full time positions, which lead to a clinical practice experience of approximately 870 hours</i>	

## Candidate Agreement

By initialing the following, the applicant understands:

1. \_\_\_\_\_ Official enrollment in the EPP Special Education (Education Specialist Instruction) Credential Program is contingent upon the [Admission Requirements](#) stated in this handbook.
2. \_\_\_\_\_ This is a two-year program (unless I qualify for an accelerated pathway)), and I must successfully complete all required activities for each year.
3. \_\_\_\_\_ The Education Specialist Instruction Credential Program is embedded at the district level within K-12 education and not an institution of higher education. As such, the program does not qualify for Federal Student Aid and cannot be used to defer student loan payments.
4. \_\_\_\_\_ If my employer is covering the cost of tuition, it is my responsibility to work with EPP to determine how those payments will be made.
5. \_\_\_\_\_ I must notify the EPP Education Specialist Instruction Credential Program immediately if my employment status changes. Enrollment is contingent upon holding qualified employment.
6. \_\_\_\_\_ In order to participate in the EPP Special Education (Education Specialist Instruction) Credential Program, I will conduct myself in a respectful and professional manner as stipulated in the Handbook.
7. \_\_\_\_\_ I will complete surveys, evaluations, assessments in a timely manner when requested by the Program.
8. \_\_\_\_\_ Successful completion of this Program will result in recommendation for a CA Special Education (Education Specialist Instruction) Credential, which must be renewed every five years.

## Early Childhood Special Education TPEs

### The California Standards for the Teaching Profession:

Standard 1: Engaging and Supporting All Students\* in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning Standard

4: Planning Instruction and Designing Learning Experiences for All Students Standard 5:

Assessing Students for Learning

Standard 6: Developing as a Professional Educator

*\*in the Early Childhood Special Education context, “students” is understood to refer to “young children,” from birth through kindergarten*

### Introduction to this Document

**Organization:** This document uses the six standards of the *California Standards for the Teaching Profession* (CSTP) to organize the set of knowledge, skills, and performance expectations for a beginning California Early Childhood Special Education Specialist. The CSTP, developed with extensive stakeholder input, were selected as the organizing framework because these standards were purposefully developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning. Although the original version of the CSTP was developed to describe teaching and learning as applicable to TK-grade 12, the content of the standards in this document has been specifically adapted to apply to the work of California Early Childhood Special Education Specialist Teachers, and to address teaching and learning for California’s youngest learners from birth-kindergarten.

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession*. Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of beginning performance. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the order of the elements within each PE do not indicate relative importance or value.

The *Teaching Performance Expectations* (TPEs) comprise the body of knowledge, skills, and abilities that Beginning California Early Childhood Education Specialist Teachers should have the opportunity to learn and practice in preparation programs in California. Beginning California Early Childhood Education Specialist Teachers demonstrate their knowledge and skills related to the TPEs in the context of successfully completing course work and engaging in TPE-related fieldwork/clinical practice in the Early Childhood Education (ECE) setting. The TPEs are intended to guide preparation program development; candidate competency with respect to the TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The TPEs are research-based and aligned to expectations set forth in California’s *Early Childhood Educator Competencies*, California’s Infant/Toddler and Preschool Learning Foundations, and related documents from the California Department of Education. They require beginning California Early Childhood Education Specialist Teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments

to meet the needs of every young child in their ECE setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students with disabilities.

Beginning California Early Childhood Education Specialist Teachers are expected to know how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners, in the special education ECE setting.

**Addressing the teaching and learning of all young children:** Throughout this set of TPEs, reference is made to "all students" This phrase is intended as a widely inclusive term that references **all** students within a given ECE setting. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of students in California early learning special education settings also includes students whose first language is English, and dual language learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in these standards and TPEs.

**Source Documents:** The Standards and Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California Early Childhood Education Specialist Teacher at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran ECE teacher or administrator would know or be able to do. The standards cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce.

The source documents are:

- *The California Standards for the Teaching Profession*, California Commission on Teacher Credentialing, 2009
- *The Teaching Performance Expectations*, California Commission on Teacher Credentialing, rev. 2016
- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008

**Job Role Addressed by this set of Standards and Performance Expectations: Teaching, Coaching and Mentoring in a special education ECE setting.**

An Early Childhood Education Specialist Teacher provides service in the care, development, and instruction of children with special needs in a child care and development program or other

appropriate setting, assists in the professional learning, growth and development of other program staff through coaching and mentoring activities, and may also supervise the work of other adults in the specific ECE setting.

**TPE 1: Engaging and Supporting Young Children in Learning**

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting.
2. Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.
3. Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.
4. Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
5. Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.
6. Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities.
7. Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.
8. Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.
9. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.
10. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

11. Facilitate the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people e.g., peers, service providers, family, community).

**TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning**

Elements: Early Childhood Special Education Candidates will:

1. Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).
2. Promote children’s access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths based, family-centered, and culturally and linguistically responsive.
3. Organize space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences.
4. Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.
5. Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.
6. Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

**TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning**

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.
2. Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children
3. Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.

4. Identify key content appropriate for young children as identified in the California Infant/Toddler and *Preschool Learning Foundations* for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.
5. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.
6. Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.
7. Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education.
8. Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.
9. Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

**TPE 4: Planning Instruction and Intervention and Designing Learning Experiences for All Young Children**  
**Elements:** Early Childhood Special Education Candidates will:

1. Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.
2. Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.
3. Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.
4. Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

5. Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.
6. Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.
7. Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.
8. Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.
9. Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.
10. Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, childcare centers, school, other community settings, homes) and across developmental and curricular domains.
11. Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.
12. Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.
13. Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

**TPE 5: Assessing Young Children's Learning and Development**

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).
2. Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.
3. Demonstrate knowledge of evidence -and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children

whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability.

4. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
5. Modify assessment procedures as acceptable within the normative parameters of the assessment to accommodate or compensate for the impact of the child's disability on the child's ability to perform on the assessment as designed.
6. Use ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.
7. Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.

#### **TPE 6: Developing as a Professional Educator**

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.
2. Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.
3. Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.
4. Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).
5. Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.
6. Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

7. Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.
8. Facilitate effective collaborative transitions between the stages of schooling and educational setting (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
9. Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers administration, supervisors, and stakeholders.
10. Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.
11. Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.
12. Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.
13. Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.
14. Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.
15. Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.
16. Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).
17. Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing

improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

18. Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

*Preliminary Education Specialist Teaching 29 August 2018 Credential Program Standards and Teaching Performance Expectations*

## Early Childhood Special Education TPE Self-Assessment

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

SCCOE Coach: \_\_\_\_\_ District Support Provider: \_\_\_\_\_

*Circle One:*                      *Oct*    *May*

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
<b>TPE 1 Engaging and Supporting Students in Learning</b>						
1.1 Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting.						
1.2 Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.						
1.3 Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.						
1.4 Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.						
1.5 Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.						
1.6 Promote the child's development across all developmental and curricular domains by observing,						

<b>California Teaching Performance Expectations (TPEs)</b>	<b>Performance Level</b>					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
interpreting, monitoring, scaffolding, and responding intentionally to the child’s behavior and interactions within instructional and other learning opportunities.						
1.7 Implement, monitor, and adapt instruction and intervention activities to facilitate young children’s learning and progress in an ongoing, iterative manner in order to maximize young children’s learning and outcomes.						
1.8 Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.						
1.9 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.						
1.10 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.						
1.11 Facilitate the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).						
<b>TPE 2 Creating and Maintaining Effective Environments for Student Learning</b>						
2.1 Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).						
2.2 Promote children’s access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths- based, family-centered, and culturally and linguistically responsive.						
2.3 Organize space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences.						
2.4 Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.						
2.6 Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
<b>TPE 3 Understanding and Organizing Subject Matter for Student Learning</b>						
3.1 Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.						
3.2 Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children						
3.3 Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.						
3.4 Identify key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.						
3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
3.6 Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.						
3.7 Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education.						
3.8 Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.						
3.9 Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.						
<b>TPE 4 Planning Instruction and Designing Learning Experiences for Students</b>						
4.1 Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.						
4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.						
4.3 Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
4.4 Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.						
4.5 Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.						
4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.						
4.7 Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.						
4.8 Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.						
4.9 Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.						
4.10 Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, child care centers, school, other community settings, homes) and across developmental and curricular domains.						
4.11 Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.						
4.12 Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.						
4.13 Use coaching and consultation strategies with families and other professionals to facilitate positive						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating

TPE 5 Assessing Student Learning						
5.1 Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).						
5.2 Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.						
5.3 Demonstrate knowledge of evidence-and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability.						
5.4 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.						
5.5 Modify assessment procedures as acceptable within the normative parameters of the particular assessment to accommodate or compensate for the impact of the child' disability onthe child's ability to perform on the assessment as designed.						
5.6 Use ongoing assessment data from a variety of sources and settings (e.g., information from children's' families/caregivers, records from other service providers progress monitoring, and reports from IFSP/ IEP team members) to establish meaningful, individualized learning goals and intervention activities.						
5.7 Interpret English learners' assessment data to identify their level of proficiency in English as well as in their						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
primary language, as applicable, and use this information in planning instruction.						
5.8 Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.						
<b>TPE 6 Developing as a Professional Educator</b>						
6.1 Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.						
6.2 Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.						
6.3 Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.						
6.4 Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).						
6.5 Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.						
6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.						
6.7 Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.						
6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g.,						

<b>California Teaching Performance Expectations (TPEs)</b>	<b>Performance Level</b>					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).						
6.9 Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.						
6.10 Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.						
6.11 Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.						
6.12 Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.						
6.13 Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.						
6.14 Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.						
6.15 Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.						
6.16 Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).						

California Teaching Performance Expectations (TPEs)	Performance Level					
	Beginning	Emerging	Exploring	Applying	Integrating	Innovating
6.17 Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).						
6.18 Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.						

## SCCOE EPP Teacher Credentialing

### Intern Support and Supervision Log

<b>Name:</b>	
<b>Credential:</b> ECSE	<b>Year in Program:</b> Year One

*Interns are required to document a minimum of **5 hours** of general support for every 5 instructional days and must have a **minimum of 144** documented general support through the **last day of contracted instruction with students**. Interns who do not hold an EL Authorization must document a **total of 45 hours** of EL specific support, meeting the needs of English Learners. **Interns are required to have a total of 189 support hours by the end of the contracted work year (144 general + 45 EL = 189)**. This includes coaching, mentoring and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective teaching methodologies. EL support must be provided by a qualified educator with a valid English Learner authorization.*

Date	Description of Support	Category	Support Provided By	Indicate number of hours received		Total Hours
				General Support (144 hrs)	EL Support (45 hrs)	
						0.0
						0.0
						0.0
						0.0
						0.0
						0.0
						0.0
						0.0
						0.0
						0.0
						0.0
<b>Total</b>				<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Remaining Hours</b>				<b>144.0</b>	<b>45.0</b>	<b>189.0</b>

## Lesson Observation Feedback Form

Teacher Candidate		School		Grade/Subject	
District Support Provider		EPP Coach		Date	

LessonPlan  Topic and Objective Observed

Time/Period \_\_\_\_\_ English Learner Strategy \_\_\_\_\_ Co-Teaching Strategy (if applicable) \_\_\_\_\_

Teaching Performance Expectations/California Standards for the Teaching Profession	
TPE 1/CSTP 1 Engaging and Supporting Students in Learning	TPE 4/CSTP 4 Planning instruction and Designing Learning Experiences for Students
TPE 2/CSTP 2 Creating and Maintaining Effective Environments for Student Learning	TPE 5/CSTP 5 Assessing Student Learning
TPE 3/CSTP 3 Understanding and Organizing Subject Matter for Learning	TPE 6/CSTP 6 Developing as a Professional Educator

Coach Directions: Use the above TPEs /CSTPs as a guide to conduct observations. Record and document lines of evidence based on specific behaviors/activities found in the TPEs/CSTPs Provide feedback accordingly to participating teachers. Make sure to note the use of English Learner Strategies

Observations	Comments Observations Recommendations

Teacher Candidate Goals:

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Coach Signature: \_\_\_\_\_ Teacher Candidate Signature: \_\_\_\_\_

## Teacher Candidate’s Individual Development Plan - Initial

<b>Participating Teacher:</b> <b>Pathway:</b> <b>Enrollment Dates:</b> <b>District Support Provider:</b>	<b>District:</b> <b>School:</b> <b>Site Supervisor:</b>
---	---

Directions: Using any sources of evaluation such as feedback from your teacher preparation program, evaluations from prior teacher employment (if applicable), etc. complete the following IDP. Refer to the descriptors of TPEs found in the program standards and the TPE/CSTP Self-Evaluation form you filled out. Identify the TPE goals you would like to work on for the current year, and what steps you are to take to achieve those goals.

- A. Professional Goals:** Develop 6 goals based on the 6 TPEs that you would like to accomplish this year. Each goal must describe a specific objective, include a time for completion, and be measurable. Describe how accomplishing each goal will strengthen your teaching practice and create a positive impact on all students.

Goal 1:
Goal 2:
Goal 3:
Goal 4:
Goal 5:
Goal 6:

- B.** Based on your self-evaluations and other indicators, what have you identified as your areas of strength?
- C.** Based on your self-evaluations and other indicators, what have you identified as your areas of need?
- D. Plan:** Describe what you will need in order to accomplish each of your goals. Examples include materials, resources, professional learning, etc. Also indicate what evidence you will use to document your growth for each of your goals, including observations by your mentor teacher and/or your administrator.

## Teacher Candidate’s Individual Development Plan

<b>Participating Teacher:</b> <b>Pathway:</b> <b>Enrollment Dates:</b> <b>District Support Provider:</b>	<b>District:</b> <b>School:</b> <b>Site Supervisor:</b>
---	---

Directions: Using any sources of evaluation such as feedback from your teacher preparation program, evaluations from your supervisor, DSP etc. complete the following IDP. Refer to the descriptors of the TPEs found in the program standards and the TPE/CSTP Self-Evaluation form you filled out. Identify the TPE goals you have worked towards for the current school year, and which goals you would like to identify for next year.

- A. Professional Goals:** Write the 6 goals based on the 6 TPEs that you have met this year. Each goal must describe a specific objective, include a time for completion, and be measurable. Describe how accomplishing each goal has strengthened your teaching practice and created a positive impact on all students.

Goal 1:
Goal 2:
Goal 3:
Goal 4:
Goal 5:
Goal 6:

- B. Plan:** Given how you have met your IDP goals for this current intern year, describe what you will identify as your goals for your induction year. These goals will be based on your successes and challenges this year. You will need three CSTP goals.

RICA:             Yes             No             N/A  
 TPA:              Yes             No             N/A

This IDP was a collaborative effort between the Educator Preparation Programs, the teacher candidate, district support provider, and the program supervisor. This IDP is a portable document archived by EPP, and is provided to the above mentioned teacher candidate for transmission to the induction program and the employer. The above mentioned teacher candidate has received a copy of this IDP and the teacher candidate understands the requirement to provide this IDP to the teacher induction program.

**Program Information:** Educator Preparation Programs, EPIC, 1290 Ridder Park Drive MC 232, San Jose, CA 95131

**Program Contact Information:** Kalpana Thatte, EPP Program Coordinator, [kthatte@sccoe.org](mailto:kthatte@sccoe.org), (408) 453 4259

### EPIC Intern/Checklist for ePortfolio Evaluation

Candidate's Name \_\_\_\_\_

Coach \_\_\_\_\_

<b>Individual Development Plan (IDP)</b>	
Beginning of the year <input type="checkbox"/>	
End of the year (Final IDP) <input type="checkbox"/>	
<b>TPE Goals-</b>	
TPE 1 <input type="checkbox"/>	Evidence (at least two pieces) <input type="checkbox"/>
TPE 2 <input type="checkbox"/>	Evidence (at least two pieces) <input type="checkbox"/>
TPE 3 <input type="checkbox"/>	Evidence (at least two pieces) <input type="checkbox"/>
TPE 4 <input type="checkbox"/>	Evidence (at least two pieces) <input type="checkbox"/>
TPE 5 <input type="checkbox"/>	Evidence (at least two pieces) <input type="checkbox"/>
TPE 6 <input type="checkbox"/>	Evidence (at least two pieces) <input type="checkbox"/>
<b>Observations-</b>	
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
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Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>
Date Click or tap to enter a date.	Live <input type="checkbox"/> GoReact <input type="checkbox"/>

<b>UDL Lesson Plans-</b>  <b>Date</b> Click or tap to enter a date.  <b>Date</b> Click or tap to enter a date.  <b>Date</b> Click or tap to enter a date.
<b>Reflections-</b>  <b>End of the year</b> <input type="checkbox"/> <b>Self-Evaluation-</b>  <b>Beginning of the year</b> <input type="checkbox"/> <b>End of the year</b> <input type="checkbox"/>
<b>Support and Supervision Hours Log</b>  189 Hours <input type="checkbox"/> 144 Hours <input type="checkbox"/> (For AP candidates)

## Change of Program Major Request Form

Personal Information:

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Current Pathway: \_\_\_\_\_

Requested Pathway: \_\_\_\_\_

Reason for Change:

Please provide a brief statement explaining the reason for your change of major request.

Academic Plan:

Acknowledgment:

I understand that my change of major request is subject to review and approval by Educator Preparation Programs. I have reviewed the academic requirements for the intended credential and confirm my commitment to meet them.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Your request will be reviewed by EPP, and you will be notified of the decision.

Changes in major may affect your academic progress and financial aid eligibility, so consult with your academic advisor for guidance.

## Change of Coach Request Form

**Personal Information:**

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Current Coach: \_\_\_\_\_

**Reason for Change:**

Please provide a brief statement explaining the reason for your change of coach.

**Acknowledgment:**

I understand that my change of coach is subject to review and approval by Educator Preparation Programs. I have reviewed the academic requirements for the intended credential and confirm my commitment to meet them.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Your request will be reviewed by EPP, and you will be notified of the decision.

## Request for Leave of Absence Form

**Student Information:**

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Leave of Absence Details:**

Leave Start Date: \_\_\_\_\_

Leave End Date: \_\_\_\_\_

Reason for Leave:

(Please provide a brief explanation for the leave request.)

Supporting Documentation:

Attach any supporting documentation if available.

Documentation Attached: (Yes / No)

Leave Duration:

Duration of Leave: \_\_\_\_\_

Academic Plan During Leave:

**Acknowledgment:**

I understand that my leave request is subject to review and approval by Educator Preparation Programs (EPP). I confirm my commitment to meet any conditions or responsibilities outlined during the leave period.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please Note:**

Your request will be reviewed by EPP, and you will be notified of the decision.

It's advisable to consult with your academic advisor to ensure that you understand the implications of taking a leave of absence on your academic progress and financial aid.

## Reinstatement Request Form

**Student Information:**

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Leave of Absence Details:**

Date of Leave Commencement: \_\_\_\_\_

Intended Leave Duration: \_\_\_\_\_

**Reinstatement Request:**

I, the undersigned, hereby request reinstatement to [Name of Program] following the approved Leave of Absence. I understand that my reinstatement is contingent upon meeting all program requirements and providing the necessary documentation as outlined in the original Leave of Absence approval letter.

**Reason for Reinstatement Request:**

Please provide a brief statement explaining the reason for your reinstatement request.

**Documentation Required:**

Please list the required documentation for reinstatement (e.g., current employment letter, updated contact information, etc.).

**Reinstatement Request Timeline:**

Date of Request Submission: \_\_\_\_\_

Expected Program Start Date: \_\_\_\_\_

Any Additional Information/Comments:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please submit this completed reinstatement request form, along with the required documentation, to your student portal on [eppscolar.scoe.org](http://eppscolar.scoe.org). The review process will be initiated upon receipt of your request, and you will be notified of the decision regarding your reinstatement.

## Program Withdrawal Form

**Student Information:**

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Program Information:**

Program Name: \_\_\_\_\_

Program Start Date: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

**Reason for Withdrawal:**

Please provide a brief explanation for the program withdrawal.

**Acknowledgment:**

I understand that my request for program withdrawal is voluntary and subject to review. I acknowledge the potential academic, financial, and other implications related to my withdrawal.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please Note:**

Your request will be reviewed, and you will be notified of the decision.

It is advisable to consult with your academic advisor to understand the potential consequences of program withdrawal.

## ADA Accommodation Request Form

### Personal Information:

Full Name: \_\_\_\_\_

Student ID/Reference Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### Disability Information:

Nature of Disability: \_\_\_\_\_

How does your disability affect your ability to access or participate in our programs?  
(Please describe any specific challenges or limitations related to the disability.)

### Requested Accommodation:

Please describe the specific accommodation(s) you are requesting:  
(Include details of what, where, and when the accommodation is needed.)

Date of Request: \_\_\_\_\_

### Supporting Documentation:

Attach any supporting medical or diagnostic documentation if available.

Documentation Attached: (Yes / No)

### Requested Accommodation Timeline:

Start Date: \_\_\_\_\_

End Date (if applicable): \_\_\_\_\_

### Acknowledgment and Consent:

I understand that my request for accommodation is subject to review and approval. I consent to the necessary evaluation and communication between the organization and relevant medical professionals for the purpose of assessing my accommodation request.

Applicant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Submit this form to: [Designated ADA Coordinator's Contact Information]

### Please Note:

Educator Preparation Programs will review your request and may request additional information if needed.

Accommodations will be provided in accordance with ADA regulations and after the organization's assessment.

It is recommended to submit your request well in advance to ensure timely provision of accommodations.

## Teach-Out Process: SCCOE's Educator Preparation Programs

### *Introduction*

This manual is a compilation of the memoranda of instructions, templates, guidelines, and other tools designed to ensure a systematic and successful teach-out, enabling students to complete terminated programs.

### *Guidelines for Suspended and Terminated Credential Programs*

Under the guidelines of SCCOE's accrediting agency, the Commission on Teaching Credentialing, when closing a program, "a teach-out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed." The SCCOE is committed to assisting students affected by the program terminations and is making every effort to formulate procedures that minimize the impact on students.

Course offerings will continue for at most two academic years for all the credential programs.

### *ALL CREDENTIAL PROGRAMS*

Prospective students with active applications awaiting admission decisions to an affected program:

- Immediately suspend admission of new students and advise students to seek alternative credentialing agencies.

Currently enrolled students in a terminated program:

- Will be informed formally by letter and email.
- Will meet with an advisor individually to develop a transition plan which will include
  - An academic plan that enables him/her to complete the program requirements within the teach-out period.
  - Directions as to how to download and access their student records
- Students should take a sufficient number of courses to enable them to complete all requirements within the "teach out" period.
- Students who do not make adequate progress on their academic plan for teach-out will be advised into another credential as applicable.
- Course offerings will continue for at most two academic years (teach-out period).
- Students are required to have ongoing contact with their academic/faculty advisors during this time to ensure that their academic plan is current and consistent with the projected course offerings.
- Students unable to comply with the time limits should seek an alternative program.

**Sample Template for Notifying Students in Terminated Credentials**

Dear

You are currently enrolled as a student in (state level, name of credential program and specialization, if applicable, e.g. Preliminary Education Specialist Early Childhood Special Education) credential program. We regret that it is therefore no longer feasible to continue offering this program. The Santa Clara County Office of Education (SCCOE) is, however, committed to enabling students who are already in the program the opportunity to complete the program and obtain their credential.

The program will have a teach-out period of (state number of years), ending in (state month and year in which the teach-out period will end) to enable you to complete the program requirements. You must meet all requirements to be recommended for the credential by the end of the teach-out period. It is your responsibility to complete a sufficient number of required courses each quarter or year to enable you to complete the program in the time allotted. The program faculty and advisors will also assist students with identifying comparable programs to which they may wish to transfer, in the event they cannot complete the program at SCCOE during the teach-out period.

Please work closely with your advisor and program faculty to ensure you are aware of all program requirements and the availability of required courses. You will be provided an academic plan which, if followed, will enable you to complete the degree program within the teach-out period. They will do their utmost to assist you. The SCCOE wants to ensure that the investment you made in an SCCOE education and credential bears the intended results.

Please make an appointment immediately to meet with your advisor. We are committed to serving you and helping you complete your credential program.

Sincerely,

---

*Educator Preparation Programs, Director*

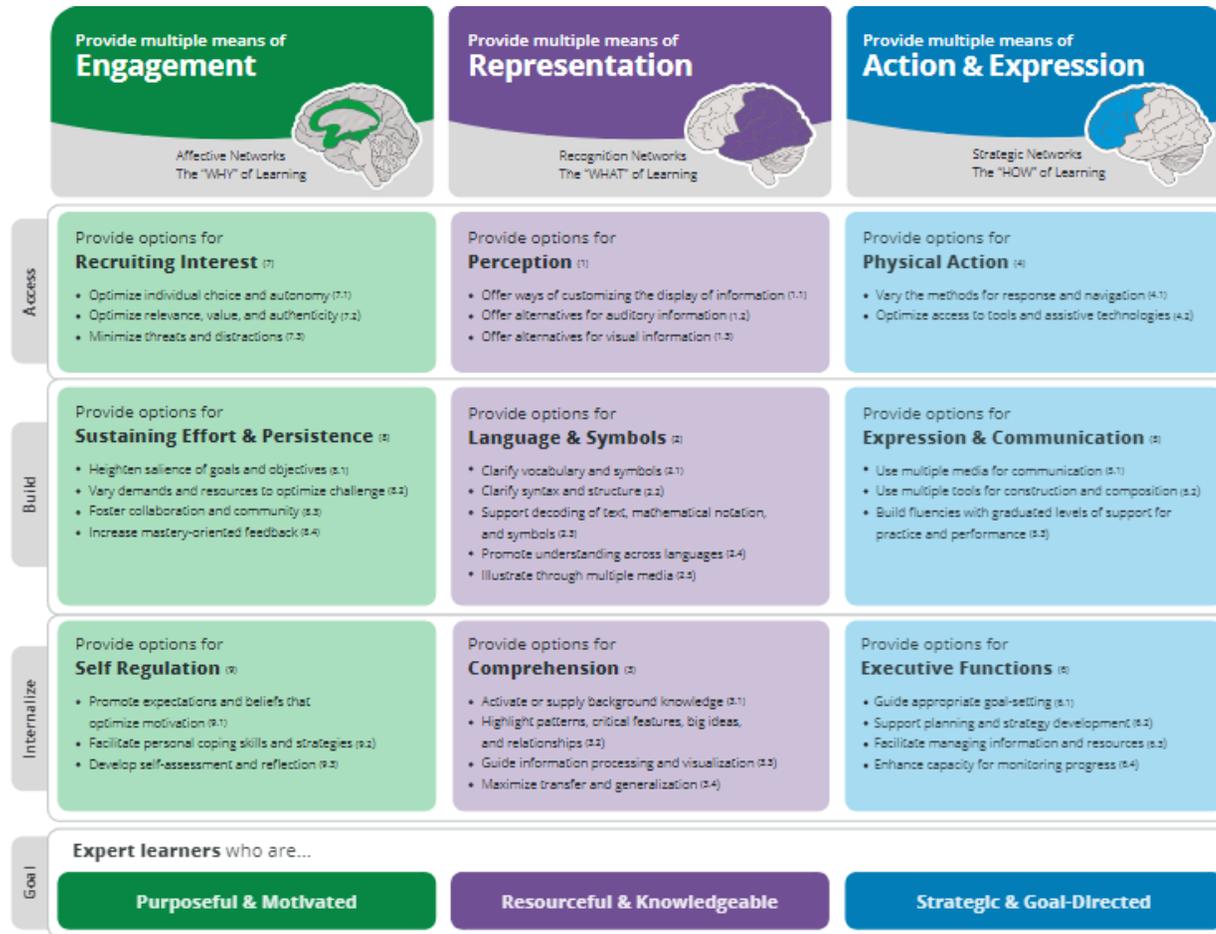
*Date*

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*I have received and read the above letter.*



## Universal Design for Learning Guidelines



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

## UDL Co-Teaching Lesson Planning Template

(Includes roles for Teacher/Teachers, Classroom Staff and Other Adults, DIS etc.)

*It is expected that the teacher candidate complete at least the **green** section for observation one, **green** and **blue** by the second observation and all of the sections for the remaining observations.*

**Name of Lesson:** \_\_\_\_\_

**Keep in Mind:**

- What do we want student/students to learn?
- How will we know the student/students have learned?
- How will we engage student/students in relevant learning?
- How will we respond if student/students do/don't learn?

<u>Brief Description of Activities</u>		
<u>Subject Matter/ Embedded Activities</u>	<u>Date/Dates:</u>	<u>Overarching Objective/Developmental Domain (ECSE)</u>
<u>Content Standards/Preschool Learning Foundations (ECSE)</u>		
<u>IEP/EL Targeted Goals: (at least 2 or 3 different IEP goals for different students-SMART format):</u>		
<u>Formative Assessments to Inform Instruction:</u>	<u>Summative Assessments:</u>	

<u>Materials:</u>	<u>Key Vocabulary:</u>
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<p><b>Methods:</b></p> <p><i>Engagement:</i></p> <ul style="list-style-type: none"> <li>• Choice, relevancy minimize distractions?</li> <li>• Balance of demands and resources?</li> <li>• Mastery oriented feedback?</li> <li>•</li> </ul> <p>Collaboration?</p> <ul style="list-style-type: none"> <li>• Coping strategies and self-reflection?</li> </ul>	<p><u>Process: How do we engage students?</u></p>	<p><u>Differentiation/ Adaptation for Individuals: use student names.</u></p>	<p><u>Check one co teaching model</u></p> <p>Parallel</p> <p>Teaching</p> <p>Station</p> <p>Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p> <p>One Teach/ One Support</p>
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<p><i>Representation:</i></p> <ul style="list-style-type: none"> <li>• Seeing, hearing, and display?</li> <li>• Multiple media? (low and high tech)             <ul style="list-style-type: none"> <li>• Access content, vocabulary, symbols?</li> </ul> </li> <li>• Background knowledge, patterns?</li> </ul>	<p><u>Process: How are we teaching the content?</u></p>	<p><u>Differentiation/ Adaptation Individuals Use student names.</u></p>	<p><u>Check one co teaching model</u></p> <p>Parallel</p> <p>Teaching</p> <p>Station</p> <p>Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p> <p>One Teach/ One Support</p>
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<p><i>Action &amp; Expression:</i></p> <ul style="list-style-type: none"> <li>• Physical action?</li> <li>• Tools and different levels of support?</li> </ul> <p>Goal setting, planning, progress monitoring</p>	<p><u>How do we know that student learned the content?</u></p>	<p><u>Differentiation/ Adaptation Group and Individuals Use student names</u></p>	<p><u>Check one co teaching model</u></p> <p>Parallel</p> <p>Teaching</p> <p>Station</p> <p>Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p> <p>One Teach/ One Support</p>
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## UDL Progression Rubric

Based on the CAST UDL Guidelines (2018)

# UDL Progression Rubric

Katie Novak & Kristan Rodriguez

### Provide multiple means of Engagement



Provide options for recruiting interest (7)	Optimize individual choice and autonomy (7.1)	Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph").	Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard.	Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction.
	Optimize relevance, value, and authenticity (7.2)	Offer options that highlight what your learners deem relevant, valuable, and meaningful. For example, you may conduct a student survey and then make instructional decisions based on areas of interest.	Encourage students to share what is relevant, valuable and authentic to them and encourage them to suggest teaching and assessment options that would allow them to meet a defined standard, tying in their interests, culture, and personal strengths. This may be done in a weekly exit ticket, or class discussion, for example.	Empower students to make connections between the content, their own interests, and then push them to link their understanding to authentic real-world scenarios and authentic assessments so they can design their own learning experiences with coaching from the teacher. For example, instead of assigning a lab or giving students the choice of two labs, empower them to design their own lab based on the standard and their scientific interests.
	Minimize threats and distractions (7.3)	Offer options that reduce threats and negative distractions for everyone to create a safe space in which learning can occur. For example, have choices for seating, collaborative work, and clear PBIS expectations.	Collaborate with students to define classroom norms and PBIS expectations and encourage students to help to design the classroom so there are multiple options for seating, collaboration, etc..	Empower students to self-advocate and collaborate to identify threats and distractions and then create creative solutions that will allow them to excel. Student voice drives the environment.

Provide multiple means of  
**Engagement**



<p><b>Provide options for sustaining effort and persistence (8)</b></p>	<p>Heighten salience of goals and objectives (8.1)</p>	<p>Build in "reminders" of both goals and their value. For example, write standards on the board and/or at the top of assessments and projects.</p>	<p>Encourage students to collaboratively discuss goals in light of students' own passions and interests and to choose from various options to reach the goals.</p>	<p>When given the learning standard, have students create personal goals for how they will learn the content, express the content, and challenge themselves throughout the process.</p>
	<p>Vary demands and resources to optimize challenge (8.2)</p>	<p>Provide options for students to learn content with clear degrees of difficulty. For example, "Explore one of the following resources to learn about the Civil War..." and there may be a rigorous primary source document and a video.</p>	<p>Provide multiple options for students to learn content with clear degrees of difficulty which will require them to reflect on the standard and their own strategy for learning. For example, "Choose two of the following six resources to learn about the Civil War..." and there may be rigorous primary source documents, summary documents, videos, and/or a podcasts from a professor.</p>	<p>Empower students to select their own content and/or own assessments, based on standards, and encourage them to collaborate to add to the multiple options offered to challenge themselves and identify appropriate resources that connect to their interests and passions.</p>
	<p>Foster collaboration and community (8.3)</p>	<p>Provide opportunities for students to learn how to work effectively with others. For example, create cooperative learning groups with clear goals, roles, and responsibilities.</p>	<p>Develop a classroom that values collaborative groupwork. Students construct their own groups and create their own group norms, responsibilities, etc. and students often seek out and work with diverse partners.</p>	<p>Create a classroom culture where students work together to define goals, create strategies, provide feedback to each other and push each other with mastery-oriented feedback while building integrative thinking.</p>
	<p>Increase mastery-oriented feedback (8.4)</p>	<p>Provide feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. For example, provide feedback that encourages the use of specific supports and strategies in the face of challenge.</p>	<p>In addition to providing emerging feedback, empower students to provide mastery-oriented feedback to each other to support specific improvement and increased effort and persistence.</p>	<p>Implement proficient practice and also empower students to use mastery-oriented feedback independently to self-reflect, self-direct, and pursue personal growth in areas of challenge.</p>

Provide multiple means of  
**Engagement**



<b>Provide options for self-regulation (9)</b>	Promote expectations and beliefs that optimize motivation (9.1)	Teach students about the power of perseverance and use language and feedback that will allow all students to see themselves as capable learners.	Foster conversations with students to develop relationships and make authentic connections and use their personal passions and interests to help inspire them and push them toward success.	Create a classroom culture where students are empowered and able to support their own self-talk and support one another's positive attitudes toward learning.
	Facilitate personal coping skills and strategies (9.2)	Offer reminders, models, and tools, to assist learners in managing and directing their emotional responses. For example, use stories or simulations to demonstrate coping skills. Offer options for stress release such as alternate seating, fidget tools, mindfulness breaks, etc.	Empower students to deal with difficult challenges by allowing them to choose from multiple strategies to regulate their learning (e.g., a relaxation corner, put on headphones, take a walk).	Encourage students to self-reflect, accurately interpret their feelings, and use appropriate coping strategies and skills to foster learning for themselves and their classmates.
	Develop self-assessment and reflection (9.3)	Provide students with tools so they are reflecting on their learning through rubrics, self-assessment, etc.	Offer multiple models and scaffolds of different self-assessment techniques so students can identify and choose ones that are optimal. For example, these might include ways to collect, measure, and display data from their own behavior and academic performance for the purpose of monitoring growth.	Create a culture where students consistently reflect on the learning process and assessments so they become self-directed learners who grow over time.

Provide multiple means of  
**Representation**



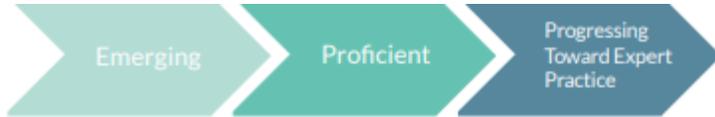
<b>Provide options for perception (1)</b>	Offer ways of customizing the display of information (1.1)	Create resources and materials that address variability and meet the needs of more students (e.g., large size print, additional white space, visuals).	Create resources and materials that students can access electronically. Allow students to use their devices to interact with textual, visual and audio information so they can personalize, take notes, increase/decrease size/volume, etc.	Empower students to choose resources and materials that best meet their needs (e.g., watch a video OR explore a handout) so they can personalize their learning themselves without explicit direction from a teacher.
	Offer alternatives for auditory information (1.2)	Provide an embedded option for any information presented aurally. For example, use closed-captions when playing a video.	Provide multiple options for students to choose alternatives to learn content so they don't have to rely on auditory information (e.g., closed captions for video or the choice of reading a text).	Empower students to select auditory alternatives as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible).
	Offer alternatives for visual information (1.3)	Provide an embedded option for students so they don't have to rely on visual information. For example, reading aloud to the class while they read along.	Provide multiple options for students to choose alternatives to learn content so they don't have to rely on visual information (e.g., listen to audiobook instead of reading or choose to work with teacher for short presentation).	Empower students to select alternatives to visual information as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible).

Provide multiple means of  
**Representation**



<p><b>Provide options for language, mathematical expressions, and symbols (2)</b></p>	<p>Clarify vocabulary and symbols (2.1)</p>	<p>Translate idioms, archaic expressions, culturally exclusive phrases, and slang. For example, explicitly teach vocabulary to students using definitions, visuals, explanations, and examples.</p>	<p>In addition to emerging practice, provide students with explicit instruction in context clues so they can independently learn words unfamiliar to them.</p>	<p>Empower students to use available resources to work collaboratively to determine authentic ways to use relevant vocabulary.</p>
	<p>Clarify syntax and structure (2.2)</p>	<p>Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives). For example, highlight the transition words in an essay.</p>	<p>Provide students with resources that will allow them to clarify syntax and structure (such as dictionaries, math reference sheets, thesaurus, etc.)</p>	<p>Empower students to preview material under study, highlight areas in need of clarification, and choose appropriate resources to build knowledge and understanding.</p>
	<p>Support decoding of text, mathematical notation, and symbols (2.3)</p>	<p>Provide direct instruction, prompts, and scaffolded materials for students who struggle to comprehend information. Or provide alternatives, such as visuals, to support this understanding.</p>	<p>Provide strategies and materials (e.g., math reference sheets, context clue strategies, and so forth) that lower barriers to understand and help students figure out notations, symbols, or problems.</p>	<p>Empower students to independently utilize learned strategies to decode text, mathematical notation, and symbols.</p>
	<p>Promote understanding across languages (2.4)</p>	<p>Provide alternative presentations of material, especially for key information or vocabulary. For example, make key information in the dominant language (e.g., English) also available in the first languages of learners with limited-English proficiency. Also, use images AND words, show opposites, etc.</p>	<p>Provide students with access to tools such as apps, websites, and dictionaries to translate material under study and to collaboratively build understanding.</p>	<p>Empower students to independently utilize options to translate material under study, collaborate to build understanding using tools, apps, etc.</p>
	<p>Illustrate through multiple media (2.5)</p>	<p>Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, diagram, video, etc.)</p>	<p>Present students with multiple options and symbolic representations to make meaning and allow them to choose options to build comprehension.</p>	<p>Empower students to choose effective resources from multiple options with multiple representations so not all students are required to learn from the same resources.</p>

Provide multiple means of  
**Representation**



<p><b>Provide options for comprehension (3)</b></p>	<p>Activate or supply background knowledge (3.1)</p>	<p>Provide all students with background information on content using direct instruction with options for visuals, audio, etc.</p>	<p>Provide students with options that supply or activate relevant prior knowledge, or link to the prerequisite information elsewhere. For example, use advanced organizers (e.g., KWL methods, concept maps) and then encourage students to select resources that will allow them to build appropriate background knowledge.</p>	<p>Empower students to determine gaps in their own background knowledge and then select appropriate resources to build that knowledge in order to achieve the goals of a lesson. For example, begin with a diagnostic assessment and ask students to reflect and create a strategy for filling in gaps in learning.</p>
	<p>Highlight patterns, critical features, big ideas, and relationships (3.2)</p>	<p>Provide explicit cues or prompts to help students recognize the most important features in information. For example, teach students to use outlines, graphic organizers, highlighters, etc.</p>	<p>Provide students with options and multiple strategies to support recognition of the most important features in information. For example, allow them to use outlines, graphic organizer, highlighter, word cloud apps, and other organizing tools.</p>	<p>Empower students to self-reflect to determine the most effective strategies for highlighting critical information and independently select the strategies that allow them to support recognition of patterns, critical features, big ideas, and relationships.</p>
	<p>Guide information processing, visualization, and manipulation (3.3)</p>	<p>Provide all students with materials, strategies, and tools to support processing and visualization. Tools include manipulatives (i.e., counting cubes), glossaries, graphic organizers, and more.</p>	<p>Provide students with options of multiple materials, strategies, and tools to use to support processing and visualization, such as the option to make visual notes, use technology to locate images, and/or select and use manipulatives, etc.</p>	<p>Empower students to self-reflect and independently choose the most appropriate materials, strategies, and tools to guide information processing, visualization, and manipulation, searching for additional tools and strategies, if necessary.</p>
	<p>Maximize transfer and generalization (3.4)</p>	<p>Model explicit strategies students can use to transfer the information they have to other content areas and situations. For example, show how the knowledge could be used in another class or be used to make comparisons across content in the class (such as text to text comparisons).</p>	<p>Provide options for meaningful transfer, such as interdisciplinary projects, where students can make authentic connections and apply knowledge in meaningful ways in other content areas and in authentic situations.</p>	<p>Encourage students to apply knowledge and skills learned in class to enhance their understanding of content, design of their own authentic projects, and express their knowledge and understanding in authentic, real-world scenarios.</p>

Provide multiple means of  
**Action & Expression**



Provide options for physical action (4)	Vary the methods for response and navigation (4.1)	Provide more than one option for the methods used for response and navigation within the same assignment. For example, some students may use iPads while others write by hand.	Provide multiple options for the methods used for response and navigation within the same assignment. For example, some students may use iPads, different writing utensils, keyboards, voice recognition software, etc.	Empower students to use their own devices to respond to and interact with materials for all assignments (e.g., options to use headphones, keyboards, manipulatives, joysticks, etc.).
	Optimize access to tools and assistive technologies (4.2)	Allow some students to use assistive technologies for navigation, interaction, and composition if required by an IEP or 504.	Provide multiple options for all students to use assistive technology like iPads, voice recognition, and 1:1 devices regardless of variability.	Empower students to assess the need for and choose technologies that work for them to provide additional, personalized options to express their knowledge and skills.
Provide options for expression and communication (5)	Use multiple media for communication (5.1)	Provide more than one way to answer on assessments so students can express their understanding without barriers. Taking a traditional test may be one option, but so, too, could be an oral presentation or writing an essay.	Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed, so they understand that showing what they know is the point rather than how well they perform on a particular kind of test. Students may choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways.	Let students reflect on a standard or a set of competency or proficiency-based rubrics, and then independently create authentic and innovative products that allow them to demonstrate their mastery of the standard.
	Use multiple tools for construction and composition (5.2)	Provide the choice of more than one tool or strategy to help students express their knowledge. For example, allow students to compose a response using traditional pen and paper or allow them to create a multimedia presentation on their device.	Provide multiple tools and strategies to help students express their knowledge. For example, allow students to compose a response using traditional written methods, blogging software, or multimedia tools such as ThingLink or Emaze.	When provided with a task, or when independently creating an authentic product, students are empowered to self-reflect and select tools and materials that will support their learning and challenge them to strive for rigorous options to express knowledge and skills in accessible, engaging ways using, and then building upon, the tools they were exposed to in class.
	Build fluencies with graduated levels of support for practice and performance (5.3)	Implement a scaffolding model from teacher-directed to collaborative groups to independent work, slowly releasing responsibility to students. For example, in collaborative work, assign team members specific tasks and monitor their progress before moving to independent work or move from teacher-directed instruction to Socratic seminars.	Provide options for support and scaffolding throughout the learning process and encourage students to choose resources that allow them to build their own knowledge while working in collaborative groups and working independently. In collaborative groups, for example, encourage students to self-select roles; in class discussions, have students collaborate to design the rules and structures.	Empower students to create challenges that let them productively struggle to reach rigorous goals and use supports as tools to help them to make improvements rather than making things "easier." Encourage students to provide feedback and drive teacher instruction; encourage them to define roles and expectations for group work that include routine monitoring and reflection.