

SPED 580MME/580S
SPED 506 MME C/580S
SPED 506 MME D/580S

Fall 2024, Hybrid – Class online, practicum and observations in person

Instructors

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Seminar time: Wednesdays, 7:00-9:45 PM (dates specified below)

Seminar dates: 8/28, 9/4, 9/18, 10/9, 10/16, 10/30, 11/20 (synchronous)
11/13 (self-paced), 12/4 (individual Zooms)

Seminar location: Zoom

Class Zoom link:

<https://csun.zoom.us/j/81937864414?pwd=iDZbfY5tbNDkgaPBVnZTasq3reQkU9.1>

Meeting ID: 819 3786 4414

Passcode: CSUN

Michael D. Eisner College of Education Conceptual Framework
The Michael D. Eisner College of Education CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

COURSE DESCRIPTION:

Pre/Corequisites

SPED 506MME A: Prerequisite or Corequisites to first semester: Must be enrolled in the Education Specialist Internship Program.

SPED 506MME B: Prerequisite to second semester: 506 MME A Pre/Corequisite to second semester of 506MM: SPED 5XX, SPED 400

SPED 506MME C: Prerequisite to second semester: 506 MME B Pre/Corequisite to second semester of 506MM: SPED 5XX, SPED 400

SPED 506MME D: Prerequisite to fourth semester: 506 MME C, SPED 5XX, SPED 503MME, SPED 400, SPED 406, SPED 4XX, SPED 420

Pre/Co-requisites: - SPED 402, SPED 502MME, SPED 416, SED 525 or EED 565M, SPED 640

Extended fieldwork participation for special education intern teachers. Interns complete supervised fieldwork experience working with students with mild to extensive support needs. Clinical supervision is provided through such means as a video recording and on-site visits. Interns meet throughout the semester in seminar, which is designed to bridge the gap between classroom instruction and high leverage evidence-based practices. Students meet with the instructor to discuss video recordings, on-site observation and fieldwork activities.

University Supervisor and Site Support Provider will observe and conference with students, assisting them to integrate and apply their knowledge and skills in the classroom. This course will typically be taken for four semesters (12 units). May be repeated twice for credit.

TEXT & READINGS

- California Standards for the Teaching Profession: www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf

California Standards for the Teaching Profession, TPE 7 (Literacy):
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

- California Common Core State Standards (CCSS): <http://www.cde.ca.gov/be/st/ss/>
- California English Language Development Standards: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- California Dyslexia Guidelines:
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Additional selected readings will be available on Canvas

COURSE OBJECTIVES

Students will be able to:

- Discuss standards of performance, including the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) that define professional practices.

- Engage in an ongoing process of self-evaluation in developing as a professional educator and reflective practitioner.
- Apply skills/knowledge/theories/ procedures/strategies learned through coursework to authentic teaching situations for students' kindergarten to age 22.
- Contribute to discussion and collaborative problem solving with colleagues.
- Identify personal goals and activities designed to enhance teaching competencies.
- Demonstrate ongoing development and competency in becoming a teacher as evidenced by teacher performance assessments (i.e., Teaching Event and Education Specialist MME Evaluation).
- Analyze and reflect on self-performance through a videotaped lesson and feedback from university supervisors and site mentors, and synthesize this information to improve subsequent performance.
- Demonstrate ongoing development and competency in becoming a teacher as evidenced by teacher performance assessments (i.e., Teaching Event and Education Specialist MME Evaluation). Competencies, organized by TPE, include:

TPE 1 Engage and Support all Students in Learning

- Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, from culturally and linguistically diverse backgrounds, developmental levels, and disability-specific needs, including community-based instructional environments.
- Use naturally occurring opportunities for teaching in various educational and community contexts.
- Demonstrate the ability to use digital tools, instructional and assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development, and to provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- Demonstrate an ability to meet the needs of culturally and linguistically diverse students, including English learners, who have mild to extensive support needs.

TPE 2 Create and Maintain Effective Environments for Student Learning

- Support students in the least restrictive environment with a variety of methods including the use of strengths for promoting social interaction with peers who do not have disabilities.
- Plan and implement positive behavior support systems and establish and maintain healthy learning environments that help students perform successfully within expected classroom norms.

TPE 3 Understand and Organize Subject Matter for Student Learning

- Design and implement individualized intervention programs based on observations and assessments and documentation of student progress appropriate for a range of academic content areas, including literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- Locate, interpret, and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and linguistic and cultural background for both short-term and long-term instructional planning purposes.

TPE 4 Plan Instruction and Design Learning Experiences for All Students

- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: instructional and assistive technology, application of UDL and MTSS principles, learning activities, accommodations and modifications, and peer-supported learning.
- Use student-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5 Assess Student Learning

- Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, interpret and create formative and summative assessments, and distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

TPE 6 Develop as a Professional Educator

- Identify families' needs, strengths, and resources, and assist the families to effectively promote the success of students with mild/moderate disabilities from culturally and linguistically diverse backgrounds; with mentor support, identify resources for families in the communities in which they live, including the business community.
- Demonstrate necessary skills needed to build collaborative relationships with family members, teachers, paraprofessionals, and other professionals working in school, community, and/or post-secondary settings for instructional planning and planning for successful student transitions.
- Seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, paraprofessional) regarding curricular, instructional, and positive behavior support strategies and needs.
- Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
- Communicate to parents with mentor supervision the Individualized Education Program (IEP) process, confidentiality requirements, due process procedures, and parental responsibilities as advocates for their children.

TPE 7 Incorporate Literacy Skills and Practices Consistently in Planning and Instruction

- Consistent with the ELA/ELD Framework, candidates will employ literacy instructional practices, in their supervised field experiences, that are active, motivating, and engaging. *(Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication.)*
- Engage in effective practices building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction.

IMPORTANT NOTES FROM YOUR INSTRUCTOR.

- **CSUN with A HEART:** If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).
- **GENDER IDENTITY AND PERSONAL PRONOUNS:** My name is Dr. Samantha Toews and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name or title, is a way to show respect.

We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

- **PERSON FIRST/PERSON-CENTERED LANGUAGE:** The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, "children with learning disabilities" is considered more appropriate than "learning disabled children." However, the important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person's self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a "person-centered" framework at CSUN rather than exclusively "person-first." Please see this article for more on person-centered language: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>
- **CANVAS:** Information regarding the course will be posted on Canvas (<http://canvas.csun.edu>). Journals and all assignments (except digital recordings and observations) will be posted on Canvas.
- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail *several times* a week. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester. *All communications from your professor will come through that account*
- **TECHNOLOGY:** provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email. Help with Technology and Classroom Accommodations: There are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you face issues with access to technology, please let me know.
- **CSUN POLICIES:** Students are responsible for following all published CSUN policies and procedures. Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.
 - Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.

- **ACCOMMODATIONS FOR DISABILITIES:** If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs.
 - Students with disabilities should also register with the **Disability Resources and Educational Services (DRES)** in order to receive formal accommodations for academic work. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with the DRES at the following website: <http://www.csun.edu/dres>.
- **DEPARTMENT WRITING STANDARDS:** Writing requirements within the graduate program: *This is a graduate course and students are expected to turn in papers and assignments of graduate quality.* All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.
 - Assignments with an undue number of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit and will be graded as late.

CLASS POLICIES

Assignments: All assignments (unless otherwise noted by the instructor) must be word-processed (Microsoft Word) and submitted on Canvas. Computer malfunctions are not an excuse for missed or late work. All assignments must be neat, clearly written, and contain a minimum of misspellings and grammatical errors. Papers will be returned for correction at the discretion of the instructor.

Late papers: All assignments are due by the date indicated in the syllabus; assignments submitted within 24 hours of the posted due date will be graded for full consideration. Any assignments submitted between 24.1 hours and 72 hours after the posted due date will be graded but the final grade will be reduced by 10%. No assignments will be accepted later than 72 hours after the posted due date unless other arrangements have been made with the instructor. LIFE HAPPENS, at any point in the semester, for any assignment, if you need an extension please reach out to your instructor.

Absences and Tardies: Regular attendance is the best way to establish yourself as a member of this learning community. Students are expected to attend all classes and are responsible for the information presented. Students who do not attend class typically do not do well. Attendance will be monitored through class discussions and participation in small group activities completed during most class sessions. It is the student's responsibility to make arrangements with classmates to get information/handouts disseminated during class in the case of absences or tardiness. Please contact a colleague in class regarding a review of missed material. The instructor is not responsible to make-up materials for absences or tardies. Do not call the Department of Special Education to report absences, but you may contact me via email.

Incompletes: University policy requires that to be given an incomplete you must have at least a passing grade at the end of the semester. This means you must be current with your assignments and have a compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know exactly what work you need to do to fulfill your requirement and to fill out an

incomplete form (you can download the form here:
http://www.csun.edu/sites/default/files/request_incomplete.pdf)

Class Behavior: Talking, working, and thinking with others are large parts of this class (and others). We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. Our class will be a safe place. That is to say, we will treat each other in a respectful manner. You may not always be comfortable with the topics, and you do not have to approve or agree with everything we discuss.

Dispositions: Part of the Fieldwork Evaluation Form includes rating the candidate's disposition and professionalism. This includes, behavior in the seminar, and school site, appropriate dress at the school site and ability to get along with others. Department Dispositions are listed on the next page. All students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations:
http://www.csun.edu/sites/default/files/standards_student_conduct.pdf

Plagiarism and Academic Integrity: Don't plagiarize. The CSUN catalog (<http://www.csun.edu/catalog/>) defines plagiarism as "intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." We'll be discussing how to properly cite materials, and I am always available to help you if you are concerned.

Use of Artificial Intelligence (Ai) For Class Assignments: This policy covers any generative AI tool, such as ChatGtP, etc. This includes text and artwork/graphics/video/audio. 1) You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment. 2) If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use.

Questions, Comments, Concerns? Talk with me! Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. Please ask! You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (SPED 580/506) and your name in the subject line, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may take a day or so to respond, so plan accordingly.

PROFESSIONAL DISPOSITIONS

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

A. Personal qualities important to the teaching/education profession

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

B. Qualities important to collaboration

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

C. Commitment to professional growth

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

D. Commitment to diversity and social justice

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

E. Commitment to ethical practices

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

ON-SITE FIELD EXPERIENCE AND SUPERVISION

INTERNS (506MEC-D): On-Site Support Provider: An on-site support provider must be identified. This person's responsibilities include providing on-going support and guidance throughout the semester. Support providers must provide a minimum of 20 hours of support per semester/40 hours per year and these hours must be documented (forms supplied). This includes a minimum of 3 written observations.

STUDENT TEACHERS (580MME): Mentor teachers will be assigned by your instructor or Teacher Education Coordinator. This person's responsibilities include providing on-going support and guidance throughout the semester. Your mentor will observe the candidate daily and write up three observations. They will also conduct a midterm and final evaluation.

BOTH: Your university supervisor will observe you 6 times per semester. Specific types of observations are described within the course work description for each 506 section(A-D). University Supervisors will also conduct a midterm and final evaluation.

INDUCTION OPTIONS

Overview

The Teacher Induction Education Specialist Credential is a 2-year, individualized, job-embedded system of mentoring, support and professional development beginning in the candidates' first year of teaching. This program is designed for candidates who hold a valid Preliminary Credential in any area (general and special education) including Education Specialist Credential in the area of Mild/Moderate and Extensive Support Needs Education. Candidates develop an "Individualized Learning Plan" (ILP) designed to strengthen their professional practice through self-assessment, goal setting and reflection. Candidates complete two to four induction courses centered around the

ILP and two “pedagogy” courses designed to build on skills and knowledge acquired through their Preliminary Credential. Candidates in the Induction Credential program must be employed as teachers of record serving students in their credential area.

There are 3 pathways to obtaining an Induction Credential at CSUN:

1. **Induction Credential only.** You would select this option if your goal is to obtain your Induction Credential only. This is a 14-unit program over a 2-year timeframe in which you take 6 units in semester 1, 1-unit in semesters 2 and 3, and 6 units in semester 4.
2. **Induction and MA program taken con-currently.** You would select this option if your goal is to obtain both an Induction Credential and a MA degree. Over the course of 2-years, you’ll take 6-units per semester of a combination of Induction and MA courses simultaneously.
3. **Early Completion option.** If you qualify for this option, you can complete your Induction program in 1-year. You must have taught for a minimum of 3 years with at least one of those years after receiving your preliminary credential. Discuss eligibility with Dr. Toews (Special Education Induction Coordinator).

Please refer to the Induction website for additional information: <https://www.csun.edu/eisner-education/credential-office/teacher-induction-education-specialist-credential>

Course Work

- **Attendance and Seminar Participation:** Students' contributions are critical to the success of this seminar. Seminar participants will share experiences, brainstorm strategies and techniques and assist one another in developing expertise to serve diverse urban learners with special needs. Students are expected to attend all seminar meetings, and to participate in discussions and activities. If you are unable to come to campus, please work with the instructor to "Zoom" in (please use sparingly). Individual zooms will take the place of one seminar at the end of the semester to confirm each candidate is on track for successful completion.
- **Competency Discussions Forums:** These discussions are intended to promote reflection on teaching practices and issues as they arise in the field. Additionally, some competencies are difficult to observe for your university supervisor, and they will refer to these discussions when completing your evaluation. As your supervisors need access to online discussions, they will be completed on Canvas. Please check Canvas and complete discussions timely for full credit. Online discussions must be completed before weekly seminar.
- **Field Evaluation:** Your final fieldwork grade is determined by a final evaluation (discussed in the fieldwork portion of this syllabus). ***Discussions in 580 are critical as some competencies you will be evaluated on cannot be observed in the field. Your university supervisor will use these discussion topics to assess your knowledge and competency in these areas.*** As such, please respond professionally, completely, and clearly to each prompt.
- **EdTPA Preparation Activities:** To prepare for the EdTPA, candidates will use assessments to plan a lesson that meets the needs of their student teaching class, and will make a video of themselves teaching that lesson during their student teaching assignment (7.5 f). You are also asked to video one practice lesson early in the semester to confirm equipment use, classroom lighting/sound, and give your students practice being filmed.

**Please be aware that as this is the capstone project for your student teaching experience, it is held to high standards. The evaluation of the EdTPA is done by a third party (not your professors). Please note that in-class activities are designed to help you prepare for your independent completion of the EdTPA, which will be submitted directly to the third party assessors.*

- **University Supervisor Observations:** There will be 6 observation total. (3 in general education setting)
 - I. 1-2 Problem solving observation (up to 2)
 - II. 4 Lesson Observations (2 MM, 2 ESN)
 - III. 0-1 Other Duty Observation (may replace 1 problem solving)
- **Service Provider Log:** Interns will maintain the support (TAN) Log with their site supervisors.

Grading for Seminar (SPED 580MME, 506MEC-D)

Assignment	Points	Due Date
Seminar attendance and participation (8x10 points per class)	80	8/28, 9/4, 9/18, 10/9, 10/16, 10/30, 11/13, 11/20
Competency Discussions		
1. Student Teaching Goals	10	8/28
2. Working with data to design instruction	10	9/4
3. English Learners	10	9/11
4. Working with Students with Extensive Support Needs	10	9/18
5. Heathy Environments	10	9/25
6. Community Agencies	10	10/2
Observations (6 x 10 points per observation) (7.5 f.)		
Problem solving observation #1	10	Scheduled with supervisor
Problem solving observation # 2 or Other Duty Observation	10	Scheduled with supervisor
MM Lesson Observation #1	10	Scheduled with supervisor
MM Lesson Observation #2	10	Scheduled with supervisor
ESN Lesson Observation #1	10	Scheduled with supervisor
ESN Lesson Observation #2	10	Scheduled with supervisor
Final Practicum Evaluation	100	Completed with your university supervisor in Week 14
EdTPA		
Task 1 - Educational Context and Student Information		
Context for learning	5	9/23
Learning Goal & Communication Goal	5	9/25
Identify baseline Data	5	9/25
Learning Segment (outline of lesson objectives)	5	9/25
Outline of narrative Task 1 (optional for 506 C)	10	9/25
Task 2 - Lesson Goals and Standards (MM/EX 7.3)		
Lesson Plans #1	5	10/23
Lesson Plans #2	5	10/23
Lesson Plans #3	5	10/23
Outline of assessments for each lesson (data collection plan)	5	10/23
Outline of narrative Task 2 (optional for 506 C)	10	10/23
Task 3 - Instructing Students and Supporting Learning		
Analysis of data (baseline and collected)	5	11/20
Analysis work sample	5	11/20
Feedback to student (video or artifact)	5	11/20
Communication goal analysis	5	11/20
Outline of narrative Task 3 (optional for 506 C)	10	11/20
Final Drafts of Narratives		
Task 1 Narrative (optional for 506 C)	10	12/4
Task 2 Narrative (optional for 506 C)	10	12/4
Task 3 Narrative (optional for 506 C)	10	12/4
Total Points:	420	

Policy Regarding the Final Grade for Student Teaching:

- In accordance with university policy, a passing grade in student teaching is considered to be a “B” or higher. (*Policy Regarding the Final Grade for Student Teaching*, revised March 1, 2016).

93 – 100%	A	78 - 79%	C+
90 - 92%	A -	73 - 77 %	C
88 - 89%	B+	*70 - 72%	C -
83 - 87%	B	*60 - 69%	D
80 - 82%	B-	*0 - 59%	F

Current grades are available at all times by logging onto course Canvas site and clicking “grades”.

The FINAL evaluation must be scored at an average of 2.5 or above per CSUN policy.

Education Specialist FINAL Evaluation Grading Scale	
3.5 or above	A
3.4 - 3.2	A -
3.1 - 3.0	B+
3.0 – 2.5	B
<i>Average below 2.5 must repeat student teaching. A score of 1 is not permissible in any area.</i>	

SPED 580S Grading

Assignment	Points	Due Date
Seminar attendance and participation (7x10 points per class)	70	1/29, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23

Course Schedule

Session/Date	Topics	Due
Week 1 8/28/24 ZOOM CLASS	Getting Started Introductions Meet the Supervisors! They will drop in during our class session. Syllabus & Norms <ul style="list-style-type: none">Canvas orientationBOX<ul style="list-style-type: none">Title documents with your namePaperwork – stay on top of observationsKeep a copy of everything	Review on Canvas: <ul style="list-style-type: none">HandbooksObservation FormsEvaluation FormSupport Log (interns only)Lesson Plan TemplateCalifornia Standards for the Teaching Profession (CSTPs)California Teaching Performance Expectations (TPEs) Student Teaching Goals (in class) <ul style="list-style-type: none">Canvas Discussion Forum

	<ul style="list-style-type: none"> • Zoom for office hours • Why Canvas Discussions are critical and expectations <p>Review Resources for Fieldwork & Seminar (on Canvas) (7.2)</p> <ul style="list-style-type: none"> • Handbook • Observation form – types and instructions • Evaluation form – Review each area of evaluation • Lesson Plan template – focus on explicit instruction and integration of UDL components <p>RICA</p> <p>Group Work:</p> <ul style="list-style-type: none"> • Review Teaching Profession (CSTPs) and the California Teaching Performance Expectations (TPEs). <p>Write two informal goals for this semester. Base on CSTPs/TPEs</p>	
<p>Week 2 9/4/24</p> <p>ZOOM CLASS</p>	<p>Thorny issues & Fieldwork Check-in (With supervisors in break out rooms)</p> <p>EdTPA Overview and Task 1 (7.10 a.,7.7 c)</p> <ul style="list-style-type: none"> • Choosing a focus student • Explaining the context • Setting goals • Collecting baseline data <p>Using Instructional and Assistive Technologies</p> <p>Instructional Arrangements (7.5 f.)</p> <ul style="list-style-type: none"> • Flexible Grouping • Grouping Strategies/Schemes • Strategic arrangement to meet student needs 	<p>Online Competency Discussion: <i>Working with data to design instruction</i></p> <ul style="list-style-type: none"> • <i>Please ask your Mentor Teacher or Support Provider for resources that they use for formative assessment.</i> <p>Work on EdTPA Task 1</p> <ul style="list-style-type: none"> • Work with your Mentor Teacher or Support Provider to select one focus student.
<p>Week 3 9/11/24</p> <p>No Meeting</p>	<p>No class meeting: Individual Zooms as needed</p>	<p>Online Competency Discussion Forum: <i>English Learners</i></p> <p>Work on EdTPA Task 1</p> <ul style="list-style-type: none"> • Download the permission form from Canvas and distribute ASAP. <p>Tape practice video (5 minutes).</p> <ul style="list-style-type: none"> • <i>The purpose of the practice video is to confirm satisfactory taping conditions/quality before your high-stakes</i>

		<p><i>EdTPA videos in a few weeks. Your lesson quality will not be assessed.</i></p> <ul style="list-style-type: none"> • <i>Make sure permission slips are returned. Should you be missing permission slips, tape kids who HAVE returned them or from behind (no faces). This is just a practice video.</i>
<p>Week 4 9/18/24</p> <p>ZOOM CLASS</p>	<p>Thorny issues & Fieldwork Check-in</p> <p>How to use the Ed TPA rubric and provide peer review</p> <p>Peer Review: Task 1 (7.8 a., 7.10 a.)</p> <ul style="list-style-type: none"> • Choosing a focus student • Explaining the context • Setting goals • Collecting baseline data <p>Movie night!</p> <ul style="list-style-type: none"> • View practice videos. <p>EdTPA Overview of Task 2</p> <p>-Lesson Plans</p> <p>-Data collection plan</p> <p>Instructional objectives</p> <ul style="list-style-type: none"> • Writing strong objectives for observations and EdTPA <p>Review: Evidence-Based Practices</p>	<p>Online Competency Discussion: Working with Students with Extensive Support Needs (focus on Communication/SPED 545)</p>
<p>Week 4 9/25/24</p> <p>No Meeting</p>	<p>No class meeting: Individual Zooms as needed</p>	<p>DUE: TASK 1 on Canvas</p> <p>Online Competency Discussion: Healthy Environments</p>
<p>Week 5 10/2/24</p> <p>No Meeting</p>	<p>No class meeting: Individual Zooms as needed</p>	<p>Online Competency Discussion: Community Agencies</p> <ul style="list-style-type: none"> • <i>Please ask your Mentor Teacher or Support Provider for resources.</i>

<p>Week 6 10/9/24</p> <p>ZOOM CLASS</p>	<p>Thorny issues & Fieldwork Check-in</p> <p>Professional Collaboration</p> <ul style="list-style-type: none"> • Paraprofessionals • Families • General Educators • Community agencies 	
<p>Week 7 10/16/24</p> <p>ZOOM CLASS</p>	<p>Thorny issues & Fieldwork Check-in</p> <p>Peer Review: Task 2 (MM/EX 7.2, MM/EX 7.3)</p> <p>-Lesson Plans</p> <p>-Data collection plan</p> <p>EdTPA Overview of Task 3</p> <p>Positive Behavior Support</p>	
<p>Week 8 10/23/24</p> <p>No Meeting</p>	<p>No class meeting: Individual Zooms as needed</p>	<p>DUE: TASK 2 on Canvas</p>
<p>Week 9 10/30/24</p> <p>ZOOM CLASS</p>	<p>Thorny issues & Fieldwork Check-in</p> <p>Peer Review: Task 3</p> <p>1:1 Mid-Term Meetings</p>	
<p>Week 10 11/6/24</p> <p>No Meeting</p>	<p>No class meeting: Individual Zooms as needed</p>	
<p>Week 11 11/13/24</p> <p>No Meeting</p>	<p>Self-Paced: Applying for your Credential</p> <ul style="list-style-type: none"> • Program completion Process: • https://www.csun.edu/eisner-education/credential-office/program-completion-process 	<p>Review credential application process and bring questions to next seminar.</p>
	<p>No class meeting: Individual Zooms as needed</p>	<p>Nothing Due, Enjoy Thanksgiving!</p>

<p>Week 12 11/20/24</p> <p>ZOOM CLASS</p>	<p>Revisit self-set goals from night one</p> <ul style="list-style-type: none"> • Canvas Discussion Forum <p>Individual Development Plans (IDP)</p> <ul style="list-style-type: none"> • Build upon self-goal and looking ahead to Induction, MA, and field experiences. <p>Evaluations</p> <ul style="list-style-type: none"> • Program evaluations (mentor teacher/placement & university supervisor) • CSU Exit Survey. <p>Discuss Induction & MA</p>	<p>DUE: TASK 3 on Canvas</p>
<p>Week 13 11/27/24</p> <p>No Meeting</p>	<p>No class meeting: Individual Zooms as needed</p>	
<p>Week 14 12/4/24</p> <p>1:1 ZOOM</p>	<p>INDIVIDUAL ZOOMS (mandatory) Using the sign-up on Canvas, meet with your instructor for a check-in by Zoom (held during seminar hours).</p>	<p>DUE: Culminating Narratives Tasks 1-3</p> <p>Be prepared to discuss:</p> <ul style="list-style-type: none"> • Completion of field documents (support log, observations, and evaluations). • Your plan, with timeline, for completing and submitting your EdTPA.
<p>Week 15 12/11/24</p>	<p>Complete any remaining fieldwork hours.</p>	<p>Collect all documentation (observations and evaluations) and add to Box along with IDP.</p>

Appendices to Show Ed TPA Assignments

Outline Task 1 (7.7 a.)

Please answer each question as completely as you can. If you can't answer a question, please work on that topic before the FINAL drafts due May 6th. On May 6th you must answer all prompts.

1. Alignment of the Learning Goal, Standard, Lesson Objectives, and Planned Supports

Complete the table below to identify the

- learning goal selected for the learning segment.
- California academic standard. (Note: Please include the number and text of the standard that is being addressed)
- lesson objective for each lesson.
- planned supports to be used throughout the learning segment and described in the lesson plans, specific to achieving the learning goal. (Please provide a brief list of the key supports that you intend to use.)

Learning Goal:		
Relevant California Academic, Alternate, or Early Childhood Standard:		
	Lesson Objectives	Specific Planned Supports to Address the Learning Goal (supports may be the same across lessons)
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		

- Explain how the learning goal and the planned supports align with the IEP goal.
- List any special accommodations or modifications in the learning environment, instruction, or assessment required by the IEP and relevant to the learning goal.
- Explain how the lesson objectives, learning tasks, materials, and planned supports are sequenced to:
 - move the focus learner toward achievement of the IEP goals, standards (as appropriate), and the learning goal.
 - build connections between the focus learner's prior learning and experiences and new learning for the learning goal.

2. Knowledge of Focus Learner to Inform Teaching of the Learning Segment

For each of the categories listed below (2a–e), describe what you know about the focus learner’s strengths and challenges **as related to the lesson objectives of the learning segment. Cite evidence of what the learner knows, what they can do, and what they are learning to do in relation to the learning goal and any relevant planned supports.**

Refer to baseline data obtained prior to the beginning of the learning segment. Candidates should collaborate with parents and other educators or specialists who work with the focus learner to identify present levels of performance in the areas below.

- a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives
- b. Social and emotional development (e.g., impulse control, ability to interact and express themselves and their feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness)
- c. Personal, family, community, and cultural assets (e.g., the focus learner’s interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations, e.g., ethnic, regional, or Deaf culture; community supports or resources) **(U 1.1)**
- d. Communication skills (e.g., reading, writing, speaking, listening, in English and, if relevant, in the primary language, sign language, braille, and/or AAC)
- e. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills, mobility, other adaptive skills, use of accessible technology)

3. Supporting Learning

Refer to the instructional materials and lesson plans you have included to support your justifications, as needed.

- a. Describe how the learning tasks, materials, and planned supports address your focus learner’s needs and capitalize on his/her strengths and interests.

Planned supports can include the learning environment, applied principles of Universal Design for Learning, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

- b. Collaboration:
 - 1) Describe what you shared and what you learned about the focus learner and/or strategies for supporting them by collaborating with parents, teachers, and other community and/or school personnel.
 - 2) Explain how this collaboration informed planned outcomes and/or actions for supporting the learning, including communication with your collaborator(s). Cite specific examples.
- c. Explain how the learning tasks, materials, and/or planned supports will provide challenge to your focus learner.
- d. Justify your choices of learning tasks, materials, and planned supports based on
 - the focus learner’s strengths and needs and
 - principles of research and/or theory, especially related to age, development, or the focus learner’s disability.

- e. Explain how, throughout the learning segment, you will help the focus learner generalize, maintain, or self-manage the knowledge, skills, and planned supports related to the learning goal.

4. Supporting the Focus Learner's Use of Expressive/Receptive Communication (7.7 c.)

- a. **Communication Skill.** Identify and describe **one** communication skill in English related to the learning goal that the focus learner will need to use to participate in the learning tasks and/or demonstrate learning. For candidates for the Mild/Moderate Support Needs credential, this must be academic language.

Consider the focus learner's strengths and needs related to the communication skill.

Examples of communication skills include **retelling** a story, **explaining** a mathematics problem-solving strategy, **answering** questions, appropriately **expressing** frustration, **selecting** the right sign, **requesting** assistance, **selecting** a picture, **starting or stopping** communication, and **responding** to a prompt or cue.

- b. Explain how you plan to support the focus learner's use of the communication skill (planned supports for communication can include instructional strategies such as vocabulary development, modeling, guided practice; materials such as graphic organizers, pattern sentences, sentence starters, dictionaries, spell-check; or accommodations such as assistive technology). Describe how the supports assist the focus learner in acquiring, maintaining, and/or generalizing the communication skill.
 - Provide an example from your lesson plans of this planned support.

5. Monitoring Learning

- a. Explain how the assessments and the daily assessment record (including baseline data) will provide evidence of
 - the focus learner's progress toward the learning goal through the lesson objectives
 - the level of support and challenge appropriate for the focus learner's needs
- b. Explain how you plan to involve the focus learner in monitoring their own learning progress.

Outline Task 2

Please answer each question as completely as you can. If you can't answer a question, please work on that topic before the FINAL drafts due.

***NOTE:** for final version only (just outline today):

Respond to the prompts below (**no more than 8 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include digital copies of indiscernible materials or a transcription of comments that are inaudible or signing that is uninterpretable. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the clip(s)? Identify the lesson(s) by lesson plan number. Describe any changes in the lesson plans for the lessons shown in the clip(s) and the reasons for those changes.
2. If applicable, provide any additional information (beyond that provided in Planning Task 1) needed to understand the learning environment or interactions seen in each clip.

- a. Identify the district, school, cooperating teacher, or student teaching requirements or expectations (e.g., prescribed reading curriculum) that affect your instructional delivery related to the learning goal described in Planning Task 1.
- b. If more than one learner appears in a clip, provide information to identify the focus learner (e.g., clothing, position in setting).

3. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

- a. Describe how you demonstrated respect for and rapport with all learners.
- b. Describe how you provided a positive learning environment that both supported and challenged your focus learner in relation to the learning goal, moving the focus learner toward self-determination.

4. Engaging and Motivating the Focus Learner

Refer to examples from the clip(s) in your explanations. For group instruction, you may refer to interactions with other learners as examples of collective strategies accessible to the focus learner.

- a. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal.
- b. Describe how your instruction linked the focus learner's prior learning and personal, family, cultural (e.g., ethnic, regional, proficiency in a primary language other than English, Deaf culture), and/or community assets with new learning related to the learning goal.
- c. Describe the strategies you used to move the focus learner toward independently initiating and/or maintaining active engagement in learning tasks related to the learning goal.

5. Deepening Learning

Refer to examples from the clip(s) in your explanations. For instruction in a group, you may refer to interactions with other learners that informed application of learning by the focus learner.

- a. Explain how you elicited and responded to the focus learner's performance to promote application of learning related to the learning goal.
- b. Describe opportunities provided to the focus learner to apply feedback to improve performance related to the learning goal.
- c. Describe how you moved the focus learner toward self-evaluation or self-correction to improve performance related to the learning goal.

6. Supporting Teaching and Learning

Refer to examples from the clip(s) in your explanations.

- a. Explain how your materials, planned supports, and instructional strategies facilitated the focus learner's progress toward the lesson objectives for the learning goal and how they reflected the learner's development, age, strengths, and needs.
- b. Describe how your instructional strategies, planned supports, and/or materials facilitated the development or application of a self-directed learning strategy for the learning goal.

7. Analyzing Teaching

Refer to examples from the clip(s) in your explanations.

- a. What would you change about the teaching seen in the clip(s) to better support or extend the focus learner's performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the learning goal?
- b. Why do you think these changes would improve the learning of the focus learner in relation to the learning goal? Support your explanation with evidence of the focus learner's performance related to the learning goal, as seen in the clip(s), and principles from theory and/or research.

Outline Task 3 (7.7 b.)

Please answer each question as completely as you can. If you can't answer a question, please work on that topic before the FINAL drafts due May 6th. On May 6th you must answer all prompts.

*NOTE: for final version only (just outline today):

Respond to the prompts below (**no more than 8 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the additional information related to the work sample for the learning goal (**no more than 5 additional pages**) to the end of this file. If you submit a work sample as a video clip or feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), attach a transcription of the inaudible or (for sign language) uninterpretable communication (**no more than 2 additional pages**) to the end of this file. Translations of video in a language other than English or sign language (**no page limit**) should also be attached to the end of this file. These pages do not count toward your page total.

1. Analyzing the Focus Learner's Performance

- a. Identify the lesson objectives from the learning segment measured by each daily assessment record.
- b. Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.
- c. If the work sample for the learning goal is an excerpt from a video from Instruction [Task 2](#), provide a time-stamp reference here. If a video work sample includes more than one learner, clearly describe how the scorer can identify the focus learner (e.g., position, physical description, first words spoken by focus learner) whose work is portrayed.
- d. Summarize the focus learner's progress toward the learning goal as reflected in the lesson objectives. The summary can be presented in a table or described in several paragraphs.
- e. Analyze the focus learner's performance based on

- strengths (what they appear to understand or do well) and needs (where they continue to struggle or need greater challenge). Include any error analysis.
 - levels or types of planned supports provided to the focus learner.
NOTE: Candidates should also consider planned supports for the learning goal provided by collaborators during the learning segment and their impact on focus learner progress toward the learning goal.
- f. Based on the focus learner's performance, explain how the planned supports provided did or did not impact learning and provide access to the content.

Cite evidence from the baseline data, daily assessment records, and work sample, as needed, to clarify or illustrate your summary and analysis.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the form in which you submitted your evidence of feedback for the focus learner. **(Delete choices that do not apply.)**
- Written directly on a work sample document or included in a video work sample
 - In an audio file
 - In a video clip from Instruction Task 2 (provide a time-stamp reference) or in a separate video clip
- If video feedback occurs in a group context, clearly describe how the scorer can identify the focus learner (e.g., position, physical description).
- b. Explain how feedback (including error prevention) provided to the focus learner addresses their individual strengths and continuing needs relative to the learning goal.
- c. How did or will you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal, within the learning segment or in subsequent learning tasks?

3. Evidence of Use of the Expressive/Receptive Communication Skill **(7.7 c)**

When responding to the prompts below, use concrete examples from the focus learner's work sample or an additional video clip (using time-stamp references) as evidence. You may provide evidence of the focus learner's use of the expressive/receptive communication skill for the learning goal from **ONE of the following sources**:

1. Video clip(s) from Instruction Task 2; provide time-stamp references.
 2. An additional video file named "Communication Use" of **no more than 5 minutes** in length; provide time-stamp references. See Assessment Task 3 Evidence Chart for acceptable file types. Submit the clip in Assessment Task 3, Part C.
 3. Work sample; provide a time-stamp reference for a video work sample. The work sample can be the one analyzed or a different one if it is clearly labeled as evidence of use of the communication skill.
- a. Explain the focus learner's use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal.

- b. Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner's strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal.
- c. Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill.

4. Using Assessment to Inform Instruction

Consider what you know about the focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps related to the learning goal. Consider all aspects of instruction, including planned supports, as appropriate. Connect your next steps to your analysis of the focus learner's performance.

- a. Based on your analysis of the focus learner's performance, presented in the response to prompts 1d–f, describe next steps for instruction to improve or continue learning.
NOTE: Candidates may wish to consult with their collaborator on next steps.

Connect your next steps to research and/or theory, particularly as it relates to evidence-based practices.
- b. Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner's IEP goals and/or curriculum.

TASK 1: PLANNING COMMENTARY (7.7 a)

Respond to the prompts below (no more than 12 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Alignment of the Learning Goal, Standard, Lesson Objectives, and Planned Supports

- a. Complete the table below to identify the
 - learning goal selected for the learning segment.
 - California academic content standard, alternate standard, or early childhood standard related to the learning goal and/or the planned supports. (Note: Please include the number and text of the standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.) Indicate if there is no relevant standard for the learning goal and/or planned supports.
 - lesson objective for each lesson.
 - planned supports to be used throughout the learning segment and described in the lesson plans, specific to achieving the learning goal. (Please provide a brief list of the key supports that you intend to use; you will have an opportunity to explain how they support the focus learner in prompts 3a–e and 4b.)

Learning Goal: []
Relevant California Academic, Alternate, or Early Childhood Standard: []

	Lesson Objectives	Specific Planned Supports to Address the Learning Goal (supports may be the same across lessons)
Lesson 1	[]	[]
Lesson 2	[]	[]
Lesson 3	[]	[]
Lesson 4	[]	[]
Lesson 5	[]	[]

- b. Based on the learning goal and the focus learner's IEP goals, respond to **ONE** of the prompts below.

■ **If the selected learning goal is academic and is aligned with an IEP goal:**

- Explain how the learning goal and the planned supports align with the IEP goal.

[]

■ **If the selected learning goal is academic but is not aligned with an IEP goal:**

- Explain how the planned supports align with the learning goal.

[]

■ **If the selected learning goal is non-academic:**

- Explain how the learning goal and, if relevant, the planned supports align with the focus learner's IEP.

[]

- c. List any special accommodations or modifications in the learning environment, instruction, or assessment required by the IEP and relevant to the learning goal.

[]

- d. Explain how the lesson objectives, learning tasks, materials, and planned supports are sequenced to

- move the focus learner toward achievement of the IEP goals, standards (as appropriate), and the learning goal.
- build connections between the focus learner's prior learning and experiences and new learning for the learning goal.

NOTE: If the lesson objectives are the same across the learning segment, the explanation may address how the materials used or the planned supports may change throughout the learning segment.

[]

2. Knowledge of Focus Learner to Inform Teaching of the Learning Segment

For each of the categories listed below (2a–e), describe what you know about the focus learner's strengths and challenges **as related to the lesson objectives of the learning segment**. **Cite evidence of what the learner knows, what they can do, and what they are learning to do in relation to the learning goal and any relevant planned supports.**

Refer to baseline data obtained prior to the beginning of the learning segment. Candidates should collaborate with parents and other educators or specialists who work with the focus learner to identify present levels of performance in the areas below.

- a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives
[]
- b. Social and emotional development (e.g., impulse control, ability to interact and express themselves and their feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness)
[]
- c. Personal, family, community, and cultural assets (e.g., the focus learner's interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations, e.g., ethnic, regional, or Deaf culture; community supports or resources)
[]
- d. Communication skills (e.g., reading, writing, speaking, listening, in English and, if relevant, in the primary language, sign language, braille, and/or AAC)
[]
- e. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills, mobility, other adaptive skills, use of accessible technology)
[]

3. Supporting Learning

Refer to the instructional materials and lesson plans you have included to support your justifications, as needed.

- a. Describe how the learning tasks, materials, and planned supports address your focus learner's needs and capitalize on his/her strengths and interests.

Planned supports can include the learning environment, applied principles of Universal Design for Learning, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

- b. Collaboration
1) Describe what you shared and what you learned about the focus learner and/or strategies for supporting them by collaborating with parents, teachers, and other community and/or school personnel.
[]
- 2) Explain how this collaboration informed planned outcomes and/or actions for supporting the learning, including communication with your collaborator(s). Cite specific examples.
[]

- c. Explain how the learning tasks, materials, and/or planned supports will provide challenge to your focus learner.

[]

- d. Justify your choices of learning tasks, materials, and planned supports based on
- the focus learner's strengths and needs and
 - principles of research and/or theory, especially related to age, development, or the focus learner's disability.

[]

- e. Explain how, throughout the learning segment, you will help the focus learner generalize, maintain, or self-manage the knowledge, skills, and planned supports related to the learning goal.

[]

4. Supporting the Focus Learner's Use of Expressive/Receptive Communication

- a. **Communication Skill.** Identify and describe **one** communication skill in English related to the learning goal that the focus learner will need to use to participate in the learning tasks and/or demonstrate learning. For candidates for the Mild/Moderate Support Needs credential, this must be academic language.

Consider the focus learner's strengths and needs related to the communication skill.

Examples of communication skills include **retelling** a story, **explaining** a mathematics problem-solving strategy, **answering** questions, appropriately **expressing** frustration, **selecting** the right sign, **requesting** assistance, **selecting** a picture, **starting or stopping** communication, and **responding** to a prompt or cue.

[]

- b. Explain how you plan to support the focus learner's use of the communication skill (planned supports for communication can include instructional strategies such as vocabulary development, modeling, guided practice; materials such as graphic organizers, pattern sentences, sentence starters, dictionaries, spell-check; or accommodations such as assistive technology). Describe how the supports assist the focus learner in acquiring, maintaining, and/or generalizing the communication skill.

- Provide an example from your lesson plans of this planned support.

[]

5. Monitoring Learning

- a. Explain how the assessments and the daily assessment record (including baseline data) will provide evidence of
- the focus learner's progress toward the learning goal through the lesson objectives
 - the level of support and challenge appropriate for the focus learner's needs

[]

- b. Explain how you plan to involve the focus learner in monitoring their own learning progress.

[]

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than 8 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include digital copies of indiscernible materials or a transcription of comments that are inaudible or signing that is uninterpretable. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the clip(s)? Identify the lesson(s) by lesson plan number.
Describe any changes in the lesson plans for the lessons shown in the clip(s) and the reasons for those changes.

[]

2. If applicable, provide any additional information (beyond that provided in Planning Task 1) needed to understand the learning environment or interactions seen in each clip.
 - a. Identify the district, school, cooperating teacher, or student teaching requirements or expectations (e.g., prescribed reading curriculum) that affect your instructional delivery related to the learning goal described in Planning Task 1.

[]

- b. If more than one learner appears in a clip, provide information to identify the focus learner (e.g., clothing, position in setting).

[]

3. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

- a. Describe how you demonstrated respect for and rapport with all learners.

[]

- b. Describe how you provided a positive learning environment that both supported and challenged your focus learner in relation to the learning goal, moving the focus learner toward self-determination.

[]

4. Engaging and Motivating the Focus Learner

Refer to examples from the clip(s) in your explanations. For group instruction, you may refer to interactions with other learners as examples of collective strategies accessible to the focus learner.

- a. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal.

[]

- b. Describe how your instruction linked the focus learner's prior learning and personal, family, cultural (e.g., ethnic, regional, proficiency in a primary language other than English, Deaf culture), and/or community assets with new learning related to the learning goal.

[]

- c. Describe the strategies you used to move the focus learner toward independently initiating and/or maintaining active engagement in learning tasks related to the learning goal.

[]

5. Deepening Learning

Refer to examples from the clip(s) in your explanations. For instruction in a group, you may refer to interactions with other learners that informed application of learning by the focus learner.

- a. Explain how you elicited and responded to the focus learner's performance to promote application of learning related to the learning goal.

[]

- b. Describe opportunities provided to the focus learner to apply feedback to improve performance related to the learning goal.

[]

- c. Describe how you moved the focus learner toward self-evaluation or self-correction to improve performance related to the learning goal.

[]

6. Supporting Teaching and Learning

Refer to examples from the clip(s) in your explanations.

- a. Explain how your materials, planned supports, and instructional strategies facilitated the focus learner's progress toward the lesson objectives for the learning goal and how they reflected the learner's development, age, strengths, and needs.

[]

- b. Describe how your instructional strategies, planned supports, and/or materials facilitated the development or application of a self-directed learning strategy for the learning goal.

[]

7. Analyzing Teaching

Refer to examples from the clip(s) in your explanations.

- a. What would you change about the teaching seen in the clip(s) to better support or extend the focus learner's performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the learning goal?

[]

- b. Why do you think these changes would improve the learning of the focus learner in relation to the learning goal? Support your explanation with evidence of the focus learner's performance related to the learning goal, as seen in the clip(s), and principles from theory and/or research.

[]

TASK 3: ASSESSMENT COMMENTARY

(7.10 a, MM/EX 7.2)

Respond to the prompts below (**no more than 8 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the additional information related to the work sample for the learning goal (**no more than 5 additional pages**) to the end of this file. If you submit a work sample as a video clip or feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), attach a transcription of the inaudible or (for sign language) uninterpretable communication (**no more than 2 additional pages**) to the end of this file. Translations of video in a language other than English or sign language (**no page limit**) should also be attached to the end of this file. These pages do not count toward your page total.

1. Analyzing the Focus Learner's Performance

- a. Identify the lesson objectives from the learning segment measured by each daily assessment record.

[]

- b. Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.

[]

- c. If the work sample for the learning goal is an excerpt from a video from Instruction [Task 2](#), provide a time-stamp reference here. If a video work sample includes more than one learner, clearly describe how the scorer can identify the focus learner (e.g., position, physical description, first words spoken by focus learner) whose work is portrayed.

[]

- d. Summarize the focus learner's progress toward the learning goal as reflected in the lesson objectives. The summary can be presented in a table or described in several paragraphs.

[]

- e. Analyze the focus learner's performance based on
- strengths (what they appear to understand or do well) and needs (where they continue to struggle or need greater challenge). Include any error analysis.
 - levels or types of planned supports provided to the focus learner.
NOTE: Candidates should also consider planned supports for the learning goal provided by collaborators during the learning segment and their impact on focus learner progress toward the learning goal.

[]

- f. Based on the focus learner's performance, explain how the planned supports provided did or did not impact learning and provide access to the content.

Cite evidence from the baseline data, daily assessment records, and work sample, as needed, to clarify or illustrate your summary and analysis.

[]

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the form in which you submitted your evidence of feedback for the focus learner. **(Delete choices that do not apply.)**

- Written directly on a work sample document or included in a video work sample
- In an audio file
- In a video clip from Instruction Task 2 (provide a time-stamp reference) or in a separate video clip

If video feedback occurs in a group context, clearly describe how the scorer can identify the focus learner (e.g., position, physical description).

[]

- b. Explain how feedback (including error prevention) provided to the focus learner addresses their individual strengths and continuing needs relative to the learning goal.

[]

- c. How did or will you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal, within the learning segment or in subsequent learning tasks?

[]

3. Evidence of Use of the Expressive/Receptive Communication Skill

When responding to the prompts below, use concrete examples from the focus learner's work sample or an additional video clip (using time-stamp references) as evidence. You may provide evidence of the focus learner's use of the expressive/receptive communication skill for the learning goal from **ONE of the following sources**:

1. Video clip(s) from Instruction Task 2; provide time-stamp references.
2. An additional video file named "Communication Use" of **no more than 5 minutes** in length; provide time-stamp references. See Assessment Task 3 Evidence Chart for acceptable file types. Submit the clip in Assessment Task 3, Part C.
3. Work sample; provide a time-stamp reference for a video work sample. The work sample can be the one analyzed or a different one if it is clearly labeled as evidence of use of the communication skill.

- a. Explain the focus learner's use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal.

[]

- b. Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner's strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal.

[]

- d. Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill.

[]

4. Using Assessment to Inform Instruction

Consider what you know about the focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps related to the learning goal. Consider all aspects of instruction, including planned supports, as appropriate. Connect your next steps to your analysis of the focus learner's performance.

- a. Based on your analysis of the focus learner's performance, presented in the response to prompts 1d–f, describe next steps for instruction to improve or continue learning.

NOTE: Candidates may wish to consult with their collaborator on next steps.

- Connect your next steps to research and/or theory, particularly as it relates to evidence-based practices.

[]

- b. Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner's IEP goals and/or curriculum.

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SPED 580 MME-506 MEC-D LESSON PLAN FORMAT

Background Information			
Teacher Candidate			
Date Taught		Grade Level(s)	
Subject/Topic(s)			
Rationale for Teaching Lesson Guided Question: Why do you need to this this topic? How does this relate to previous learning? How they will use this learning in the future?			
EL Level(s) of Students (<i>please check all that apply</i>)	<input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging		
Standards and Objectives: <i>Make sure to include what, who, under what condition, what criteria? Use action verbs, no understand, infer, or know.</i>			
California Content/Common Core/Alternate Achievement Standard			
California ELD Standard			
Group lesson objective with measurable criteria Who? Will or what? Under what condition? Mastery criteria			
Focus student lesson objective with measurable criteria (if different from group)			
Focus Student Learning Goal			
Focus Student Communication Goal			
Planning			
Resources & Collaboration: Please explain who you collaborated with to plan this lesson, and how did they contribute.			

UDL and Culturally Sustaining Teaching Considerations (7.2)	
Describe Multiple Means of Representation (e.g., Text book, Lecture, Power Point, Pictures, Audio Recording, Video, Graphic Organizers, Vocabulary/Big Idea Charts, Connections to Previous Units).	
Describe Multiple Means of Engagement (e.g, Connection to real world use/ relevance/ value, Student opportunities to collaborate and communicate, Lecture, opportunities to make choices, Students set personal goals/monitor progress):	
Describe Multiple Means of Expression (e.g., Oral question response, Physical representation, Drawing/Pictures, Debate, Multi-media creations, Digital or physical Poll/Vote, Writing, Thumbs Up/Down to gauge understanding):	
Culturally Sustaining Teaching Practices <i>*Which culturally Sustaining Teaching Practices will you be using during your class? Please describe.</i>	
Setting and Materials	
Student Grouping or Environmental Adaptation	
Materials/Resources/Technology for all students	
Material and why it is aligned with student support needs and goal	
Accommodations and modifications to support the focus student access to learning goals	
Instructional Considerations	
Academic Vocabulary and student-friendly definitions (note any changes made to vocabulary for the focus student) <i>*not more than 4 vocabulary</i>	
Describe other individual student needs and how they are accommodated (e.g., behavioral supports, social-emotional support)	
Opening the Lesson	

Gain student attention and Engage Student Interest.	
State the goal of the lesson and Discuss the purpose of the target skill: why do you need to this topic; how does this relate to previous learning, and how will they use this learning in the future?	
Links to prior knowledge: Review critical prerequisite skills	
Behavioral expectations are stated for students. <i>Please describe explicitly.</i>	
Body of the Lesson (EXPLICITLY describe what you, other adults, students, and the focus student are doing at each stage of the lesson)	
Model (I do it) <i>This is the meat of the burger, a critical part of the lesson, so make sure to actively demonstrate the content you are teaching.</i>	
Decision Point #1 Please describe How will you know if at least 80% of students are ready to move on? How will you adjust if they are not?	
Prompt (We do it) <i>Gradual release of responsibility Provide support as students increase their ability/ understanding</i>	
Decision Point #1 Please describe How will you know if at least 80% of students are ready to move on? How will you adjust if they are not?	
Check (You do it) <i>Students working independently while the teacher monitors Monitor closely, especially at first – start slow If students start struggling, add support back in</i>	
Closing the Lesson	

<p>Closure</p> <p><i>Review of key skills/ knowledge</i></p> <p><i>Preview the next day's lesson</i></p> <p><i>Include Opportunities to Responds</i></p> <p><i>Keep it quick</i></p>	
<p>Assessment of the Instructional Objective: <i>What will students produce to show their mastery of the objective? Objectives and assignments should align. How will you know students have mastered the objective?</i></p>	
Lesson Assessment Tools (list)	
<p>Focus Student Specific Assessment Tools (List) – NOTE: These assessments must be aligned to the focus student learning goals.</p>	
<p>Lesson Assessment Procedures (Briefly describe who collects, when, and how)</p>	

DEPARTMENT OF SPECIAL EDUCATION

Education Specialist Mild/Moderate and Extensive Support Needs Culminating Fieldwork Evaluation Form

Adapted from the Framework for Teaching, Charlotte Danielson
and aligned with elements of the California Standards for the Teaching Profession and the
Teacher Performance Expectations.

Name of Candidate		Student ID
Date	School Site	School District
Mentor/Support Provider		CSUN Supervisor

☐ 580ACT ☐ 580 MME ☒ 506ME-C ☐ 506ME-D

Rating Scale

Ratings represent a cumulative evaluation of candidate competencies based on observations, professional conversations, and artifacts. Please note that during the initial field experience(s), (SPED 579ACT, SPED 403MME, 506ME-A, 506ME-B) candidates must obtain an overall average of 2.5. For the final field experience(s), candidates must obtain an overall average of 3 with no 1s on any item (SPED 580ACT, SPED 580 MME, 506ME-C, 506ME-D).

IE	1	2	3	4
Insufficient evidence	Does not meet expectations	Approximates expectations	Meets expectations	Exceeds expectations

Please Note

NA: Items specific to supports for specific populations (i.e. mobility supports) that the student might not have an opportunity to practice in every setting can be marked “NA” if there is no opportunity to observe.

IE: Please mark insufficient evidence if the competency can be observed but has not yet been observed. Please use the IE designation at the midterm point to help your teacher-candidate focus on critical skills they have not yet demonstrated in the latter part of the semester.

1: Planning for Instruction: Knowledge of Content, Pedagogy and Students

1.1	Standards based instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Plans lessons that are aligned with the Common Core and English Language Development California State Standards. [U3.1, U3.1]
1.2	Content/discipline knowledge	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates knowledge of the concepts in the lesson and how concepts build upon and relate to one another when planning instruction.
1.3	Subject specific pedagogy	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates evidence-based/high-leverage, subject-specific pedagogical approaches in the discipline and across disciplines when planning instruction. [U3.3, U3.3]
1.4	Students' skills, knowledge and language proficiency	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses information about individual students' skills, prior knowledge, and language proficiency when planning culturally responsive instruction. [U1.1, U1.1, MM1.7, MM1.7, EX1.4, EX1.4]
1.5	Age-appropriate instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Plans instruction appropriate for the grade level curriculum and interests of the age group, including accommodations and/or modifications as needed to promote student access to the curriculum and least restrictive environment. [U1.7, U1.7, U4.2, U4.2]
1.6	Students' culture and interests	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses knowledge of students' home language, family culture, life experiences, and interests to plan instruction that will engage students.[U4.1, U4.1]

2: Establishing Instructional Objectives and Designing Instruction

2.1	Instructional objectives	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs instructional objectives that are measurable, aligned with the Common Core and English Language Development State Standards and at an appropriate level of challenge.
2.2	Instructional activities	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs instructional activities that are: a) connected to real life experiences, b) aligned with the instructional objectives, c) evidence-based, d) at an appropriate level of challenge, e) promote critical thinking and problem-solving, and f) anticipate student difficulties. [U1.3, U1.3, U1.5, U1.5]
2.3	Sequenced instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Plans logically sequenced instruction using task analysis and purposeful connections across lessons.
2.4	Individual student needs	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs instructional strategies that are evidence-based and address individual student needs, using Universal Design for Learning, differentiation, and Multi-Tiered Systems of Support for a wide range of learners, including instruction in the general education classroom. [U1.4, U1.4]
2.5	Direct instruction lesson structure	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs lessons with a direct instruction structure (opening, modeling, prompting/guided practice, independent practice, closure and assessment).
2.6	Instructional materials and resources	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology and digital tools, to support the instructional objectives and facilitate students' equitable access to the curriculum. [MM1.2, MM2.1, EX2.5, EX2.5]
2.7	Instructional technology	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Selects instructional technology that is suitable for students, supports the instructional objectives and provides access to content and promotes digital literacy.
2.8	Instructional groups	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs a variety of flexible instructional groupings to meet students' individual needs.
2.9	Individual Education Plans (IEP)	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Collaboratively develops and implements Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards, with appropriate supports, that lead to effective inclusion of students with disabilities. [MM1.1, MM1.1, EX1.6, EX1.6]
2.10	Supporting Communication Skills	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Utilizes assessment data to: a) develop/implement needed augmentative and alternative communication systems, b) implement instruction of communication skills and c) develop communication methods to demonstrate student academic knowledge. [MM1.2, MM1.2, MM1.3, MM1.3, EX1.7, EX 1.7, EX1.8, EX1.8, EX1.2, EX1.2, EX2.3, EX2.3, MM5.2, MM5.2, EX5.3, EX5.3]
2.11	Mobility/Sensory Supports and Environment	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Supports students with movement, mobility, sensory and specialized health care needs to participate fully in classrooms, schools and/or the community including organizing an environment that supports independent mobility (operation of medical equipment, assistive technology, adaptive equipment, and/or mobility and sensory accommodations). [MM 2.2, MM2.2, MM2.3, MM2.3, EX2.6, EX2.6, EX2.7, EX2.7, EX2.1, EX2.1, EX2.2, EX2.2]

3: Assessing Student Learning

3.1	Design of formative assessments	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs formative assessments to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives. [U5.1, U5.1, MM5.2, MM5.2, EX5.2, EX5.2, MM5.1, MM5.1, EX5.2, EX5.2]
3.2	EL Assessment	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Adjusts assessments to enable English learners to demonstrate their knowledge and skills and mastery of instructional objectives. [U5.7, U5.7]
3.3	Monitor student learning	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Gathers and analyzes formative assessment/progress monitoring data to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives. [MM1.4, MM1.4, EX1.9, EX1.9]
3.4	Assessment informs instruction	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses formative and/or ecological assessment data to plan and adapt instruction, environmental supports, and document students' learning over time. [U5.4, U5.4]
3.5	Summative assessment	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses formal, formative/progress monitoring, and summative assessments to document student learning. [U5.2, U5.2, MM5.6, MM5.6, EX5.7, EX5.7]
3.6	IEP goals and objectives	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses assessment data, including person-centered/family-centered approaches to describe students' present levels of performance and develop long and short-term IEP goals and objectives. [EX1.5, EX1.5, MM4.4, MM4.4, EX4.5, EX 4.5, MM4.7, MM4.7, EX4.8, EX4.8, U5.8, U5.8, MM5.3, MM5.3, EX5.4, EX5.4, EX5.1, EX5.1]
3.7	Transition	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Develops plans for critical student transitions, such as ITPs if appropriate for students' age, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school, as appropriate for individual students in collaboration with mentor/support provider. [MM1.5, MM1.5, EX1.10, EX1.10]
3.8	Family Collaboration	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Collaborates and maintains ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. [U1.2, U1.2, U5.5, U5.5]
3.9	Family Collaboration	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates collaboration with families to support access to, and optimal learning experiences in a wide variety of general education and specialized academic instructional settings [MM2.4, MM2.4, EX2.4, EX2.4]
3.10	Assessment and CCSS	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Designs and implements assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. [U4.3, U4.3]
3.11	Student Self-Assessment	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Involves all students in self-assessment to recognize strengths and challenges and in reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. [U5.3, U 5.3]

3.12	Assessment Interpretation	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Works with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is
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				English, English learners, Standard English learners, and students with language or other disabilities. [U5.6, U5.6, MM5.5, MM5.5, EX5.6, EX5.6]
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4: Managing Classroom Procedures and Supporting Student Behavior

4.1	Academic expectations	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior and promote a classroom that reflects high academic expectations for all students. [U2.5, U2.5, MM2.6, MM2.6, EX2.9, EX2.9, MM2.10, MM2.10, EX2.13, EX2.13]
4.2	Management of instructional time	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Manages instructional pace, classroom procedures, routines and transitions to maximize instructional time. [U4.4, U4.4]
4.3	Materials preparation	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Prepares and gathers materials in advance and distributes them in a way that does not interrupt instructional time.
4.4	Paraprofessionals	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides clear direction to paraprofessionals to productively engage them in supporting student learning. [MM6.1, MM6.1, EX6.2, EX6.2]
4.5	Expectations for behavior	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Establishes and maintains clear expectations for positive classroom behavior by communicating classroom routines, procedures, and norms to students and families. [U2.6, U2.6, MM2.9, MM2.9, EX2.12, EX 2.12]
4.6	Monitoring student behavior	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Is alert to, monitors, and responds effectively to student behavior, including restorative justice and conflict resolution practices to foster a caring and respectful community. [U2.1, U2.1,]
4.7	Positive behavior support	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Develops and implements positive behavior intervention and support techniques to identify communicative intent of students' behavior and develop positive communication skills or systems to address inappropriate behavior. [MM2.5, MM2.5, EX2.8, EX2.8, MM4.3, MM4.3, EX4.1, EX4.1]
4.8	Social development	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Promotes social skills, psychosocial, and self-advocacy development and support students in assuming increasing responsibility for learning, including student involvement in decision-making. [MM1.6, MM1.6, EX1.11, EX1.11, U4.5, U4.5]
4.9	Supportive Environment	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Establishes, maintains, and monitors safe and supportive inclusive learning environments which enable all students to learn. [U2.2, U2.2, U2.3, U2.3, MM2.8, MM2.8, EX2.11, EX 2.11]

5: Delivering Instruction that Engages Students in Learning

5.1	Lesson purpose, directions and procedures	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Communicates purpose of lesson, directions and procedures to students.
5.2	Instructional activities	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge, promote critical thinking and problem-solving, and anticipate student difficulties [MM4.2, MM4.2, EX4.4, EX4.4, MM7.4, MM7.4, EX 7.4, EX 7.4]
5.3	Explanation and modeling	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides explanations and modeling that support student learning.
5.4	Questions and discussion	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses higher-order questions that encourage extended responses and promote student discussion.
5.5	ELD instructional strategies	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses English Learners' assessment data and ELD instructional strategies to support the full range of English Learners. [U1.6, U1.6, u7.11, u7.11]
5.6	Academic language	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Models and provides instruction within a communication-rich environment on essential academic language, including vocabulary to promote subject matter knowledge of all students, including the full range of English learners, in the least restrictive environment. [U3.5, U3.5]
5.7	Lesson structure and pacing	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses lesson structure and pacing that supports student learning.
5.8	Checks for understanding	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Checks for understanding and corrects student misunderstandings. [U1.8, U1.8]
5.9	Review and practice	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Provides opportunities for review and practice.
5.10	Instructional grouping	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Arranges a variety of flexible instructional groupings that meet individual student needs. [U4.7, U4.7]
5.11	Individual student needs	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses evidence-based/high-leverage instructional strategies and adaptations, such as Universal Design for Learning, differentiation, and Multi-Tiered Systems of Support to address individual student needs, including instruction in the general education classroom. [ex 3.2, ex3.2]
5.12	Instructional materials and resources	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses a variety of instructional resources and materials that are suitable for students, support the instructional objectives, and makes accommodations and/or modifications as needed to promote student access to the curriculum. [U3.2, U3.2, MM 3.1, MM3.1, EX 3.3, EX3.3, MM 3.2, MM3.2, EX 3.4, EX3.4]

5.13	Instructional technology	<input type="radio"/> NA	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses instructional and assistive technology, including digital tools, that are suitable for students, and supports the instructional objectives to provide equitable access to content and promote digital literacy. [U3.7, U3.7, U3.8, U3.8, U4.8, U4.8]
5.14	Strategy Instruction: Evidence-Based Practices (EBP)	<input type="radio"/> NA	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Demonstrates a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies that may include early literacy skills, reading, writing, math, social studies, and science, that ultimately enable students with mild to extensive support needs to access the academic core curriculum. [U3.6, U3.6, EX3.1, EX 3.1, MM4.1, MM4.1, EX4.3, EX 4.3, MM7.5, MM7.5, EX7.5, EX7.5]
5.15	Strategy Instruction	<input type="radio"/> NA	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Identifies and utilizes curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with mild to extensive support needs across an array of environments and activities.

6: Demonstrating Professionalism and Reflecting on Practice

6.1	Initiative and responsibility	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Shows initiative and responsibility for classroom tasks and assignments.
6.2	Timeliness	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Arrives to school on time, meets deadlines and completes tasks in a timely manner.
6.3	Professional appearance and demeanor	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates professional appearance and demeanor
6.4	Professional ethics	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Upholds laws, regulations and policies; maintains confidentiality and shows sound judgment. [U6.5, U6.5, U6.6, U6.6, MM6.3, MM6.3, EX6.4, EX6.4]
6.5	Reflective practice	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Reflects on teaching practices to improve teaching effectiveness. [U6.1, U6.1]
6.6	Response to feedback	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Uses constructive criticism and suggestions to improve teaching practice.
6.7	Seeks assistance	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Identifies challenges and seeks assistance to resolve them. [U6.3, U6.3]
6.8	School and community resources	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Identifies school and community resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. [U2.4, U2.4, MM2.7, MM2.7, EX2.10, EX2.10]
6.9	Collegial relationships	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Demonstrates respectful communication and cooperative relationships with colleagues.
6.10	Collaboration	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Collaborates and/or co-teaches with colleagues, including related service providers and paraprofessionals, to support inclusion across instructional settings, promote access to the core curriculum, and plan for successful student transitions. [U3.4, U3.4, U4.6, U4.6, MM4.6, MM4.6, EX4.7, EX4.7, MM7.2, MM7.2, EX7.2, EX7.2]
6.11	Developing Dispositions	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. [U6.2, U6.2, MM6.2, MM6.2, EX6.3, EX6.3]
6.12	Professional Partnerships	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Creates supportive partnerships with parents, families, teachers, and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with mild to extensive support needs. [U6.4, U6.4, EX6.1, EX6.1, MM7.3, MM7.3, ES7.3, ES7.3]

7: Effective Literacy Instruction

Candidates effectively develop student skills in the following:

				Feedback
7.5a	Print Concepts	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5A, U7.5A
7.5b	Phonological Awareness	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5B, U7.5B
7.5c	Phonics, spelling, and word recognition	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5C, U7.5C
7.5d	Decoding and encoding	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5D, U7.5D
7.5e	Text reading fluency	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5E, U7.5E
7.5g	Connected, decodable text	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5G, U7.5G
7.5h	Spelling and syllable patterns, symantics, morphology, and syntax	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5H, U7.5H
7.6	Draw evidence from texts	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.6, u7.6
7.7a	Create environments that foster oral and written language development	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.7, U7.7
7.7b	Engage students in creation of diverse print, oral, digital, and multimedia texts	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		U7.5i, U7.5i, U7.9, U7.9
7.7c	Leverage existing linguistic repertoires	<input type="radio"/> NA <input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4		[U7.3, U7.3, EX7.6, EX7.6, EX7.7, EX7.7]

7.8a	Provide feedback to peers	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
7.8b	Develop keyboarding, handwriting, and other modes to support writing	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	U7.8, U7.8
7.8c	Develop letter formation, printing, and related language conventions	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
7.2	Use effective methods for students with Dyslexia	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	[U7.2, U7.2]
7.10	Use screening to determine literacy profiles	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	U7.10, u7.10
7.1	Use screening to determine supplemental literacy instruction and individualized intervention	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	[U7.4, U7.4]
7.2	Use assessment results to plan adaptations	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	MM7.1, MM7.1, EX7.1, EX7.1
7.3	Provide day to day supplemental instruction in Literacy	<input type="radio"/> NA	<input type="radio"/> IE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	[U7.1, U7.1, U7.5f, U7.5f]

Please summarize the candidate's strengths.

Please indicate areas to be developed.

Evaluated by:

Date:

I have reviewed this evaluation with my Evaluator.
Candidate's Signature:

Date:

Choose One:

☐

I accept this evaluation

☐

I wish to submit an addendum

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