SPED MILD/MOD PRELIMINARY CREDENTIAL
Traditional and Intern Pathways
Multiple Year Assessment Plan
Summer 2014

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

The following table lists the activities of these combined accreditation cycles. All data collected through Taskstream are disaggregated by program and regional center, and ultimately leads to the development of the required organization and program assessments and reports. Based upon the findings of these studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

For each year of the assessment cycle, data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.) Using TaskStream as the primary data storage system, the program collects ongoing data from

these assessments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. Following these tables, are the accompanying rubrics.

Direct Measures:

Evaluation Instrument	Description	Standards Assessed
TPA 1	Task 1 – Subject	TPE Standards 1,3,4,6,7,9
TPA 2	Designing Instruction	TPE Standards 1,4,6,7,8,9,13
TPA 3	Assessing Learning	TPE Standards 3,6,7,8,9,13
TPA 4	Culminating Teaching Experience	TPE Standards 1-11, 13
EDU 600 Signature Assignment	Foundations of Education & Learning Theory	3,4,5,6,11
EDU 610 Signature Assignment	Teaching Reading Fall '09	5,6,7, 16
EDU 650 Signature Assignment	Assessment and Services for Students with Disabilities	1,4,5, 6,7
EDU 652 Signature Assignment	Co-Teaching Lesson Plan	3,5,6,8,10,13, 22, 23

Indirect Measures:

Evaluation Instrument	Description	Use
Disposition Assessment	Form-based Author Responses	Monitor candidates' development of professional dispositions
Exit Survey	Form-based Author Responses	Feedback used for quality assurance and program improvement

Key Assessment Rubrics:

EDU600 Foundations of Education & Learning Theory (rev 8.9.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Knowledge of research-based theories and principles of human learning and development	Inappropriate, irrelevant, inaccurate or missing evidence.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected evidence.	Appropriate, relevant, accurate and connected evidence.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected evidence.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 3: Foundational Educational Ideas and Research **Standard:** Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 11: Using Technology in the Classroom				
knowledge about how these theories affect classroom practice	Inappropriate, irrelevant, inaccurate or missing evidence .	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities.	Appropriate, relevant, accurate and connected data to determine ELD abilities.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine ELD abilities.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession				
Reflection on how these theories affect and resonate with candidates' beliefs	Inappropriate, irrelevant, inaccurate and missing connection between theory and beliefs.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples.	Appropriate, relevant, accurate and connected student work samples.	Detailed, appropriate, relevant, accurate and connected abilities to student work sample.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 3: Foundational Educational Ideas and Research				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standard: Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 6: Pedagogy and Reflective Practice				
Presentation is grammatically correct, spelling is correct, layout is organized	Multiple grammar and/or spelling errors and/or lack of organization, and few or no references.	A few grammar and/or spelling errors and/or lack of organization, and few references.	Accurate spelling, clearly organized layout, and list of references.	Accurate grammar and spelling, clear and creative layout, and comprehensive list of references.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 3: Foundational Educational Ideas and Research **Standard:** Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 11: Using Technology in the Classroom				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence	Appropriate, relevant, accurate and connected anecdotal evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected anecdotal evidence	
	Standards **CA- CTC Standards of Quality & Effectiveness for Professional Teacher Preparation Programs** **Program Standard:** Program Standard 7: Preparation to Teach Reading-Language Arts **Sub-standard:** Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors. **Program Element:** 7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.				
Data collection to determine language abilities or special needs	Inappropriate, irrelevant, inaccurate or missing data to determine language abilities or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine language abilities or special needs	Appropriate, relevant, accurate and connected data to determine language abilities or special needs	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine language abilities or special needs	
	Standards **CA- CTC Standards of Quality & Effectiveness for Professional Teacher Preparation Programs** **Program Standard:** Program Standard 7: Preparation to Teach Reading-Language Arts **Sub-standard:** Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors. **Program Element:** 7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.				
Data collection through the administration of literacy assessments	Inappropriate, irrelevant, inaccurate or missing student work samples	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and clearly connected student work samples	
	Standards **CA- CTC Standards of Quality & Effectiveness for Professional Teacher Preparation Programs** **Program Standard:** Program Standard 7: Preparation to Teach Reading-Language Arts **Sub-standard:** Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors. **Program Element:** 7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.				
Reflection on student strengths and areas for growth	Inappropriate, irrelevant, inaccurate and missing data to connect to student strengths and areas for growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth	Appropriate, relevant, accurate and connected data to student strengths and areas for growth	Detailed, appropriate, relevant, accurate and clearly connected data to student strengths and areas for growth	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession **Standard:** Program Standard 6: Pedagogy and Reflective Practice				
Setting of learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate and missing learning goals or next steps for student growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth	Appropriate, relevant, accurate and connected learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession **Standard:** Program Standard 6: Pedagogy and Reflective Practice **Standard:** Program Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations				

EDU 650 Assessment and Services for Students with Disabilities (Rev. 11.15.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Ecological Inventory	Little or no evidence of background information to suggest possible triggers for and communicative intent of behavior.	A partial statement of background information to suggest possible triggers and communicative intent of behavior.	Clearly states background information and possible triggers and communicative intent of behavior.	Clearly, consistently, and convincingly states possible triggers and communicative intent of behavior.	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:**				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:** Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 4: Positive Behavior Support **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
Target Behavior Interfering with Learning	Little or no evidence of the target behavior, and how it interferes with the student's ability to progress.	A partial statement of the target behavior, how it interferes with the student's ability to academically and socially progress.	Clearly states the targeted behavior, how it interferes with the student's ability to socially and academically progress.	Clearly, consistently, and convincingly states how the behavior interferes with the student's ability to be involved in and make social and academic progress as well as to meet other identified DIS/IEP needs.	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:**				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:** Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Mild/Moderate Standard 1: Characteristics of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 4: Positive Behavior Support **Standard:** Mild/Moderate Standard 6: Case Management				
Data Collection of Presence and Absence of Behavior	Little or no evidence of data collection identifying presences and absence of behavior over 2-4 week period by the case manager.	Partial evidence of data collection identifying presence and absence of behavior, through means of informal observations citing dates and frequencies collected by the involved staff.	Clear evidence of data collection, through means of informal observations and a data graphing chart citing dates and frequencies collected by involved staff.	Clearly, consistently, and convincingly cites data collection through the means of informal observations citing dates and frequencies, a data graphing chart, and an A-B-C data system by involved staff.	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standard: Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:** Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 4: Positive Behavior Support **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
Functional Analysis of Data with Hypothesis and Rationale	Little or no evidence relating to the functional analysis with no clear hypothesis and rationale.	Partial evidence of a functional analysis through means of informal notes gathered by the case manager.	Clearly states: - participation in the functional analysis with involved staff -clear hypothesis -clear rationale.	Clearly, consistently, and convincingly states: - participation in the "whole child" functional analysis with involved staff, student, and parents/legal guardians -slow and quick triggers -clear hypothesis -clear rationale.	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:**				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:** Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 4: Positive Behavior Support **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
Goal Development: Reduce Behavior Interfering with Learning	Little or no evidence relating the goal to reducing the behavior interfering with learning.	Partial evidence relating the goal to reducing the behavior interfering with learning. It is inclusive of: - a plan identifying how the goal will be measured and progress documented -accommodations needed for the goal implementation.	Clear evidence relating the goal to reducing the behavior interfering with learning inclusive of: -a plan identifying how the goal will be measured and progress documented -accommodations needed for the goal implementation -communication system for key stakeholders.	Clearly, consistently, and convincingly states evidence relating the goal to reducing the behavior interfering with learning inclusive of: -a plan identifying how the goal will be measured and progress documented -accommodations needed for the goal implementation -communication system for all stakeholders, inclusive of the student.	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:** Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 5: Assessment of Students **Standard:** Program Standard 7: Transition and Transitional Planning **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 12: Behavioral, Social, and Environmental Supports for Learning **Standard:** Mild/Moderate Standard 1: Characteristics of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 4: Positive Behavior Support **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
Goal Development: Teach a Replacement Behavior That is Socially	Little or no evidence of relating the goal to teaching a replacement behavior that is socially acceptable and leads to self-regulation.	Partial evidence relating the goal to teaching a replacement behavior that is socially acceptable and leads to self-regulation. It is inclusive of: - a plan identifying how the	Clear evidence relating the goal to teaching a replacement behavior that is socially acceptable and leads to self-regulation. It is inclusive of: -a plan identifying how the	Clearly, consistently, and convincingly states evidence relating the goal to teaching a replacement behavior that is socially acceptable and leads to self-regulation. It is inclusive of:	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Acceptable & Leads to Self-Regulation		goal will be measured and progress documented -accommodations needed for the goal implementation.	goal will be measured and progress documented -accommodations needed for the goal implementation -communication system for key stakeholders.	-a plan identifying how the goal will be measured and progress documented -accommodations needed for the goal implementation -communication system for all stakeholders, inclusive of the student.	

Standards
CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)
Standard:
Program Standard 5: Assessment of Students
Standard:
Program Standard 7: Transition and Transitional Planning
Standard:
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
Standard:
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Standard:
Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities
Standard:
Moderate/Severe Standard 2: Communication Skills
Standard:
Moderate/Severe Standard 4: Assessment, Program Planning and Instruction
Standard:
Moderate/Severe Standard 6: Positive Behavioral Support
CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)
Standard:
Program Standard 5: Assessment of Students
Standard:
Program Standard 7: Transition and Transitional Planning
Standard:
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
Standard:
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Standard:
Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities
Standard:
Mild/Moderate Standard 4: Positive Behavior Support
Standard:
Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Goal Development: Access to an Activity That Enhances the Quality of One's Life	Little or no evidence of relating the goal to an activity that enhances the quality of one's life.	Partial evidence relating the goal to an activity that enhances the quality of one's life. It is inclusive of: - a plan identifying how the goal will be measured and progress documented -accommodations needed for the goal implementation.	Clear evidence relating the goal to an activity that enhances the quality of one's life. It is inclusive of: -a plan identifying how the goal will be measured and progress documented -accommodations needed for the goal implementation.	Clearly, consistently, and convincingly states evidence relating the goal to an activity that enhances the quality of one's life. It is inclusive of: -a plan identifying how the goal will be measured and progress documented.	

Standards
CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)
Standard:
Program Standard 5: Assessment of Students
Standard:
Program Standard 7: Transition and Transitional Planning
Standard:
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
Standard:
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Standard:
Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities
Standard:
Moderate/Severe Standard 2: Communication Skills
Standard:
Moderate/Severe Standard 4: Assessment, Program Planning and Instruction
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Moderate/Severe Standard 6: Positive Behavioral Support
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Standard:
Program Standard 5: Assessment of Students
Standard:
Program Standard 7: Transition and Transitional Planning
Standard:
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
Standard:
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Standard:
Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities
Standard:
Mild/Moderate Standard 4: Positive Behavior Support
Standard:
Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Reflection	Little or no statement of new learning.	Partial statement on: -behavior as a method of communication -importance of data collection -importance of analyzing the behavior prior to goal development.	Clear information on : -behavior as a method of communication -importance of data collection -importance of analyzing the behavior prior to goal development -importance of key stakeholder involvement.	Clear, consistent and convincing reflection inclusive of: -behavior as a method of communication -importance of data collection -importance of analyzing the behavior prior to goal development -consideration of slow and fast triggers -importance of all stakeholders' involvement, inclusive of the student.	

Standards
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Program Standard 5: Assessment of Students
Standard:
Program Standard 7: Transition and Transitional Planning
Standard:
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
Standard:
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Standard:
Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities
Standard:
Moderate/Severe Standard 2: Communication Skills
Standard:
Moderate/Severe Standard 4: Assessment, Program Planning and Instruction
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Program Standard 5: Assessment of Students
Standard:
Program Standard 7: Transition and Transitional Planning
Standard:
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning
Standard:
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Standard:

	Far Below Standards	**Below Standards**	**Meets Standards**	**Exceeds Standards**	**Score/Level**
	Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities **Standard:** Mild/Moderate Standard 4: Positive Behavior Support **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				

EDU 652 Co-Teaching Lesson Plan (Rev. 10.2013)

	Far Below Standards	**Below Standards**	**Meets Standards**	**Exceeds Standards**	**Score/Level**
Common Core standards and lesson plan objectives	Little or no evidence citing use of: •Common Core standards, grade level and specific focus area •Lesson plan objectives	Partial evidence cited to include: •Common Core standards, grade level and specific focus area •Lesson plan objectives	Clearly states: •Common Core standards, grade level and specific focus area •Lesson plan objectives	Clearly, consistently, and convincingly states: •Common Core standards, grade level and specific focus area •Lesson plan objectives	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 3: Educating Diverse Learners **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 13: Curriculum and Instruction of Students with Disabilities **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 3: Educating Diverse Learners **Standard:** Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Standard:** Program Standard 13: Curriculum and Instruction of Students with Disabilities **Standard:** Mild/Moderate Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Additional Considerations for Students (Facts About Learners)	Little or no evidence of co-teaching staff supporting learners in the classroom. Enhancing instruction through • Clarification • Adaptations to content, product and process • Small group work • 1:1 Support	Partial evidence of co-teaching staff supporting learners in the classroom. Enhancing instruction through • Clarification • Adaptations to content, product and process • Small group work • 1:1 Support	Clear evidence of co-teaching staff supporting learners in the classroom. Enhancing instruction through • Clarification • Adaptations to content, product and process • Small group work • 1:1 Support	Clear and consistent evidence of co-teaching supporting staff learners in the classroom. Enhancing instruction through • Clarification • Adaptations to content, product and process • Small group work • 1:1 Support	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Program Standard 6: Using Educational and Assistive Technology **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Program Standard 6: Using Educational and Assistive Technology **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
Considerations for enhancing, materials (content) and assessment (student product) with co-teaching staff	Little or no evidence of adjusting instruction to include materials and assessment.	Partial evidence of adjusting instruction to include materials and assessment.	Clear evidence of adjusting instruction to include materials and assessment.	Clear and consistent evidence of adjusting instruction to include materials and assessment. • Variations in materials & assessment product throughout the 5-steps of the lesson plan.	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:**				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Mild/Moderate Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
Considerations for enhancing Instruction (Process) with co-teaching staff (Antic Set, Input, Guided Practice, Independent Practice, Closure, transfer and reflection.)	Little or no evidence is given addressing lesson sequence: planning tasks, sequence of instruction, staff responsibilities, and supporting reflection	Partial evidence is given to addressing lesson sequence • Planning and preparatory steps • Co-teaching approaches identified • Instructional Sequence (5 step lesson plan) • Closure	Clear evidence is given to addressing lesson sequence • Planning and preparatory steps • Co-teaching approaches identified • Instructional Sequence (5 step lesson plan) • Closure	Clear and consistent evidence is given to address multiple assessment products: • Planning and preparatory steps • Co-teaching approaches identified • Instructional Sequence (5 step lesson plan) • Closure	
	Standards **CA- PLNU/Education Specialist Preliminary Credential Moderate/Severe (2011)** **Standard:** Moderate/Severe Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities **Standard:** Moderate/Severe Standard 2: Communication Skills **Standard:** Moderate/Severe Standard 4: Assessment, Program Planning and Instruction **Standard:** Moderate/Severe Standard 6: Positive Behavioral Support **CA- PLNU/Education Specialist Preliminary Credential Mild/Moderate (2011)** **Standard:** Mild/Moderate Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction **Standard:** Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				