

California State University San Marcos  
 COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES  
 School of Education

**COURSE: EDMX 575 Education Specialist –Transition Development Plan Seminar**

2 semester credit units

Meets selected Mondays & Wednesdays, UH 373

<b>Instructor:</b> Leslie mauerman, MS.Ed	<b>Contact:</b> lmauerma@csusm.edu	<b>Office:</b> UH 446; hours—before class
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**COURSE DESCRIPTION and SCHOOL MISSION**

**Course Description**

Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit. Co requisite: Enrollment in EDMX 572 or EDMX 672*

**School of Education Mission Statement**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**LEARNING OBJECTIVES AND CREDENTIAL STANDARDS ADDRESSED**

**CCTC Education Specialist Common Program Standards Addressed**

The table below indicates the primary CCTC Education Specialist standards and level of competence (e.g., knowledge, application) addressed by candidates enrolled in EDMX 575.

M/M/S 15	M/M/S 16
A	A

**Key:**

M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Standard

A = Competence at **Application** level

M/M/S 15: Field Experience in a Broad Range of Service Delivery Options

M/M/S 16: Assessment of Candidate Performance

**Student Learning Outcomes**

This course takes place in both virtual and face-to-face environments in which attendance is required. Face-to-face sessions guide candidates to learn about their strengths and needs for

developing growth goals related to future continuing professional development through the following experiences and activities.

- 1) Development of an Individualize Transition Development Plan (IDTP) describing a candidate's strengths and professional growth goals, including specific emphasis for future professional development, study, and/or experiences.
- 2) Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with descriptions of artifacts of knowledge and skills demonstrated; and
- 3) Completion of the requisite (minimum of five) Special Education Field Experience Logs documenting field experience in a broad range of service delivery options required of the California Commission on Teacher Credentialing (CCTC);

Prior to recommending each candidate for the Preliminary Mild/Moderate Education Specialist Teaching Credential, each candidate must demonstrate satisfactory performance on the Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) and develop a written Individualized Development Plan (IDP) that describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experience. The School of Education also requires all credential candidates to produce a TPE portfolio with artifacts of knowledge and skills acquired in the program.

Though this course, candidates are informed of the ES TPEs and other expectations for their performance in clinical practice inclusive of the summative assessment of their performance in EDMX 572 (or EDMX 672 for interns) and other special education field experiences document in the Special Education Field Experience Log. Candidates are guided to reflect upon their developing knowledge and skill with regard to Education Specialist program standards and their application of the ES TPEs through the completion with cooperating teacher and University Supervisor of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment. Using the *Preliminary Mild/Moderate Education Specialist Induction Development Plan* form, each candidate identifies strengths, growth areas, and future options for post-credential professional development experiences and learning opportunities. The plan is signed by the candidate, university supervisor, and clinical practice cooperating teacher and delivered to the program coordinator along with the ES TPE Checklist and the letter of recommendation for the awarding of the credential, also signed by the candidate, university supervisor, and cooperating teacher.

## **SCHOLASTIC REQUIREMENTS**

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend at least 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor. (Individual instructors may adopt more stringent attendance requirements.) Should a candidate have extenuating circumstances, contact the instructor as soon as possible.

### **Grading Scale**

Credit/No Credit

To receive credit for the course, candidates must attend face-to-face sessions and complete the following requirements:

- Engagement in reflective discussions linking content mastery experiences with classroom teaching experiences;
- Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with artifacts of knowledge and skills demonstrated;
- Completion of the Special Education Field Experience Log documenting field experience in a broad range of service delivery options; and
- Development of the Individualize Transition Development Plan (ITDP) describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experiences.

### **REQUIRED READING AND MATERIALS**

Full text of the Education Specialist Teacher Performance Expectations posted on the School of Education website in the Education Specialist Special Education Handbook.

### **PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

1. Attend all class sessions and base team meetings. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM School of Education that any student who misses 20% or more of class time, class sessions, or base team meetings may not receive a passing grade for a course. Because this course meets face to face only 5 times, attendance at all sessions is crucial.
2. "Person-first" language (e.g., "Student with ADHD" rather than "ADHD student;" "Johnny who happens to have Down syndrome" rather than "My Down syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will need these copies for your records and for potential future use as professional portfolio entries.
4. Complete and submit all assignments on or before the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class "buddy" or two to ensure that you receive handouts, class lecture notes, and other information if you must miss a class.  
Buddy:                      Telephone:                      e-mail:                      Fax:
7. Academic Honesty Policy and Plagiarism  
Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy on the CSUSM website. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material must give credit to the source and be punctuated accordingly. The instructor reserves the right to

discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. All incidents of Academic Dishonesty are reported to the Dean of Students. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

#### 8. Electronic Communication Protocol

Electronic correspondence is a part of all professional interactions. When you need to contact the instructor, e-mail is the easiest and most effective way to do so. Your instructor will respond to all received e-mails in a timely manner. Please be cognizant that e-mail and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or use of slang often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and online discussion messages sent to colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages must be crafted with professionalism and care. Please visit this website:

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **COURSE FEATURES**

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All-University Academic Writing Requirement**

This course ensures that the university's minimum 2,500-word per course writing requirement is met by participants by completing:

- 1) the Preliminary Education Specialist Teaching Performance Expectations Portfolio,
- 2) the Special Education Field Experience Log documenting field experience, and
- 3) the Individualized Transition Development Plan.

**SCHEDULE OF CLASS MEETINGS (Online sessions noted in bold)**  
**EDMX 575 Spring 2012 – Mauerman**

<b>DATES</b>	<b>Preliminary/Tentative CLASS TOPIC DESCRIPTION</b>	<b>TYPE OF CLASS</b>
Week (1,2) 3 <b>M 2/06/12 altogether</b>	Orientation: Syllabus review, review of ES TPEs, TPE portfolio, ITDP, and Professional Clear Induction Program Requirements; Pre-clinical Self-Assessment on ES TPEs	Face to Face
Weeks 4-5	<b>Complete personal information on ITDP; complete at least one field experience for Log</b>	<b>Online</b>
Week 6 <b>M sec1: 2/27 W sec 2:2/29</b>	Review of Professional Clear Induction Standards; Clear Program Coordinator guest speaker re: adding Mod/Severe credential course & clinical requirements; CEC Code of Ethics	Face to Face
Weeks 7,8	<b>Complete at least two more field experiences for Log, and complete initial strengths and growth needs information on ITDP</b>	<b>Online</b>
Week 9 <b>W 3/21/12 altogether</b>	Professional Growth Opportunities (Guest Speakers): Possible guests: NCCSE, County Office of Education, CSUSM Master of Arts in Ed Program Options, Leadership guest speaker	Face to Face
Week 10,11	<b>Complete last two field experiences for Log; work on TPEs in clinical practice, collect and record evidences for <i>CSUSM Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment</i> and revise strengths &amp; growth needs information on ITDP</b>	<b>Online</b>
Week 12 <b>M sec1: 4/2 W sec 2: 4/4</b>	Student Services possible guest speaker regarding application/finishing process for credential: how to apply for the ES Mild/Moderate credential, plus new CCTC updates	Face to Face
Week 13	<b>Work on TPEs in clinical practice, collect and record evidences for <i>Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment</i>, revise strengths and growth needs information on ITDP and identify post-credential professional development options</b>	<b>Online</b>
Week 14 <b>W 4/18 altogether</b>	Submit final ES TPEs, TPE portfolio, and ITDP; End of Clinical Practice Self-Assessment on ES TPEs.	Face to Face
Week 15,16	Remediation and Correction as needed	<b>Online</b>
Week 17 <b>Final Mtg 5/14</b>	<b>Course Closure and program evaluation</b>	

**Note: The above class content will vary depending upon credential demands, student needs, developments in contemporary best educational practices, and instructor discretion.**

Course meeting dates have been tailored to meet the demands inherent in the overall ES program.

## **SPECIAL EDUCATION SERVICE FIELD EXPERIENCE LOGS**

### **TO EVIDENCE COMPLETION OF PRELIMINARY EDUCATION SPECIALIST**

#### **PROGRAM STANDARD 15: FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS**

### **Purpose of Field Experience Logs for Credentialing**

The logs document candidate participation in experiences and/or interactions across the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The logs further document individual candidate participation in experiences and/or interactions across the full diversity of grades/ages, federal disability categories, and the continuum of special education services outlined in the Education Specialist authorization. In addition to general education, experiences include activities with parents and families, and exposure and participation in a broad range of service delivery options leading to a culminating placement (i.e., EDMX 572 or EDMX 671/672) in which candidates work toward assuming full responsibility for the provisions of special education services in a school, agency, or program as defined in Education Code Sections 56031, 56360, and 5636, and fully complete the demonstration of the Mild/Moderate Education Specialist Teacher Performance Expectations.

### **Special Education Service Field Experiences:**

#### **Five Field Experience Logs**

Each candidate must complete one reflective log for each field experience. It is advised the log reflection write-up be completed as immediately following a field experience, as information “grows cold” very quickly and can lose its impact. A professional reflection of this nature takes far less effort if compiled and completed in a timely manner.

During the course of the Education Specialist Program (and the semester of the EDMX 570 clinical practice for candidates enrolled in the Concurrent Multiple Subject and Mild/Moderate Education Specialist option), each candidate is expected to spend at least 30 hours (e.g., six hours per day on five different days) in diverse special education field experiences and settings. With each experience, the candidate is expected to register in the front office of the school and to wear a visitor's badge, if required. A **Special Education Service Field Experience Time Sheet or the equivalent** (e.g., H.S. IDEIA Observation) **must be signed for each experience by the teacher(s)/directors/family members** of the setting visited. The primary host for the experiences also must complete and return to the candidate a signed **Special Education Service Experience Teacher Evaluation Form**. For each field experience, both the time sheet and the evaluation form must be attached to the log in order for a candidate to receive credit for the experience.



**California State University San Marcos**  
**School of Education**  
**Special Education Service Field Experience Teacher Evaluation Form**

A component of the Education Specialist Teaching Credential clinical practice experience includes the requirement that each candidate observes and participates in a broad range of special education service delivery field experiences. We thank you for allowing this candidate to spend time with you and the students you serve. As a host teacher, please take a minute to complete and sign this assessment of the candidate's observation and participation in your classroom and return to the candidate. Again, thank you very much for your professional support of this teacher candidate.

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Your Name \_\_\_\_\_ Grade and Program) \_\_\_\_\_

Directions: On the scale below, please circle the number that best represents the candidate's participation at your site.

N/O = Not observed    1 = Needs Improvement    2 = Satisfactory    3 = Strong

1.	Punctual	N/O	1	2	3
2.	Professional in appearance and manner	N/O	1	2	3
3.	Enthusiastic about teaching and the students	N/O	1	2	3
4.	Established rapport with students and staff	N/O	1	2	3
5.	Communicated clearly and effectively	N/O	1	2	3
6.	Worked cooperatively with others	N/O	1	2	3
7.	Took initiative to learn new information	N/O	1	2	3
8.	Other: _____	N/O	1	2	3

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

Host Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Sample Log Cover Page*

**SAMPLE SPECIAL EDUCATION FIELD EXPERIENCE LOG**

*[Give the Experience a Name]*

*[Semester of Experience]*

**Name:** *Alicia Viana*

**Special Education Service Field Experience Information:**

**Building(s):** *Lincoln School, Twinning USD*

**Dates of Participation:** *June 12<sup>th</sup> - 16<sup>th</sup>*

**Teachers observed:** *Smith, Hawkins, Tabor, and Hardy*

**Special Activities/Settings:** *Examples to name PT, OT, Orientation and Mobility, APE*

*Sample Log Format (3 – 4 pages per experience) & Required Elements*

**Summary of Experience**

1. Description of the setting(s) in which you observed and participated.
2. Description of the children and youth in the setting(s).
3. Describe the activities/events of the day. (**Be sure to address each item below**).

**Activities:** Be certain to highlight a specific activity each day

**Materials:** Be certain to highlight one material/curriculum each day (essential element)

**Teaching Methods/Approaches:** Be certain to highlight a teaching/assessment approach (e.g. literacy or math instruction, behavior support, social skills, sensory diets, PECs, etc.)

**Specialists (e.g. OT, PT, SLP):** Be certain to note your observations of specialists in action.

4. Write a 3 - 6 paragraph reflection about your experience. **Do not skimp on this section.**
  - (a) Summarize your overall impressions of your experiences today. What new information did you learn? Did any experience change your thinking or impact you in a particular way?
  - (b) Describe at least two (Education Specialist Mild/Moderate or Moderate/Severe) Teaching Performance Expectations that were addressed in your observation, participation, and experience in this setting, classroom, visitation, or experience. Reflect upon two to three standards per visit, reflective of **different** standards each day. Write at least one paragraph for each standard. Follow these directions carefully!
  - (c) What did you learn from this experience that will impact your teaching and your ability to deliver services to students with disabilities? What skills and ideas might you apply in your own teaching, based upon these experiences?



**CAL STATE SAN MARCOS  
PRELIMINARY EDUCATION SPECIALIST  
MILD/MODERATE  
INDIVIDUALIZED TRANSITION DEVELOPMENT PLAN**

**Teacher Candidate:** \_\_\_\_\_ **ID #:** \_\_\_\_\_  
**Preferred Phone(s):** \_\_\_\_\_ **CSUSM E-mail:** \_\_\_\_\_  
**University Supervisor Name:** \_\_\_\_\_ **Sup Contact Phone:** \_\_\_\_\_  
**Cooperating Teacher Name:** \_\_\_\_\_ **School & District:** \_\_\_\_\_  
**Semester/Year:** \_\_\_\_\_ (Dates: From \_\_\_\_\_ to \_\_\_\_\_) **Projected Exit Date:** \_\_\_\_\_

**EXPLANATION AND DIRECTIONS:**

Prior to the completion of a Preliminary Education Specialist program, each Education Specialist candidate must complete an Individualized Transition Development Plan (ITDP) that summarizes the candidate’s strengths, areas of need for continued professional growth, and possible future professional development activities, inclusive of up to 12 semester units of university coursework.

The plan is based upon the candidate’s reflections on personal performance in coursework as well as assessed performance through the Education Specialist Teacher Performance Expectations in clinical practice. The ITDP is developed with contributions from the candidate’s university supervisor and cooperating teacher and must be approved and signed by the candidate, the candidate’s university supervisor, as well as the Education Specialist credential program coordinator or designee.

The ITDP is used by the candidate to assist in the development of an Individualized Induction Plan (IIP) that will guide advanced preparation and application of knowledge and skills in the candidate’s Clear Credential preparation program.

<b>CSTP Domain A: Making Subject Matter Comprehensible to Students</b>				
<b>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>
<b>1.1</b>	Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>
<b>1.2</b>	Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned academic subjects based on students’ IEPs			
<b>1.3</b>	Understands disabilities and their effects on learning, skills development, and behavior			
<b>1.4</b>	Implements appropriate assessment and instructional accommodations for students as described in each student’s IEP			
<b>1.5</b>	Adapts and supplements the instruction of students with identified specific disabilities			
				<b>CSUSM Coursework:</b>  Moderate/Severe ES EDMX 635 (4) _____ EDMX 573 (6) _____  Autism Spectrum EDEX 636 (3) _____ EDEX 637 (3) _____

<b>CSTP Domain B: Assessing Student Learning</b>					
<b>TPE 2 Monitoring Student Learning During Instruction</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>	
<b>2.1</b>	Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards	<b>Strength #1:</b>  <b>Strength #2:</b>	<b>Growth Goal #1:</b>  <b>Growth Goal #2:</b>	<b>Activity #1:</b>	
<b>2.2</b>	Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students' products			<b>Activity #2:</b>	
<b>2.3</b>	Anticipates, checks for, and addresses common student misconceptions and misunderstandings			<b>CSUSM Coursework:</b>	
<b>TPE 3 Interpretation and Use of Assessments</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>	
<b>3.1</b>	Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability	<b>Strength #1:</b>  <b>Strength #2:</b>	<b>Growth Goal #1:</b>  <b>Growth Goal #2:</b>	<b>Activity #1:</b>	
<b>3.2</b>	Can explain to students and their families, students' academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help students achieve the curriculum			<b>Activity #2:</b>	
<b>3.3</b>	Uses and understands the purposes of different diagnostic methods and tools (i.e., special education eligibility, baseline determination, progress monitoring, ELL proficiency; summative assessment)			<b>CSUSM Coursework:</b>	
<b>3.4</b>	Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction			Moderate/Severe ES EDMX 635 (4) _____ EDMX 573 (6) _____	
<b>3.5</b>	Accurately interprets individual and group assessment results to develop and modify instruction				

<b>CSTP Domain C: Engaging and Supporting Students in Learning</b>								
<b>TPE 4 Making Content Accessible</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>				
<b>4.1</b>	Participates in developing and implementing IEP instructional goals aligned with California content standards	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>				
<b>4.2</b>	Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures				<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>	
<b>4.3</b>	Selects and uses various instructional strategies, supports, and resources to facilitate student learning and access to curriculum							<b>CSUSM Coursework:</b>  Autism Spectrum EDEX 636 (3) _____ EDEX 637 (3) _____
<b>4.4</b>	Prioritizes/sequences content							
<b>TPE 5 Student Engagement</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>				
<b>5.1</b>	Provides students opportunities to engage in academic and social pursuits based upon their developmental and performance levels	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>				
<b>5.2</b>	Uses strategies to support students to develop independence, practice self determination, and engage in pragmatic interaction skills				<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>	
<b>5.3</b>	Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners							<b>CSUSM Coursework:</b>  Autism Spectrum EDEX 636 (3) _____ EDEX 637 (3) _____
<b>TPE 6 Developmentally Appropriate Teaching Practices</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>				
<b>6.1</b>	Sets student expectations based on knowledge of typical and atypical development	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>				
<b>6.2</b>	Develops and implements behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education				<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>	
<b>6.3</b>	Develops an instructional and behavior support plan specific to							<b>CSUSM Coursework:</b>

	the age and severity of disability of each student with an IEP			Moderate/Severe ES EDMX 635 (4) _____ EDMX 573 (6) _____
<b>CSTP Domain C: Engaging and Supporting Students in Learning (Continued)</b>				
<b>TPE 7 Teaching English Learners</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>
<b>7.1</b>	Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities	<b>Strength #1:</b>  <b>Strength #2:</b>	<b>Growth Goal #1:</b>  <b>Growth Goal #2:</b>	<b>Activity #1:</b>  <b>Activity #2:</b>
<b>7.2</b>	Using ELD principles and practices, has students express understanding in a variety of ways and uses primary language resources (e.g., paraeducators, peers, books, students' primary language skills) to develop academic language and comprehension and knowledge of core curriculum content			<b>CSUSM Coursework:</b>  ELL/Multicultural EDUC 602 (3) _____ EDUC 646 (3) _____
<b>CSTP Domain D: Planning Instruction and Designing Learning Experiences for Students</b>				
<b>TPE 8 Learning about Students</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>
<b>8.1</b>	Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement	<b>Strength #1:</b>  <b>Strength #2:</b>	<b>Growth Goal #1:</b>  <b>Growth Goal #2:</b>	<b>Activity #1:</b>  <b>Activity #2:</b>
<b>8.2</b>	Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations (e.g., students with IEPs, gifts and			<b>CSUSM Coursework:</b>  Process Communication EDEX 640A (3) _____ EDEX 640B (1) _____

	talents, and/or health issues)			
<b>TPE 9 Instructional Planning</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<i>Professional Development Activities/Coursework</i>
<b>9.1</b>	Plans a sequence of instruction with long-term and short-term goals for student learning based upon state and local academic content standards; and uses research-based instructional methods (e.g., direct instruction, cooperative learning, inquiry) to help students meet or exceed grade level expectations	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>
		<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>
<b>9.2</b>	Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs			<b>CSUSM Coursework:</b>  Process Communication EDEX 640A (3) _____ EDEX 640B (1) _____
<b>9.3</b>	Effectively, trains, supervises, and uses paraeducators and other instructional personnel (e.g., related service providers, peer tutors) to help students achieve goals			ELL/Multicultural EDUC 602 (3) _____ EDUC 646 (3) _____
<b>CSTP Domain E: Creating and Maintaining Effective Environments for Student Learning</b>				
<b>TPE 10 Instructional Time</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<i>Professional Development Activities/Coursework</i>
<b>10.1</b>	Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional activities	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>
		<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>
<b>10.2</b>	Allocates and adjusts use of instructional time to maximize student access to and learning of CA academic standards			<b>CSUSM Coursework:</b>  Process Communication EDEX 640A (3) _____ EDEX 640B (1) _____
<b>10.3</b>	Maximizes instruction time through procedures and routines			
<b>TPE 11 Social Environment</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<i>Professional Development Activities/Coursework</i>
	Uses a variety of effective			

<b>11.1</b>	strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>				
<b>11.2</b>	Creates a positive learning climate through clear academic and social expectations (i.e., norms) and caring, equitable treatment of students and their families				<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>	
<b>11.3</b>	Teaches students to work collaboratively and independently							<b>CSUSM Coursework:</b>  Process Communication EDEX 640A (3) _____ EDEX 640B (1) _____
<b>11.4</b>	Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes							

**CSTP Domain F: Developing as a Professional Educator**

<b>TPE 12 Professional, Legal and Ethical Obligations</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>				
<b>12.1</b>	Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>				
<b>12.2</b>	Knows and uses district policies and federal law to respond to dangerous student behavior				<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>	
<b>12.3</b>	Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment							<b>CSUSM Coursework:</b>  Summer Institute EDEX 550 (1) _____ Leadership/Best Practices EDEX 602 (3) _____
<b>12.4</b>	Knows and honors confidentiality, health, and safety obligations for students, families, and school personnel							
<b>12.5</b>	Models ethical behavior and honors laws relating to professional misconduct							
<b>TPE 13 Professional Growth</b>		<b>Professional Strengths</b>	<b>Professional Growth Area(s) and Goals</b>	<b>Professional Development Activities/Coursework</b>				
<b>13.1</b>	Engages in the cycle of planning, teaching,	<b>Strength #1:</b>	<b>Growth Goal #1:</b>	<b>Activity #1:</b>				

	reflecting, problem identification, and instructional adjustment to improve teaching			
<b>13.2</b>	Sets professional goals for increasing subject matter knowledge and teaching effectiveness	<b>Strength #2:</b>	<b>Growth Goal #2:</b>	<b>Activity #2:</b>  <b>CSUSM Coursework:</b> Summer Institute EDEX 550 (1) _____ Leadership/Best Practices EDEX 602 (3) _____

**To the best of my knowledge, this information is accurate and complete and represents the candidates' professional strengths and goals for future professional growth.**

Education Specialist Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CSUSM Clinical Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ES Program Coordinator (or Designee) Signature: \_\_\_\_\_ Date: \_\_\_\_\_