

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	CSU Channel Islands	Program	PRELIMINARY EDUCATION SPECIALIST: MMSN
Date of Review	January 2024		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable, but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	3, 5
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General Comments:

Link to 6.3.1 CCTE Intersegmental is not functional.

Link to 8.1 Credential Recommendation is not functional.

Many links in the matrix are not functional. Please ensure all links are accessible to reviewers.

Only a minimal amount of information was provided for the Intern program in the materials submitted for review.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	• Clarification needed on whether pre-requisites are taken before admission to the program or if a candidate admitted to the program can take pre-requisites after admission • The specific student teaching/field work in various instructional settings is not clearly specified. The number of hours are presented, but how the program and candidate track these experiences is not described. Provide clarification/evidence.	• Thank you for this feedback. We have clarified in the narrative that pre-requisites are taken prior to admission into the credential program. Candidates must complete and pass (C+ or better) prerequisite courses before being admitted into the credential program. • Clarification about how students track their hours is included in the narrative. All candidates are responsible for tracking their clinical hours. Hours are entered into SL&L daily, and hours are approved and verified by the CT and US.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)	• Need more evidence throughout on how candidates are prepared to address support needs of secondary students across all content areas including science and history. • Need more evidence throughout on how candidates are prepared to address instructional and intervention support needs of students with IEPs across settings including general education classroom, SDC, and Resource/Inclusion intervention. • Need more information as to how candidates demonstrate an understanding of the difference among students whose only instructional need to is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability (U1.6, U3.5) • Need more evidence that candidates provide students with opportunities to access the curriculum by incorporating the visual and	Syllabi across the program have been revised to be more inclusive of language explaining/justifying adherence to the standards. Below are examples of I, P and A for each standard in question to address concerns. In the table, following these comments, missing elements are addressed via hyperlink. • EDUC538: I, P, A • SPED544: I, P, A • SPED586: I, P, A • SPED541: I, P, A • SPED545: I, P, A • SPED586: I, P, A • EDUC538: I, P, A • SPED543: I, P, A • SPED543: I, P, A

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	performing arts as appropriate to the content and context of learning (U1.7) • More information needed as to how candidates demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension skills to develop appropriate language development goals within the IEP's for those students (MM1.2, U1.6) • Need more evidence that candidates demonstrate knowledge of students' language development across disabilities and the lifespan including typical and atypical language development, communication skills, social pragmatics, language skills (e.g., executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills (MM1.3, U1.6) • Need more evidence that candidates can use restorative justice and conflict resolution practices to foster a caring community (U2.1) • Need more evidence that candidates know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile (U2.4)	• EDUC538: I, P, A • SPED545: I, P, A • EDUC538: I, P, A • SPED542: I, P, A • SPED542: A • SPED587: I, P • SPED542: I, P, A • SPED541: I, P, A

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	• Clarification needed on how assignments will include candidate collaboration with families and other agency/service personnel (MM2.4, MM 2.7) • Need more information as to how candidates design and implement instruction that reflects the interconnectedness of academic content areas and related student skill development in science, and other disciplines across the curriculum (U4.3, U3.3) • More evidence needed as to how candidates promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in the transition plans (U4.5) • More evidence needed as to how candidates demonstrate their ability to access resources for planning and instruction including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching and or networking (U4.6) • More evidence is needed as to how candidates use digital tools and learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, to promote digital literacy. (U4.8)	• SPED543: I, P, A • SPED541: I, P, A • SPED541: I, P, A • SPED593: I, P • SPED543: A • SPED593: I, P • SPED543: A

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	• More evidence is needed as to how candidates demonstrate the ability to use AAT and AAC including high- and low-tech equipment to facilitate communication, curriculum access and skills development of students with disabilities (U4.4, MM4.1, U3.8) • More evidence is needed as to how candidates demonstrate the ability to use <i>evidenced-based high leverage practices</i> with a range of students (U4.3, MM4.2) • More evidence is needed as to how candidates demonstrate the ability to identify and behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function (MM4.3) • More information is needed on how candidates are being prepared to address needs of students with TBI and open or closed head injuries (MM4.5) • Provide evidence of candidates' involving students in self-assessments and reframing work based on assessment feedback (U5.3) • More evidence is needed in assignments of using technology to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families (U5.4)	• SPED 543: I, P, A • SPED 542: I, P, A • SPED544: I, P, A • SPED593: I, P • SPED592: A • SPED545: I, P, A • SPED545: I, P, A

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	• More evidence is needed that candidates have competency to work with specialists to interpret assessment results for EL students (U5.6) • Provide evidence on how candidates can use assessment data to develop AAC, and other items in TPE MM5.2 including addressing the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities • Provide evidence on how candidates can use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs (MM5.6)	• SPED543: A • SPED544: I, P, A • SPED545: I, P, A
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements	• Provide evidence on how candidates will demonstrate competencies to address additional disability-specific needs besides dyslexia (MM2.9)	• EDUC538: I, P, A • SPED543: I, P, A • SPED544: I, P, A
Standard 6: Induction Individual Development Plan	• IDP form is included (8.3.2) but there is no active link to the process (8.3.1); only a link to CalTPA rather than continuing professional development. IDP form is missing signature blocks from the University Supervisor and District Employee Supervisor. Please describe how the two supervisors collaborate to develop the IDP.	The IDP is drafted first by the candidate, based on their reflections as they near the completion of their program. The University Supervisor and Mentor Teacher provide written or verbal feedback to the draft, before finalizing and signing the document for the candidate to submit in SL&L. The candidate is told to keep a signed copy to bring with them to their induction program.

Education Specialist: Mild to Moderate Support Needs Teaching Performance Expectations Matrix Addendum

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY

E: Evidenced/preliminarily aligned

(Blank): More evidence needed

TPE 1: Engaging and Supporting All Students in Learning – Universal TPEs			
Beginning teachers:	I	P	A
<i>U1.1</i> Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	E	E	E
<i>U1.2</i> Maintain 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.	E	E	E
<i>U1.3</i> Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	E	E	E
<i>U1.4</i> Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	E	E	E
<i>U1.5</i> Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	E	E	E

<i>U1.6</i> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	I	P	A
<i>U1.7</i> Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	E	E	E
<i>U1.8</i> Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	E	E	E
TPE 1: Engaging and Supporting All Students in Learning – Mild to Moderate Support Needs TPEs Beginning teachers:	E	E	E
<i>MM1.1</i> Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	E	E	E
<i>MM1.2</i> Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)	E	E	E
<i>MM1.3</i> Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)	E	E	E
<i>MM1.4</i> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	E	E	E
<i>MM1.5</i> Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)	E	E	E

<i>MM1.6</i> Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)	E	E	E
<i>MM1.7</i> Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)	E	E	E
TPE 2: Creating and Maintaining Effective Environments for Student Learning – Universal TPEs Beginning teachers:			
<i>U2.1</i> Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	E	E	A
<i>U2.2</i> Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	E	E	E
<i>U2.3</i> Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	E	E	E
<i>U2.4</i> Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	E	E	A
<i>U2.5</i> Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	E	E	E
<i>U2.6</i> Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	E	E	E
TPE 2: Creating and Maintaining Effective Environments for Student Learning – Mild to Moderate Support Needs TPEs Beginning teachers:			
<i>MM2.1</i> Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)	E	E	E

MM2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)	E	E	E
MM2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.	E	E	E
MM2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	E	E	541: A 542: A
MM2.5 <i>Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/2.6)</i>	E	E	E
MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)	E	E	E
MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	E	E	A
MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	E	E	E
MM2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)	E	E	538: A 543: A 544: A
MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)	E	E	E

MM2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	E	P	A
TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs			
Beginning teachers:			
U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	E	E	538: A 543: A
U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	E	E	E
U3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. <i>(See Subject- Specific Pedagogical Skills in Section 2 for reference)</i>	E	E	538: A 543: A 544: A
U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	E	E	E
U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	E	E	538: A 543: A
U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	E	E	A
U3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	E	E	E
U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	E	E	A

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Mild to Moderate Support Needs TPEs			
Beginning teachers:			
<i>MM3.1</i> Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)	E	E	E
<i>MM3.2</i> Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2)	E	E	E
<i>MM3.3</i> Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.	E	E	E
TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs			
Beginning teachers:			
<i>U4.1</i> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	E	E	E
<i>U4.2</i> Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	E	P	A
<i>U4.3</i> Design and implement instruction and 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.	E	538: P 543: P 593: P	538: A 543: A

<i>U4.4</i> 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: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.	E	E	E
<i>U4.5</i> Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	E	P	A
<i>U4.6</i> Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	E	P	A
<i>U4.7</i> Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	E	E	E
<i>U4.8</i> Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	I	P	A
TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Mild to Moderate Support Needs TPEs Beginning teachers:			
<i>MM4.1</i> Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)	E	E	E
<i>MM4.2</i> Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)	E	538: P 543: P	538: A 543: A

MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.	I	P	A
MM4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)	E	E	E
MM4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).	I	P	A
MM4.6 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 successful student transitions. (U4.6)	E	P	A
MM4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)	E	E	E
TPE 5: Assessing Student Learning – Universal TPEs			
Beginning teachers:			
U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	E	E	E
U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	E	E	E
U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	E	P	A
U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	E	P	A

<i>U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</i>	E	E	E
<i>U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</i>	E	P	A
<i>U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</i>	E	E	E
<i>U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</i>	E	E	E
TPE 5: Assessing Student Learning – Mild to Moderate Support Needs TPEs			
Beginning teachers:			
<i>MM5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)</i>	E	E	E
<i>MM5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.</i>	E	E	542: A 543: A 544: A
<i>MM5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.</i>	E	E	E
<i>MM5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)</i>	E	E	E
<i>MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</i>	E	E	E

MM5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)	E	E	A
TPE 6: Developing as a Professional Educator – Universal TPEs			
Beginning teachers:			
U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	E	E	E
U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	E	E	E
U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	E	E	E
U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	E	E	E
U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	E	E	E
U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	E	E	E
U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	E	E	E
TPE 6: Developing as a Professional Educator – Mild to Moderate Support Needs TPEs			
Beginning teachers:			

<i>MM6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)</i>	E	E	E
<i>MM6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.</i>	E	E	E
<i>MM6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (U6.7)</i>	E	E	E
<i>MM6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</i>	E	E	E
<i>MM6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.</i>	E	E	E
<i>MM6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</i>	E	E	E

Part 2 – Subject-Specific Teaching Performance Expectations and Literacy Competencies

In the table below, programs were asked to provide the course(s) number/name in which the content of each subject-specific TPE and methodology is being covered; and to provide the name of the faculty member who teaches the course(s). Please use Y (Yes) to indicate that the requested information has been provided for each TPE and/or methodology. Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY

Y: Evidenced was provided

(Blank): Evidence needed

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	Y	Y
English Language Development in Relation to Subject-Specific Pedagogy	Y	Y

