;Commission on Teacher Credentialing

Preliminary Report of Findings and Addendum

Institution	San Diego State University	**Program**	**PRELIMINARY EDUCATION SPECIALIST: MMSN w/ Intern**
Date of Review	January 2026		
Link to Submission	San Diego State University		

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	

Standards Requiring More Information	Comment from Program Reviewers	Additional Specific Evidence Needed for the Site Visit	Response from Program
Standard 1: Program Design and Curriculum	Reviewers did find evidence related to delivering services within a classroom setting Reviewers were not able to open the 2-semester document link Reviewers were unable to determine the extent to which the intern and residency programs mirrored or diverted from their traditional program. (see 6. in Response Column)	• Reviewers were unable to find evidence related to candidates delivering services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers. (see 1. in Response Column) • Reviewers found minimal evidence related to candidates working within	1. Candidates in our MMSN credential program all take SPED 502, a course which provides opportunities to experience a variety of teaching and learning environments. The following rubric is used to evaluate classroom observation assignments which occur across a variety of general and special education settings. 2. See MMSN Competency Rubric and Fall and Spring Pacing Guides for examples related to working in LRE and

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		least restrictive environments.(see 2. in Response Column) ● Reviewers were unable to determine how the program's design allows candidates multiple points of entry. (see 3. in Response Column) ● Reviewers were not able to determine how the program provides opportunities for candidates to interface with other service providers.(see 4. in Response Column) ● Reviewers did not find evidence related to how the program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services. (see 5. in Response Column)	collaboration with general education teachers and other stakeholders. 3. We have multiple pathways for admission into the MMSN credential program. This includes our Accelerated Curriculum for Educators Minor that embeds most of the teaching credential requirements into a minor that can be taken as part of the Liberal Studies BA. We also have post bachelors pathways that include 2-semester, 3 semester, and 4-semester programs of study as well as both Fall and Spring admissions. 4. The program intentionally embeds opportunities for candidates to interface with a variety of school-based service providers throughout clinical practice. Beginning in the first weeks of the SPED 980 student teaching experience, candidates are introduced to and build rapport with **related service providers**, classroom staff, administrators, and students as part of their orientation to the school community. Candidates are expected to observe the roles of related service providers to

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			understand interdisciplinary collaboration and support structures within special education. As candidates progress through the semester, the pacing guide requires increasing collaboration with professionals beyond the mentor teacher. See example from week 1 in Fall Pacing Guide These experiences include: ● Observing and participating in collaborative planning with **general education teachers** to support inclusive practices and student access to the general education curriculum. ● Collaborating with **speech-language pathologists (SLPs)** and, when appropriate, **assistive technology (AT) specialists** to observe AAC implementation, discuss communication supports, model aided language strategies, and learn device setup and troubleshooting. ● Working alongside **paraeducators** through structured planning meetings and leadership of paraeducator check-ins to coordinate instruction and student supports. ● Participating in the **IEP process**, including meetings, progress reporting, parent conferences,

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			and collaborative development of present levels, goals, and instructional supports with the multidisciplinary team. 5. We have revised the evidence to more clearly demonstrate that case management is intentionally embedded throughout the SPED 980 Student Teaching experience and assessed using the MMSN Competency rubric. The **SPED 980 Student Teaching Pacing Guides** show a scaffolded progression in which candidates learn and apply key case management responsibilities, including reviewing and developing IEPs, collecting and analyzing progress-monitoring data, drafting IEP components, participating in IEP meetings and parent conferences, collaborating with general education teachers, paraeducators, and related service providers, and supporting inclusive practices. By the spring semester, candidates assume increasing responsibility for assessment, IEP development, and coordination of services. See Fall and Spring Pacing Guides

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			These competencies are reinforced and evaluated through the **Teacher Candidate Competency Rubric**, which assesses candidates' ability to collaborate with families and multidisciplinary teams, implement and monitor IEPs, use assessment data to guide instructional decisions, and coordinate services to support students with disabilities in inclusive settings 6. See linked document that compares our traditional pathway to the internship pathway.
Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)	There were no links provided for U1.7, U2.4, MM2.2, MM2.11, U3.1, U3.2, U3.3, U3.4, U3.5, U3.6, U3.8, MM4.5, U5.1, U5.2, U5.3, U5.4, U5.5, U5.6, U5.7, U5.8, MM6.2, MM6.5, AND MM6.6 Access was denied for the MM2.1 evidence Access to the evidence submitted for the 2-semester Program of Study did not open	● Reviewers were unable to determine how the candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. ● Reviewers were unable to verify that the scope of the pedagogical assignments (a) addresses all of the TPEs with respect to both the Universal	See matrix below

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		TPEs and the Education Specialist TPEs	
Standard 3: Clinical Practice		• Reviewers were unable to determine how the program verifies candidate placements reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization (see 1. in Response Column) • Reviewers were unable to determine how the program ensures candidates receive instruction in high leverage practices in subject matter areas, including science, technology, engineering, social studies, and arts as appropriate. (see 2. in Response Column) • Reviewers were unable to determine SDSU's policy related to candidates' ability to working in private schools. (see 3. in Response Column) • Reviewers were unable to determine policies and expectations related to ensuring faculty have recent professional	1. During clinical practice/student teaching candidates substitute teach 1 day a week in both the Fall and Spring semesters. This gives them the opportunity to teach in a variety of settings other than their placement setting. This includes both special education and general education environments. They also receive pay for their day of serving as a substitute each week. This is an integral part of the strategic staffing model we have with our partner districts. See SPED Credential Handbook 2. Clinical practice provides candidates with progressively responsible teaching experiences across multiple subject matter areas. For example, during the Fall semester, candidates begin with mathematics instruction and subsequently assume responsibility for planning and teaching an additional content area, such as science or social studies. During the Spring semester, candidates expand

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		experience in school settings. (see 4. in Response Column)	responsibility to include literacy, mathematics, and a third content area (e.g., science, social studies, or social-emotional learning) before assuming responsibility for instruction across the full instructional day. Throughout these experiences, candidates implement evidence-based instructional strategies, differentiation, Universal Design for Learning (UDL), formative assessment, assistive technology, and literacy integration aligned with the Education Specialist TPEs and High-Leverage Practices. Candidate performance is evaluated using the Mild Moderate Competency Rubric, which includes expectations for research-based pedagogy across mathematics, science, social studies, literacy, digital literacy, and appropriate integration of the visual and performing arts. 3. See information in SPED Credential Handbook 4. See information provided in SPED Credential Handbook along with this document

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			which provides an updated list of SPED faculty and their current experiences in schools.
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements		• Reviewers were unable to determine how the program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. (see 1. in Response Column)	1. As documented in the SPED Credential Handbook the program provides a comprehensive system of candidate support and assistance to ensure only candidates who demonstrate the knowledge, skills, and professional dispositions required for effective teaching advance toward recommendation for the Preliminary Education Specialist Credential. Candidates receive ongoing support from a multidisciplinary Candidate Support Team that includes the Program Coordinator, University Supervisor, Mentor Teacher, School Site Administrator, and additional program personnel. Candidate progress is monitored through weekly supervision, formal

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			observations, reflective conferences, SIBME video coaching, competency rubrics aligned with the TPEs, mentor progress reports, midterm evaluations, and final clinical evaluations. Candidates experiencing difficulty receive a formal Improvement Plan developed collaboratively by the University Supervisor, Mentor Teacher, Program Coordinator, and candidate. The Improvement Plan identifies specific competencies requiring improvement, establishes measurable action steps and timelines, and provides targeted support. Candidate progress is reviewed to determine successful completion, the need for additional clinical practice, or other program actions. Candidates must maintain academic standards, demonstrate professional dispositions, achieve competency on the

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			TPE-aligned evaluation system, and successfully complete clinical practice requirements before they are recommended for the Preliminary Credential. Candidates who fail to meet program expectations may be removed from clinical practice or dismissed from the program following established departmental procedures.
Standard 5: Assessment of Candidate Competency		• Reviewers are not able to determine how the program requires faculty become knowledgeable about the TPA tasks, rubrics, and scoring. • Reviewers were unable to determine how the program uses TPA data for program improvement purposes • Reviewers are unable to determine how the program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time.	Due to the secure nature of the Sharepoint site where program data is housed, we will share student CalTPA data and data summaries during the site visit. Data for program improvement is shared at our annual Spring Data Summit with faculty and district partners. (See sample slide deck and agenda) from previous Data Summit). Also, TPE progress data from clinical practice supervision tools are shared regularly with faculty and school partners at District Governance meetings see examples here and here

Standards Requiring More Information	Comment from Program Reviewers	Additional Specific Evidence Needed for the Site Visit	Response from Program
Standard 6: Induction Individual Development Plan	Links did not work	• Reviewers were unable to determine if candidates collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth • Reviewers were unable to determine if a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program	IDP Document

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**
U1.1 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.	I	E	E

U1.2 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.	I	P	A
U1.3 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.	I	P	A
U1.4 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.	I	P	A
U1.5 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.	I	P	A
U1.6 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
U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	I	P	A
U1.8 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:**			
MM1.1 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**	P	A
MM1.2 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**	P	A

MM1.3 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**	P	A
MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	I	P	A
MM1.5 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**	P	A
MM1.6 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)	I	P	A
MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)	I	P	A
TPE 2: Creating and Maintaining Effective Environments for Student Learning – Universal TPEs **Beginning teachers:**			
U2.1 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**	P	A
U2.2 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**	A
U2.3 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.	I	**E**	A
U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	I	P	A
U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	**E**	P	A

U2.6 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.	I	P	A
TPE 2: Creating and Maintaining Effective Environments for Student Learning – Mild to Moderate Support Needs TPEs **Beginning teachers:**			
MM2.1 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)	I	P	A
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)	I	P	A
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.	I	P	A
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.	I	P	A
MM2.5 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	P	A
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	P	A
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	P	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.	I	P	A

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)	I	P	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)	I	P	A
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.	I	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.	I	P	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.	I	P	A
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. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*	I	P	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	I	P	A
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.	I	P	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.	I	P	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	I	P	A

U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	I	P	A
TPE 3: Understanding and Organizing Subject Matter for Student Learning – Mild to Moderate Support Needs TPEs **Beginning teachers:**			
MM3.1 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**	P	A
MM3.2 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**	P	A
MM3.3 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.	I	P	A
TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs **Beginning teachers:**			
U4.1 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**	A
U4.2 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
U4.3 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.	I	P	A

U4.4 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.	I	E	E
U4.5 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.)	I	E	A
U4.6 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.	I	P	A
U4.7 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.	I	P	A
U4.8 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:**			
MM4.1 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	A

MM4.2 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)	I	P	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)	I	P	A
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)	I	E	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)	I	P	A
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.	I	P	A
U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	I	P	A

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.	I	P	A
U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	I	P	A
U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	I	P	A
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	P	A
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	P	A
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	P	A
TPE 5: Assessing Student Learning – Mild to Moderate Support Needs TPEs **Beginning teachers:**			
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)	E	P	A
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	P	A
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.	E	P	A
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	P	A

MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	I	P	A
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)	I	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.	I	P	A
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.	I	P	A
U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	I	P	A
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.	I	P	A
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.	I	P	A
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	P	A
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	P	A
TPE 6: Developing as a Professional Educator – Mild to Moderate Support Needs TPEs **Beginning teachers:**			

MM6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)	**E**	P	A
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	P	A
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	P	A
MM6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.	**E**	P	A
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	P	A
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	P	A

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

E: Evidenced was provided

(Blank): Evidence needed

See Link for Subject-Specific Teaching Performance Expectations Courses & Faculty

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