

Addendum to Common Standards: Additional Considerations for the Mild Moderate Support Needs Credential Program

Standard 1: Institutional Infrastructure to Support Educator Preparation

The credential programs of Center EdX are designed and based on current educational research and theoretical frameworks of John Hattie, Robert Marzano, and Ken Robinson. Specifically for the Mild Moderate Support Needs Credential Program, the theoretical constructs of Katie Novak and Universal Designs for Learning (UDL) will underpin our coursework and fieldwork experiences. Our MMSN program aims to provide aspiring special educators with the pedagogical skills to support the diverse needs of students with disabilities. We are committed to developing educators who value providing students opportunities for multiple means of representation, engagement, and expression. The UDL framework will support the design and implementation of our courses and student teaching experiences. Candidates will develop teaching strategies that intentionally remove barriers for students with disabilities and cultivate a growth mindset.

Equity and inclusion will be important tenants for our program, as candidates gain insight on their responsibilities and impact as special educators. The Individual with Disabilities Education Act (IDEA) will guide the practical and professional application of the coursework and readings. Candidates will develop a clear understanding of the ethical and legal implications of special education. Specifically, candidates in the MMSN program will develop a critical lens to evaluate educational benefit and determine, through a reflective process, how to improve the educational outcomes of all students. Candidates will become advocates for students with disabilities and commit to creating learning environments that provide all individuals with the basic floor of opportunity and access to the general curriculum to the maximum extent possible.

Faculty and clinical supervisors of the MMSN program will provide an additional layer of support for candidates. With daily work in schools and districts, strong connections to state and regional educational agencies, and access to quality professional development, the [LVUSD Credential Program staff](#) remains current with emerging research and best practices in the field.

Coursework for educators in the Credential Programs is designed around the California Teaching Performance Expectations (TPE's) and supports educators in addressing the California content standards and frameworks in their instruction.

Additional Documentation

Table of Involved Faculty and Staff	<ol style="list-style-type: none">1. Organizational Chart2. Faculty, Personnel, Resumes
Published Policy Documents	<ol style="list-style-type: none">1. MMSN Handbook2. MMSN Student Teaching Handbook3. MMSN Intern Handbook4. Course Matrix

Standard 2: Candidate Recruitment and Support

Potential candidates of the MMSN traditional program must meet the minimum requirements upon entrance into the program. Intern Teachers must complete the additional pre-service condition requirements, specifically they are required to secure their internship placement and employment and must complete 120 hours of pre-service courses prior to internship.

Because of the virtual nature of our program, we intend on recruiting candidates from across the state, providing a diverse applicant pool representing students of all cultural and linguistic backgrounds.

Candidates will be provided with support from Clinical Supervisors, Mentor Teachers, and CalTPA coaches throughout the program.

Candidate Orientation and Advisement

Following formal acceptance into the program, candidates will attend a virtual orientation facilitated by the Program Coordinator and Clinical Supervision Specialist prior to the first day of class. Candidates will be provided with program and academic information (e.g. [program documents](#)).

LVUSD's Center for Educational Excellence maintains a [comprehensive website](#) that candidates can log into to retrieve program information, requirements, forms and documents, and links to their online learning management system.

All programs have embedded formative assessment deadlines throughout the year to ensure that candidates are on track to complete the program. Program Coordinators will continually monitor student progress- should a candidate not meet the academic standards of the program or receive a "No Pass" in any course, they will be placed on Academic Notice. Academic Notice will be given to candidates after final grades are posted. Program Coordinators will meet with each candidate on Academic Notice to develop a plan to fulfill outstanding requirements prior to enrolling in the next course or being recommended for

their credential.

Drop-In Support and Virtual Appointment Sessions are available to candidates who seek further advisement or need additional support in meeting program requirements. The learning management system also provides a comprehensive help desk, including a question/answer forum and tutorial videos, so candidates can receive support virtually as well.

A [program extension policy](#) exists to support candidates who need additional time to complete the program.

In addition to support from the Program Director and their own mentors, candidates can also access the district's Credential Analyst and the support staff within our Educational Services Department for advisement.

Traditional Supervision Overview

A Cooperating Teacher and Clinical Supervisor will be assigned to each candidate.

Student Teacher – Cooperating Teacher Conferences

Orientation Conference – In the first week of the placement, the student teacher will have a conference with the cooperating teacher and clinical supervisor. In this conference, the supervisor will explain to the student teacher and the cooperating teacher the timelines and expectations for the student teaching placement.

Daily Conferences – The student teacher and cooperating teacher need to have a daily conference to discuss the day's lessons and plan for the next day. Cooperating teachers will work with their student teachers in providing opportunities for positive reinforcement and constructive suggestions. The cooperating teacher will give the student teacher special assignments and provide regular assistance.

Student Teacher – University Supervisor Conferences

1) Orientation Conference – In the first week of the placement, the student teacher will have a conference with the cooperating teacher and clinical supervisor. In this conference, the supervisor will explain the timelines and expectations for the student teaching placement.

2) [Formative Assessment of Student Teaching](#)– The student teacher, the cooperating teacher and the clinical supervisor meet **three times** over the course of the clinical experience to discuss the written form. This form is to be turned in to the University supervisor immediately upon completion. A copy must be kept in the portfolio.

5) Informal Lesson Observations Records – The supervisor is to observe a minimum of five lessons and hold an informal conference after each of them.

Intern Supervision Overview

Mentor Teacher

The Partner District will assign a Mentor Teacher who will provide support and guidance to help Intern Teachers manage their caseloads, navigate the district's IEP documentation system, develop classroom management skills, and help develop lesson plans to meet the needs of their students.

The Mentor Teacher will also orient the Intern Teacher to the district's policies and procedures surrounding their position including but not limited to:

- School safety operations and site plans
- Student discipline and related practices
- Curriculum, technology, and other resources
- IEP caseload management and related duties
- Lesson planning and development
- Dual language support
- Content specific training
- District inservice/new teacher training
- Policies and procedures related to the formal evaluation process

The Intern Teacher and Mentor Teacher will meet weekly to review lesson plans, discuss training and support focus areas, and address classroom/student needs.

Intern Supervisor

Intern Teachers will also receive support and supervision from their Intern Supervisor who will be responsible for conducting three formal observations of the candidate per year and provide an evaluation of their professional growth using the Teacher Performance Expectations (TPE's). The Intern Supervisor will also provide monthly coaching and support.

In efforts to support our candidates' performance on the CalTPA, Center EdX will provide TPA-focused classes and coaching in line with the acceptable support guidelines.

Standard 3: Course of Study, Fieldwork and Clinical Practice

Appropriately sequenced coursework is provided for all candidates in the programs. The [Intern Course Sequence](#) takes into consideration the pre-service conditions as well as simultaneous intern teaching while the Traditional [Course Sequence](#) provides considerations for student teaching. All coursework for all candidates is developed around and based on

current research including identifying, assessing, monitoring the needs of students with special needs.

The courses were intentionally designed to address the California Teaching Performance Expectations. This [Course Matrix](#) addresses how each competency is introduced, assessed, and practiced throughout the program.

The fieldwork component is addressed in the Traditional Pathway through Student Teaching. The [Student Teaching Handbook](#) outlines the expectations and supervision requirements of candidates and their Cooperating Teachers and Clinical Supervisors. Candidate progress is monitored and addressed through formal and informal teaching observations by the Clinical Supervisor.

Intern Candidates complete the fieldwork requirement through simultaneously teaching while participating in the program. The [Intern Handbook](#) stipulates that all Intern Candidates be supported by a Mentor Teacher as well as an Intern Supervisor.

Diversity in All Placements

In all clinical practice placements, candidates will have the opportunity to work with a diverse population of students that reflect the full diversity of California public schools. In reviewing candidate placements, the Program Director, Program Coordinator, and Clinical Supervisors will ensure that the demographics of each school placement reflects a diverse population in regards to:

- A. Race, ethnicity of the students
- B. Number of students from families below the federal poverty level and from varying socio-economic income ranges
- C. Diversity of languages spoken by students, including Dual Language Learners
- D. Continuum of placement options with consideration for inclusive and mainstreaming opportunities for students with disabilities

Standard 4: Continuous Improvement

All program participants (candidates, mentors, instructors) will be [surveyed](#) bi-annually to gather their feedback on program and unit effectiveness. This data will inform our choices in making programmatic changes to meet the needs of our candidates. End of Course Surveys will be administered following the completion of each course. All faculty will review the results of their course survey and engage in a [reflective evaluation](#) process with the Program Coordinator to identify areas of improvement.

The key stakeholders on our [Advisory Board](#) help to inform our program effectiveness; they provide critical feedback about the quality of the preparation and the extent to which

candidates are prepared to enter the professional practice. [Additional community partners](#) will serve on the board in addition to those listed on the aforementioned organizational chart. The Advisory Board also provides feedback and reviews program data for all Center EdX Programs.

Advisory board members will meet virtually four times per year to discuss program progress and provide feedback. They will collectively review course survey feedback and identify areas of improvement.

Completer data will be collected to determine the post-program effectiveness of program graduates. Candidate performance on the CalTPA will also inform whether our program is appropriately preparing candidates to demonstrate the skills necessary to assess, monitor, and review the implications of student progress.

Standard 5: Program Impact

Across our 3 existing accredited programs, we have established a reputation for educational excellence for all candidates in our charge. Since our initial accreditation in 2018, LVUSD has grown in our service of students/candidates in 36 districts and 8 counties statewide. With these established partnerships, we are able to create pipelines of future employment for candidates across the state. As the need for special educators grow, our fully virtual program will provide the crucial teacher preparation that some districts don't have easy access to.

Our faculty and staff are held to the highest standards and are vetted to ensure that they embody the values and vision of the overarching organization. Through continuous professional development rooted in the theoretical constructs of adult learning theory and neurobehavioral coaching, our instructors are able to provide high quality and rigorous instruction for all candidates. Our instructors hail from high performing districts across the state have bring with them their individual experience and expertise in the field.

Through our programs' coursework, Las Virgenes Unified School District assures that our MMSN credential candidates are prepared to meet the needs of all learners and deliver curriculum through multiple means of representation, engagement, and expression. Candidates will develop a critical lens to evaluate the effectiveness of their teaching practices and identify methods to ensure that all students have equitable access to the general curriculum to the maximum extent possible. Candidates will address common barriers for students with special needs and be able to confront systemic challenges that impact our students' access to learning. Candidates will demonstrate the ability to support students with special needs through coursework and fieldwork and develop the ability to create inclusive learning environments that promote the success of all students. Candidates will explore pedagogy and educational theories that support the individual needs of all students.

The Center EdX Advisory Board members and faculty will review quarterly reports based on candidate progress to determine program impact. Data regarding candidate progress (e.g

observation data, CalTPA passage rates, completion of program requirements, etc) will be collected by the program every quarter. Reflective and ongoing monitoring of candidate and alumni data will also be reviewed (e.g. graduation rates, job placement upon graduation, employer surveys regarding the success of graduates, etc.). Alumni will be asked to participate in focus groups to provide insight and feedback on how we can better support candidates.

An Executive Summary of findings will be periodically drafted and provided to the Advisory Board prior to each Board Meeting. Faculty will also review findings during internal faculty meetings. Feedback from these discussions will inform instructional and programmatic decisions.