

Syllabus – Online

EDU68900B: Clinical Practice IV: Reflection and Professional Responsibility

Course Information

Term and Year:

Class Location:

Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Program Objectives (PO)

- **PO1:** Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning

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experiences for individuals with exceptionalities.

- **PO2:** Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- **PO3:** Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- **PO4:** Use multiple methods of assessment and data sources in making educational decisions.
- **PO5:** Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- **PO6:** Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the

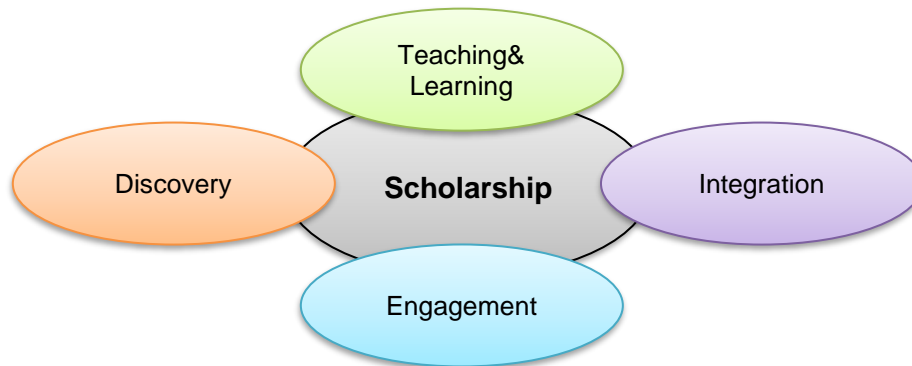
knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

- L**= Leadership: Innovation with Accountability
- E**= Engagement: Active Learning
- A**=Application: Theory to Practice
- D**=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

- Discovery - generating new and unique knowledge;
- Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
- Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
- Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

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Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge

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- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning
- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from <https://www.iste.org/standards/for-educators>

California Teaching Performance Expectations (Universal TPEs)

- **TPE 1: Engaging and Supporting All Students in Learning**
- **TPE 2: Creating and Maintaining Effective Environments for Student Learning**
- **TPE 3: Understanding and Organizing Subject Matter for Student Learning**
- **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**
- **TPE 5: Assessing Student Learning**
- **TPE 6: Developing as a Professional Educator**

Retrieved from <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

Mild to Moderate Support Needs (MMSN) TPEs

- **TPE 1:** Engaging and Supporting All Students in Learning Elements
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning Elements
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning Elements
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students Elements
- **TPE 5:** Assessing Student Learning Element

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- **TPE 6:** Developing as a Professional Educator Elements

Retrieved from: <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

Council for Exceptional Children (CEC) Content Standards for Special Education Teachers

- **Standard 1** – Engaging in Professional Learning and Practice within Ethical Guidelines
- **Standard 2** – Understanding and Addressing Each Individual’s Developmental and Learning Needs
- **Standard 3** – Demonstrating Subject Matter Content and Specialized Curricular Knowledge
- **Standard 4** – Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making
- **Standard 5** - Supporting Learning Using Effective Instruction
- **Standard 6** – Supporting Social, Emotional, and Behavioral Growth
- **Standard 7** – Collaborating with Team Members

Retrieved from: <https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators>

Course Description

This course provides candidates with opportunities to deepen their knowledge about Special Education Law, individualized and structured education and instruction plans, parent and team communication, Inclusion and co-planning and co-teaching as well as learning about gifted learners. Candidates will use reflective practice through the lesson design process - planning, instruction, and assessment - using the stages of backwards design to create lesson plans for this course. Candidates will define the desired results to create measurable learning objectives using SMART goals, design and analyze assessments to construct the lesson plans to support student learning. Throughout this course, candidates will identify or develop artifacts to include in their Individual Development Plan (IDP) Portfolio to show case achievements through the Clinical Practice experience.

Professional Standards Alignment

California School of Education (CSOE)							
CLO	Program Outcome	Special Education Program Learning Objectives	InTASC	ISTE	TPE's	MMSN's	CEC's
CLO1: Determine which Inclusion, Co-Teaching and Co-Planning models are more appropriate for various instructional environments.	PO 1, 2, 5, 6,	PLO 1, 2, 5, 6, 7	Standard 1, 5, 6, 7, & 8	Standard 1, 2	TPE 2, 4, & 6	MM TPE 2, 4, &6	Standard 1, 5, & 6
CLO2: Analyze the effective use and development of various individualized education and structured instruction plans.	PLO 2, 3, 4, 6	PLO 2, 3, 4, 6	Standards 3, 5, 7, & 9		TPE 1 & 2	MM TPE 1 & 2	Standard 2 & 6
CLO3: Integrate reflection as a strategy to improve teacher-efficacy and self-care.	PO 6	PLO 6	Standard 5 & 9	Standard 5			
CLO4: Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility.	PO 4	PLO 4	Standards 1 & 9		TPE 1, 2, 2, 5, & 6	MM TPE 1, 2, 3, 5 & 6	Standards 1, 2, 3, 4, & 6
CLO5: Determine how to effectively collaborate and coordinate with paraprofessionals, related services and community resources to advocate for families and students.	PO 6	PLO 6 & 7	Standard 10	Standard 5	TPE 2, 4, &6	MM TPE 2, 4, &6	Standard 1, 5, & 6
CLO6: Demonstrate successful Classroom management using Positive Behavior Interventions and Supports (PBIS) and other classroom management methods.	PO 1, 2, 5, 6,	PLO 1, 2, 5, 6, 7	Standards 5, 7, & 8	Standard 1	TPE 2, 4, & 6	MM TPE 2, 4, & 6	Standard 1, 5, & 6

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with

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speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Required Course Materials

Bateman, D., & Cline, J. L. (2017). *A teacher's guide to special education*. Moorabbin, Australia: Hawker Brownlow Education.

<https://bookshelf.vitalsource.com/#/books/9781416622048/cfi/6/2!/4/2@0:0>

Freedman, M. K. (2020). *IEP and Section 504 Team Meetings...and the Law* (1st ed.). Corwin.

<https://www.vitalsource.com/products/iep-and-section-504-team-meetings-and-the-law-miriam-kurtzig-freedman-v9781071802175>

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional learners: An introduction to special education*. NY, NY: Pearson.

<https://www.vitalsource.com/educators/products/iep-and-section-504-team-meetings-and-the-law-miriam-kurtzig-freedman-v9781071802175>

Johns, B. H. (2016). *Your classroom guide to special education law*. Baltimore, MD: Paul H. Brookes Publishing.

<https://www.vitalsource.com/products/your-classroom-guide-to-special-education-law-beverley-h-johns-v9781681250250>

Jung, L. A., Frey, N., Fisher, D., & Kroener, J. (2019). *Your students my students our students: Rethinking equitable and inclusive classrooms*. Alexandria, VA: ASCD.

<https://www.vitalsource.com/products/your-students-my-students-our-students-lee-ann-jung-nancy-frey-v9781416628125>

Tomlinson, Carol Ann (2017). *How to Differentiate Instruction in Academically Diverse classrooms*, (3rd Edition).

<https://www.vitalsource.com/products/how-to-differentiate-instruction-in-academically-carol-ann-tomlinson-v9781416623335>

Required Reading Available in the Alliant Library

Cohen, M. D. (2009). *A guide to special education advocacy what parents, clinicians, and advocates need to know*. London: J. Kingsley.

<https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=465783>

Special Education Transition Services for Students with Disabilities:

<https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5979620>

Extra Resource Readings

Friend, M. (2019). Co-Teach! Building and sustaining effective classroom partnerships in inclusive schools (3rd edition).

<https://www.nprinc.com/co-teach/>

<https://coteach.com/products/>

Friend, M., & Barron, T. (2020). Specially Designed Instruction in Co-Teaching: Maximizing Student Outcomes by Intensifying Teaching and Learning

<https://coteach.com/products/>

Instructor Policies

Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions. Incompletes must be approved. All grades are final.

The submission of duplicate plagiarized or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Feedback

Each week, I will provide grades/scores and comments on assignments within 4-7 days of the last day of the week unless I notify you otherwise.

Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise

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of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Attendance

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

Technology Requirements and Support

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

Course Overview

Week 1: Overview of Special Education Law	14
Week 2: State and District Policies	16
Week 3: Referring Students for Special Education Services	Error! Bookmark not defined.
Week 4: Review of Individualized and Structured Instruction Plans, Part I	Error! Bookmark not defined.
Week 5: Review of Individualized and Structured Instruction Plans, Part II	Error! Bookmark not defined.
Week 6: Inclusive Instructional Practices: Co-Planning & Co-Teaching	Error! Bookmark not defined.
Week 7: Advocating for your Students and their Families	Error! Bookmark not defined.
Week 8: Course Reflection: Your Teaching Philosophy	Error! Bookmark not defined.

RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However, you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	9.4%
Assignment	7.5%
Performance Assessments	64.2%
Observation & Verification Logs	18.9%

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Introduction		Discussion	25
Assignment: Federal Law to Practice Presentation		Performance Assessments	50
Assignment: Standard Intern/ECO Tracking Form		Verification Logs	50
Week 2			
Assignment: Analysis of Special Education Principles		Assignment	50
Assignment: Special Education Flowchart		Assignment	50
Assignment: Lesson Plan #1		Performance Assessments	50
Week 3			

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Discussion: Collaborative Activity	Discussion	25
Assignment: Observation #1 (IEP meeting) and Reflection (MM TPEs)	Observation	50
Assignment: Progress Assessment #1	Performance Assessments	100
Week 4		
Assignment: District Support Feedback Form	Performance Assessment	50
Assignment: Inclusive Lesson Plan	Performance Assessments	50
Week 5		
Discussion: Case Study	Discussion	25
Assignment: Progress Assessment #2	Performance Assessments	100
Week 6		
Discussion: Co-Teaching Lesson	Discussion	25
Assignment: Co-Teaching Lesson Plan	Performance Assessments	50
Week 7		
Discussion: Collaboration with Other Professionals	Discussion	25
Assignment: Progress Assessment #3	Performance Assessments	100
Assignment: Classroom Teacher Observation #2	Observation	50
Week 8		
Assignment: Personal Philosophy of Education Video	Performance Assessments	100
Assignment: Quarterly Summative Assessment	Performance Assessments	100
Assignment: Verification of Hours Log	Verification Logs	100
Total Points		1,200

***Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions. Incompletes are not issued. All grades are final.

The submission of duplicate plagiarized or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Note. All assignments are expected to be submitted and completed prior to/by the due date. Candidates MUST submit 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Week 1: Overview of Special Education Law

Learning Objectives

1.1 Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility.	CLO4
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Activities and Resources

Readings	1.1
<p><i>A Teacher’s Guide to Special Education</i></p> <p>Ch. 1</p>	
<p><i>Exceptional Learners</i></p> <p>Ch. 1</p>	
<p><i>IEP and Section 504 Team Meetings...and the Law</i></p> <p>Ch. 1</p>	
<p><i>Alliant Library</i></p> <p>Your Classroom Guide to Special Education Law</p> <p>Read Ch. 1</p>	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> • How children with disabilities came to be accepted in public schools • Understood.org • Wrightslaw.com 	

Important Note about Completing Assignments	COURSE
<p>It is critical that all students complete all of the assignments in this course. Omitting assignments deprives you of an opportunity to demonstrate your skills and knowledge as well as receive feedback on those abilities.</p>	

Preparation: Verification of Hours Log	COURSE
<p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. Standard Intern and ECO Intern Candidates are required to complete an additional 189 hours of support and supervision during the academic year. Clinical Practice may take place through online learning instruction, remote instruction, or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p>	

Clinical Practice hours for all Intern pathways in this course are as follows:

Teacher-of-Record: 198 hours total

- Clinical Practice Hours: 150
- Additional Intern Support & Supervision Hours: 36
- Additional English Learner-specific Hours: 12

Begin completing your hours and track them on the VERIFICATION OF HOURS LOG – Intern – CP1 – CPIV form. Completion instructions are included on the form.

Collect the District Support Provider’s (DSP) wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your log. Failure to do so will result in a grade of zero.

Submit your Log by Sunday of Week 8.

Assignments

Discussion: Introductions	1.1
<p>Record a 2–4-minute YouTube video response of your knowledge of Special Education laws plus an introduction of yourself and post it in the Introductions discussion forum by Wednesday. <i>(Be sure your enable closed captions on your video.)</i></p> <p>Part I</p> <ul style="list-style-type: none"> • Introduce yourself to the class: name and grade. • What content will you be teaching? In what educational setting are you teaching? • What type of school, District or independent Charter School, are you teaching in? • What instructional mode will you be teaching, in-person, hybrid or online? • What are your biggest strengths going into Clinical Practice IV? <p>Part II</p> <p>Based on your prior and current experiences and learnings share what you know about Special Education Laws.</p> <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Federal Law to Practice Presentation	1.1
<p>Create a 10 minute or shorter presentation for other staff members in your organization on Special Education laws. Be sure to include the following in your presentation:</p> <ul style="list-style-type: none"> • Describe the state of special education before Special Education laws were enacted • Identify important legislative milestones in Special Education Law • Conclude by explaining what legally drives the classroom today. 	

Support your response with citations and references consistent with APA style guidelines.

Submit your presentation by Sunday.

Assignment: Student Teaching Placement Tracking Form	N/A
<p>Complete the Standard Intern/ECO Tracking Form</p> <p>Save the form as a PDF and submit the PDF for your Week 1 assignment. Forms not submitted as a PDF will receive a grade of zero.</p> <p>Note. Be sure to check the box to receive an email receipt of your responses.</p> <p>To get credit for this assignment, the content of the form must be visible in its entirety when submitting.</p> <p>Submit the PDF by Sunday.</p>	

Week 2: State and District Policies

Learning Objectives

2.1 Analyze State and District interpretations and policies to determine student referral and eligibility.	CLO4
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Activities and Resources

Readings	2.1
<p><i>A Teacher’s Guide to Special Education</i></p> <p>Ch. 2</p>	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> Understanding Bydesign® Framework https://sites.ed.gov/idea/statuteregulations/ https://www2.ed.gov/policy/landing.jhtml?src=pn https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/special-education-federal-law-vs-state-law https://dredf.org/legal-advocacy/laws/individuals-with-disabilities-education-act-idea/ https://anchor.fm/speditorialpodcast. 	

Assignments

Assignment: Analysis of Special Education Principles	2.1
<p>Write a 2-3 page in-depth analysis on 1 of the 8 Special Education principles. Be sure to track your selected principle from Federal to State to District policy and implementation</p> <p>Format your paper consistent with current APA style guidelines.</p> <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Turnitin: You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.</p> <p>Submit your Turnitin Report and your paper by Sunday.</p>	

Assignment: Special Education Flowchart	2.1
<p>Create a flowchart with speaking notes for a about the Special Education referral process and what it looks like at your district. The flowchart should be detailed.</p> <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Record a short 2–3-minute YouTube video that touches on the bases of your district referral process flowchart. <i>(Be sure your enable closed captions on your video.)</i></p> <p>Submit the recording, the speaker notes, and flowchart by Sunday</p>	

Assignment: Lesson Plan #1	2.1
<p>Create a CSOE Co-Planned Lesson based on your current teaching placement. This lesson plan will also be used for your Progress Assessment 1.</p> <p>Review the Co- Teaching Lesson Plan Template Instructions</p> <p>Utilize the CSOE Co-planning Lesson template to create your lesson plan.</p> <p>The CSOE Co-planning Lesson plan rubric will be used to grade this lesson plan.</p> <p>Support your work with citations and references consistent with APA style guidelines.</p> <p>Submit your Lesson Plan by Sunday.</p>	

Week 3: Referring Students for Special Education Services

Learning Objectives

3.1 Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility.	CLO4
3.2 Determine which Inclusion, Co-Teaching and Co-Planning models are more appropriate for various instructional environments.	CLO1
3.3 Determine how to effectively collaborate and coordinate with paraprofessionals, related services, and community resources to advocate for families and students.	CLO5

Activities and Resources

Readings	3.1, 3.2, 3.3
<p><i>A Teacher’s Guide to Special Education</i></p> <ul style="list-style-type: none"> Review Ch. 2 Ch. 3 	
<p><i>IEP and Section 504 Team Meetings...and the Law</i></p> <ul style="list-style-type: none"> Ch. 2 Ch. 3 	
<p>Articles</p> <ul style="list-style-type: none"> Special Education Referral Process - Project IDEAL (projectidealonline.org) Consider Culture Before Referral of Culturally and Linguistically Diverse Students for Special Education Services Colorín Colorado (colorincolorado.org) Dyslexia in the Schools: Assessment and Identification Reading Rockets Teachers don't understand the depth of dyslexia (theconversation.com) 	

Assignments

Discussion: Collaborative Activity	3.1
<p>Create a visual model that reflects your district’s Special Education Referral Process.</p> <p>Clearly articulate the steps of the process.</p> <p>Post to the Collaborative Activity forum by Wednesday.</p> <p>Support your response with citations and references consistent with APA style guidelines.</p>	

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

Respond to 2 classmate’s posts by Sunday by applying the [RISE Model for Meaningful Feedback](#), Response should include an identification of steps that are similar and steps that are different from their district policy AND potential strengths and weaknesses of the process.

Assignment: Observation #1 (Individualized Education Plan (IEP) meeting and Reflection (MM TPEs))	COURSE
<p>Arrange with another Special Education teacher to observe an Individualized Education Plan (IEP) meeting. That teacher will need to get permission of the entire IEP team to allow you to observe the IEP meeting.</p> <p>Observe an IEP meeting in its entirety.</p> <p>Reflect on the IEP and how they align with MM TPEs or CEC standards.</p> <ul style="list-style-type: none"> • Support your response with citations and references consistent with APA style guidelines. <p>Record your observations in the IEP Observation & Reflection Form.</p> <p>Submit your completed form by Sunday.</p>	

Assignment: Progress Assessment #1	COURSE
<p>Select a 15-minute segment of your lesson plan from Week 2 that provides evidence of the Mild Moderate MMTPE1 & 2 or the Council for Exceptional Children (CEC) Standards 2, 6&7..</p> <p>Ensure you have permission to record your students by having them complete the permission slips: Save signed permission slips within your IDP Folder.</p> <ul style="list-style-type: none"> • English Permission Slip • Spanish Permission Slip <p>Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include you teaching a minimum of four students. Only 15 minutes of your video will be viewed and graded. Evidence of yourself and your students must be viewable. videos under 15 mins can result in a deduction of points and a possible grade of zero.</p> <p>Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the CSOE Teacher Education Clinical Practice Resources page.</p> <p>Complete the following for eligible progress assessments:</p> <ul style="list-style-type: none"> • *the CSOE Revised Lesson Plan • *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan. • Annotations Annotate your video by: <ul style="list-style-type: none"> ○ *Time-Stamp and annotated examples in the video that align to MM TPE1&2 or CEC 2, 6&7 	

- *Provide a detailed justification for why/why not the examples which aligns with MM TPE1&2 or CEC 2, 6&7
- Self-Scoring .
- ***Exit Ticket**
 - **Upload** your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

Support your response with citations and references consistent with APA style guidelines.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the MMTPEs and CEC Standards.

Week 4: Review of Individualized and Structured Instruction Plans, Part I

Learning Objectives

4.1 Analyze the effective use and development of various individualized education and structured instruction plans.	CLO2
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Activities and Resources

Readings	4.1
<p><i>A Teacher’s Guide to Special Education</i></p> <ul style="list-style-type: none"> ● Ch. 4 ● Appendix D &E 	
<p><i>IEP and Section 504 Team Meetings...and the Law</i></p> <ul style="list-style-type: none"> ● Ch. 5 ● Ch. 6 	

Assignments

Assignment: District Support Feedback Form	COURSE
<p>Complete the Mild Moderate District Support Provider Feedback Form:</p> <ul style="list-style-type: none">• Part I: To be complete by you District Support Provider• Part II: To be completed by the Teacher Candidate <p>Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p> <p>Note: District Support Feedback Form must be submitted as a PDF. Failure to do so may result in a deduction of points.</p> <p>Submit the completed PDF form by Sunday.</p>	

Assignment: Inclusion Lesson Plan	4.1
<p>Create an Inclusive Lesson Plan based on your current teaching placement.</p> <p>Review the CSOE Inclusive Practice Lesson Plan Template</p> <p>Utilize the CLEAN CSOE Inclusive Practice Lesson Plan Template to complete your assignment.</p> <p>Note. In Week 5 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of MMTPE 3&4 or CEC Standard 3&5.</p> <p>The Inclusion Lesson Plan rubric will be used to grade this lesson plan.</p> <p>Support your work with citations and references consistent with APA style guidelines.</p> <p>Submit your Lesson Plan by Sunday.</p>	

Week 5: Review of Individualized and Structured Instruction Plans, Part II

Learning Objectives

5.1 Interpret the effective use and development of various individualized education and structured instruction plans.	CLO2
5.2 Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility.	CLO4

Activities and Resources

Reading	5.1, 5.2
<i>A Teacher’s Guide to Special Education</i>	
Ch. 5	
<i>IEP and Section 504 Team Meetings...and the Law</i>	
<ul style="list-style-type: none"> • Review Ch. 3 • Ch. 4 • Ch. 5 • Ch. 7 • Ch. 8 	
Articles	
<ul style="list-style-type: none"> • https://www.understood.org/en/school-learning/special-services/504-plan/what-is-a-504-plan • https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/ada-protecting-your-childs-civil-rights • https://www.understood.org/en/school-learning/evaluations/evaluation-basics/functional-assessment-what-it-is-and-how-it-works • https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/behavior-intervention-plans-what-you-need-to-know 	

Assignments

Discussion: Case Study	5.1
<p>Review the following Case Study:</p> <p>Case Study: Stephanie is an 11th grade student. Last year, she failed a semester of English and a semester of Geometry. She is currently earning an “F” in American Literature, US History, and Algebra II. Her grades since high school are mostly “C” s and “D” s. She has “Met Standard” on all state mandated assessments. She scored above the 50th percentile on the PSAT. She has reported to her school counselor that she has trouble keeping pace with class lecture, staying organized, and she forgets about assignments and projects. Stephanie’s parents recently gave the school counselor a note from the doctor indicating that she has a diagnosis of ADHD.</p>	

Post a response to the following questions in the Case Study Forum by Wednesday:

- Does this student qualify for a 504 Plan or an IEP?
- If the student qualifies for a 504 Plan, what accommodations are you going to put in place to increase access to learning?
- If the student qualifies for a 504 Plan, what is the reasoning for not qualifying for an IEP?

Support your post with citations and references consistent with APA style guidelines.

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Progress Assessment #2

COURSE

Select a 15-minute segment of your lesson plan from Week 2 that provides evidence of the Mild Moderate MMTPE3 &4 or the Council for Exceptional Children (CEC) Standards 3&5..

Ensure you have permission to record your students by having them complete the permission slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded. Evidence of yourself and your students must be viewable. videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the CSOE Teacher Education Clinical Practice Resources page.

Complete the following for eligible progress assessments:

- *the CSOE Revised Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to MM TPE3&4 or CEC 3&5
 - *Provide a detailed justification for why/why not the examples which aligns with MM TPE3&4 or CEC 3&5
 - Self-Scoring.
- ***Exit Ticket**
 - **Upload** your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

Support your response with citations and references consistent with APA style guidelines.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the MMTPEs and CEC standards.

Week 6: Inclusive Instructional Practices: Co-Planning & Co-Teaching

Learning Objectives

6.1 Incorporate Inclusive Instructional Practices: Co-planning & Co-Teaching, Supplementary Aides and Services (SaS).	CLO1
6.2 Integrate reflection as a strategy to improve teacher-efficacy and self-care.	CLO3
6.3 Determine how to effectively collaborate and coordinate with paraprofessionals, related services and community resources to advocate for families and students.	CLO5

Activities and Resources

Readings	6.1, 6.2, 6.3
<p><i>Your Students my Students our Students: Rethinking Equitable and Inclusive Classrooms.</i></p> <ul style="list-style-type: none"> • Ch. 1 • Ch. 4 • Ch. 6 	
<p>Other Resources</p> <ul style="list-style-type: none"> • Tomlinson, C. A. (2017). <i>How to differentiate instruction in academically diverse classrooms</i>, (3rd ed.). • Friend, M. (2019). <i>Co-teach! Building and sustaining effective classroom partnerships in inclusive schools</i> (3rd ed;). • Friend, M., & Barron, T. (2020). <i>Specially designed instruction in co-teaching: Maximizing student outcomes by intensifying teaching and learning</i>. • Co-Teaching PowerPoint 	
<p>Articles</p> <ul style="list-style-type: none"> • 4 Benefits of Inclusion Classrooms Understood - For learning and thinking differences • Flexible grouping: What you need to know • Cheryl Jorgensen_Essential Best Practices Inclusion.pdf (kcdsg.org) • Co-teaching Models that Work in an Inclusion Setting Pearson Blog (pearsoned.com) • Communicating and collaborating in co-taught classrooms (ed.gov) • Paraprofessionals: What you need to know • Culturally responsive teaching: What you need to know • How to Use Accommodations and Modifications in the Classroom • Marilyn Friend, Inc. The Co-Teaching Connection 	
<p>Videos</p> <ul style="list-style-type: none"> • Common Co-Teaching Challenges • Co-Teaching “Don’ts” 	

- [Coteaching Survival Guide: Problems and Tips to Get You Through It](#)

Assignments

Discussion: Co-Teaching Lesson	6.1
<p>Post a response to the following questions in the Co-Teaching Lesson forum by Wednesday:</p> <p>Utilizing your own lesson plan:</p> <ul style="list-style-type: none"> • Evaluate the inclusiveness of the current practices (curriculum, instruction, etc.) based on your Co teaching lesson plan from week two. • Make recommendations for appropriate inclusive instructional practices to improve on. • Create an improvement plan based on your evaluation. • Both the evaluation and improvement plan should be submitted by Wednesday. <p>Support your post with citations and references consistent with APA style guidelines.</p> <p>Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).</p> <ul style="list-style-type: none"> • Reply to two classmate’s posts regarding the similarities between your inclusive instructional practices by applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. 	

Assignment: Co-Teaching Lesson Plan	6.1
<p>Revise your Co-teaching lesson plan from this week’s modified Co-teaching Lesson Plan.</p> <p>Utilize and Complete the Modifications to an Existing Lesson for Co-Teaching Worksheet.</p> <p>Support your work with citations and references consistent with APA style guidelines.</p> <p>Submit your Lesson Plan by Sunday.</p>	

Week 7: Advocating for your Students and their Families

Learning Objectives

7.1 Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility.	CLO4
7.2 Examine how to effectively collaborate and coordinate with paraprofessionals, related services and community resources to advocate for families and students.	CLO5

Activities and Resources

Readings	7.1
<p><i>A Teacher’s Guide to Special Education</i></p> <p>Review Ch. 1</p>	
<p><i>Alliant Library</i></p> <p><u><i>A Guide to Special Education Advocacy: What Parents, Clinicians, and Advocates Need to Know</i></u></p> <p>Read the following:</p> <p>Ch. 10</p>	
<p>Articles</p> <ul style="list-style-type: none"> • <u>Advocating for Your Child - Getting Started</u> • <u>https://www.wrightslaw.com/advoc/articles/advocacy.intro.htm</u> • <u>https://www.wrightslaw.com/advocacy.htm</u> • <u>https://study.com/academy/lesson/how-teachers-serve-as-advocates-for-students-with-disabilities.html</u> • <u>https://www.wrightslaw.com/law/art/al.norris.retaliation.htm</u> (case law) • <u>http://www.ldonline.org/article/22720/</u> 	

Assignments

Discussion: Collaboration with Other Professionals	7.2
<p>As a Special Education Teacher, you will collaborate and coordinate with related service professionals, paraprofessionals, and general education teachers to ensure that each student is receiving appropriate services and benefiting from the inclusive learning environment.</p> <p>Post a response to the following questions in the Collaboration with Other Professionals forum by Wednesday:</p> <ul style="list-style-type: none"> • How will you approach collaboration and coordination with school staff? • In what scenarios will you need to communicate and collaborate with community resource organizations? • How can you use effective collaboration to advocate for the needs of students and families? • <p>Support your post with citations and references consistent with APA style guidelines.</p> <p>Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).</p> <p>Reply to two classmate’s posts, applying the <u>RISE Model for Meaningful Feedback</u>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: Progress Assessment #3	COURSE

Select a 15-minute segment of your lesson plan from Week 6 that provides evidence of MM TPE5&6 or CEC 1, 4&7.

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; Evidence of yourself and your students must be viewable; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Revised Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.

- **Annotations**
Annotate your video by:
 - *Time-Stamp and annotated examples in the video that align to MM TPE5&6 or CEC 1, 4&7
 - *Provide a detailed justification for why/why not the examples which aligns with MM TPE5&6 or CEC Standards 1,4&7
 - Self-Scoring .

- ***Exit Ticket**
 - Upload your exit ticket to Teaching Channel
 - **Submit** your exit ticket to Canvas by Sunday.

Support your post with citations and references consistent with APA style guidelines.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the MM TPE and CEC standards.

Assignment: Observation #2 Classroom Observation

COURSE

Arrange with another Special Education teacher (one teacher) to observe their classroom.

Observe the classroom teacher for 1.5 hours.

Reflect on your observations.

Follow the prompts and **record** your observations in the Classroom Observation Form.

Submit your completed form by Sunday.

Week 8: Course Reflection: Your Teaching Philosophy

Learning Objectives

8.1 Evaluate the Personal Philosophy of Education to determine justifiable modifications.	CLO3
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Activities and Resources

Learning Resources	8.1
Alliant University Website	

Assignments

Assignment: Personal Philosophy of Education Video	8.1
<p>Review the following:</p> <ul style="list-style-type: none"> Alliant CSOE Guiding Principles Dispositions Checklist you completed in Week 1 Alliant’s Impact Values, these can be found in your Clinical Practice Handbook Teaching Philosophy of Education from the EDU 6204A or 6204B courses <p>Reflect on how your personal philosophy of education has changed over the course of the program.</p> <p>Create a two-to four-minute YouTube video reflection of where Alliant’s guiding principles and impact values are reflected in your core beliefs about the purpose, process, nature, and ideals of education—your philosophy of education. (Be sure you enable closed captions on your video.)</p> <p>View the following as examples of well-produced personal philosophy of education videos:</p> <ul style="list-style-type: none"> “My Teaching Philosophy- Hussein El Haj Ahmad” [3:36]. “My Teaching Philosophy” [2:55]. <p>Support your post with citations and references consistent with APA style guidelines.</p> <p>Include a reference slide at the end of your video.</p> <p>Submit a link to your video by Wednesday.</p>	

Assignment: Quarterly Summative Assessment	COURSE
<p>The Quarterly Summative Assessment is a summative scoring rubric based on the Mild Moderate-Teaching Performance Expectations (MM TPEs) or the Council for Exceptional Children (CEC) Standards. The District Support Provide or Master Teacher will complete this form and return it to you as a final assessment of your teaching performance.</p> <p>Utilize the Quarterly Summative Assessment that supports your enrolled Program Pathway</p> <ul style="list-style-type: none"> Mild Moderate TPE Quarterly Summative Assessment Form (CA) 	

- CEC Quarterly Summative Assessment from (AZ)

Note. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral.

SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the Teacher Performance Plan - DRAFT. When remediation fails, SERC recommends dismissal. See the Student Evaluation and Review Policy.

Provide the Quarterly Summative Assessment document to your District Support Provide or Master Teacher to complete.

Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.

Submit the completed Quarterly Assessment document as a PDF by Sunday.

Assignment: Verification of Hours Log	COURSE
<p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. Standard Intern and ECO Intern Candidates are required to complete an additional 189 hours of support and supervision during the academic year. Clinical Practice may take place through online learning instruction, remote instruction, or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p> <p>Clinical Practice hours for all Intern pathways in this course are as follows:</p> <p>Teacher-of-Record: 198 hours total</p> <ul style="list-style-type: none"> • Clinical Practice Hours: 150 • Additional Intern Support & Supervision Hours: 36 • Additional English Learner-specific Hours: 12 <p>Begin completing your hours and track them on the VERIFICATION OF HOURS LOG – Intern – CP1 – CPIV form. Completion instructions are included on the form.</p> <p>Collect the District Support Provider’s (DSP) wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your log. Failure to do so will result in a grade of zero.</p> <p>Submit your Log by Sunday of Week 8.</p>	

Rubrics

Discussion Rubric–25 Points

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Initial Response to the Forum Topic 15 points	15 points All aspects of the prompt are addressed thoughtfully. Discussion post is supported by a variety of citations and references in APA format, reflects author’s ability to connect theory to practice.	13 points All aspects of the prompt are addressed but lack one or more of the following: supported by a variety of citations and references in APA format, reflects the author’s ability to connect theory to practice.	11 points Some aspects of the prompt are addressed thoughtfully but one or more component of the prompt is not addressed.	9 points The topic is addressed superficially and without supporting citations and without connecting theory to practice.
Feedback to Peer’s Response to the Forum Topic 10 points	10 points 2 responses reflect higher order thinking skills in the delivery of constructive feedback to their peers through the RISE Model. Reflect- recall, ponder, articulate. Inquire- seek information and provide ideas through questioning. Suggest- introduce ideas for improvement of current iteration. Elevate- raise to a higher degree or purpose in future iterations	8.5 points 2 responses reflect incomplete delivery of constructive feedback based on a lack of one or two levels of the RISE Model.	7 points 2 responses reflect incomplete delivery of constructive feedback based on a lack of three levels of the RISE Model.	5 2 responses reflect incomplete delivery of constructive feedback based on a lack of all levels of the RISE Model. OR Candidate only provided 1 peer response.

Tracking Rubric 50 pts

	Meets Requirements 50 Points	Below Requirements 0 Points
Form Completion	Application has been completed in its entirety and email receipt is submitted for the assignment prior to or by the assigned due date.	Application was not completed in its entirety or email receipt was not submitted on time.

Flow Chart Rubric 50pts

Criteria	Ratings			Points Earned
Flowchart	15 Candidate created a flowchart on their district’s Special Education referral process that is clear and detailed.	5 Candidate created a flowchart on their district’s Special Education referral process that is not clear and not detailed.	0 Candidate did not create a flowchart on their district’s Special Education referral process that is clear and detailed.	

				/15
Speaker Notes	15 Candidate has clear and detailed speaking notes that align with the flowchart and video presentation.	5 Candidate has speaking notes that either are not clear and detailed or do not align with the flowchart and video presentation.	0 Candidate does not have speaking notes.	/15
Video	15 Candidate recorded a short 2–3-minute YouTube video that touched on the bases of their district referral process flowchart. It included access to closed captions on your video.	5 Candidate recorded less than a 2–3-minute YouTube video that touched on the bases of their district referral process flowchart. It did not include access to closed captions on your video.	0 Candidate did not record a short 2–3-minute YouTube video that touched on the bases of their district referral process flowchart.	/15
Sources and Citations	5 Candidate supported their flowchart/speaker notes, and video with citations and references consistent with APA style guidelines.	3 Candidate supported their flowchart/speaker notes, and video with minimal citations and references consistent with APA style guidelines.	0 Candidate did not support their flowchart/speaker notes, and video with citations and references consistent with APA style guidelines.	/5

Assignment Federal Law to Practice Presentation Rubric–50 point Presentation

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Content 20 points	Topic is focused and relevant. Speaker articulates response that addresses all aspects of the assignment. Speaker integrates source information with their own	Topic is focused and relevant. Speaker addresses all aspects of the prompt. Speaker does not fully integrate source information with their own ideas.	Topic is focused and relevant. Speaker addresses most aspects of the prompt. Speaker does not fully integrate source information with their own ideas.	Speaker does not address the prompt with a focused topic OR Speaker does not integrate source information with their own ideas.

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	ideas appropriately.			
Organization & Clarity 15 points	Speaker logically orders ideas, supports with sources, and presents in a subsequential flow of introduction, content, and conclusion.	Speaker logically orders ideas, supports with sources, with limited subsequential flow.	Speaker logically orders ideas with limited source support.	Speaker does not logically order ideas or support with sources.
Delivery 10 points	Speaker presents with adequate volume, appropriate pace, diction, and enthusiasm/energy appropriate for the topic. Effectively uses body language and visual aids as appropriate.	Speaker presents with appropriate pace, diction, enthusiasm/energy appropriate for the topic. 1 area: Volume, body language, and/or visual aids is not fully adequate.	Speaker presents with appropriate pace and diction. Speaker does not convey a professional presentation in 2 of the following areas: energy/enthusiasm, body language, visual aids.	Speaker does not convey a professional presentation within 3 or more areas: appropriate volume, pace, energy, body language or visuals.
References 5 points	Speaker includes a reference list slide at the end of the presentation in APA format.	Speaker includes a reference list slide at the end of the presentation with some errors in APA format.	Speaker includes a reference list slide at the end of the presentation but does not follow APA format.	Speaker does not include adequate reference list slide.

Assignment Analysis of Special Education Principles Rubric–50 Point

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Integration of Knowledge 15 points	Concepts and learnings are integrated into the writer’s own insights. The paper reflects analysis and synthesis of ideas.	Concepts and learnings are integrated into the writer’s own insights. The paper is limited in analysis and synthesis of ideas.	Concepts and learnings are not fully integrated into the writer’s own insights; the paper relies on source information.	Concepts and learnings are not integrated at all. The paper does not reflect full understanding and application of concepts.
Topic Focus 10 points	The topic is focused, well-articulated, and supported by evidence.	The topic is focused but not well articulated, limited evidence.	The topic does not fully address the prompt, evidence is not sufficient.	The topic does not address the prompt, evidence is lacking.
Depth of Analysis 15 points	In-depth analysis that addresses the prompt thoughtfully	General analysis addresses the prompt thoughtfully.	Level of analysis is limited, promptly addressed but not thoughtfully.	Paper does not include sufficient analysis and does not address the prompt.
Cohesiveness 5 points	Paper follows the flow of the prompt. The author’s writing reflects an understanding of the relationship and articulation of law theory and practice.	Paper generally follows the flow of the prompt with some disjointed sections. The author’s writing reflects an understanding of the relationship and articulation of law theory and practice.	Paper does not flow with the prompt-disjointedness is apparent. The author’s writing does not reflect a full understanding of the relationship and articulation of law theory and practice.	Paper is not aligned to the prompt. Writing does not link to the concepts. Writing does not demonstrate understanding of relationships and articulation of law theory and practice.
Sources and Citations 5 points	Sources are utilized to support analysis. Sources are credible. Sources are cited using APA citation style in text and bibliography.	Limited sources utilized OR some sources are not credible. Sources are cited using APA citation style in text and bibliography.	Citation style is inconsistent or not formatted in APA citation style.	Does not include sources or does not include APA citations.

Inclusive/Co-teaching Instruction Rubric– 100 Points (Weeks 2, 4, 6)

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Lesson Plan Context and Summary 5pts	Provides a summary of the lesson and provides context to the lesson plan, describing the grade, content, and class setting.	Provides an incomplete summary of the lesson and incomplete context to the lesson plan, minimally describing the grade, content, and class setting.	Does not provide a summary of the lesson and does not provide context to the lesson plan, without describing the grade, content, and class setting.
Theory 10pts	Explanation of the Education Theory applied and rationale for applying that theory is described at an expected level. Includes citations, consistent with APA style formatting.	Minimal explanation of the Education Theory applied and rationale for applying that theory is minimally described at an expected level. May not include a citation, consistent with APA style formatting.	Does not have an explanation of the Education Theory applied and a rationale for applying that theory is not described at an expected level. Does not include citations, consistent with APA style formatting.
ISTE, State, Common Core Standards, MM TPE Standards, CEC Standards 5pts	Identified standards for the correct grade and content area; Standards related to lesson described.	Minimally identified standards for the correct grade and content area; Standards related to lesson described.	Does not identify standards for the correct grade and content area; Standards related to lesson described.
Measurable Objective 5pts	Clear, specific, measurable and achievable objectives are written in SMART goal format.	Minimally contains clear, specific, measurable and achievable objectives written in SMART goal format.	Does not have clear, specific, measurable and achievable objectives written in SMART goal format.
Assessment 5pts	Clearly indicates the way(s) formative and/or summative assessment is used in the lesson.	Minimally indicates the way(s) formative and/or summative assessment is used in the lesson.	Does not clearly indicate the way(s) formative and/or summative assessment is used in the lesson.
Diverse Learners 5pts	Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner. Citations and References are included with APA style formatting.	Instruction minimally supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are minimally specific for each type of learner. Citations and References are not correctly included with APA style formatting.	Does not have instruction that supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner. Citations and References are not included with APA style formatting.
Differentiation 5pts	Instruction supports diversity of learners by ensuring equity and access through multiple means of acquisition (content), engagement learning (process) and how students represent their learning (product).	Instruction minimally supports diversity of learners by ensuring equity and access through multiple means of acquisition (content), engagement learning (process) and how students represent their learning (product).	Does not have Instruction that supports diversity of learners by ensuring equity and does not have access through multiple means of acquisition (content), there is no engagement learning (process) or how students represent their learning (product).
Classroom Management 5pts	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described and aligned to	Minimal explanation for how a healthy, safe, and supportive learning environment will be created and maintained is minimally described and	Does not have an explanation for how a healthy, safe, and supportive learning environment will be created and maintained is not clearly described and aligned to principles of positive

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	principles of positive behavior intervention.	aligned to principles of positive behavior intervention.	behavior intervention.
Opening 5pts	Identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Responds to question prompts and integrates responses into specific steps in the lesson section. Materials are specifically identified and aligned to the lesson activity.	Minimally Identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Minimally responds to question prompts and integrates responses into specific steps in the lesson section. Materials are minimally identified and aligned to the lesson activity.	Does not identify appropriate inclusive teaching model, timing is not realistic, does not clearly describe the actions of the teachers and students. Does not respond to question prompts and integrates responses into specific steps in the lesson section. Materials are not specifically identified and aligned to the lesson activity.
Introduction of New Material 5pts	Identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Responds to question prompts and integrates responses into specific steps in the lesson section. Materials are specifically identified and aligned to the lesson activity.	Minimally identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Minimally responds to question prompts and minimally integrates responses into specific steps in the lesson section. Materials are minimally identified and aligned to the lesson activity.	Does not identify appropriate inclusive teaching model, timing is not realistic, does not clearly describe the actions of the teachers and students. Does not respond to question prompts and does not integrate responses into specific steps in the lesson section. Materials are not specifically identified or aligned to the lesson activity.
Guided Practice 5pts	identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Responds to question prompts and integrates responses into specific steps in the lesson section. Materials are specifically identified and aligned to the lesson activity.	Minimally identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Minimally responds to question prompts and integrates responses into specific steps in the lesson section. Materials are minimally identified and aligned to the lesson activity.	Does not identify appropriate inclusive teaching model, timing is not realistic, does not clearly describe the actions of the teachers and students. Does not respond to question prompts or integrates responses into specific steps in the lesson section. Materials are not specifically identified or aligned to the lesson activity.
Independent Practice 5pts	Identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Responds to question prompts and integrates responses into specific steps in the lesson section. Materials are specifically identified and aligned to the lesson activity.	Minimally identifies appropriate inclusive teaching model, timing is minimally realistic, minimally describes actions of teachers and students. Minimally responds to question prompts and minimally integrates responses into specific steps in the lesson section. Materials are minimally identified and aligned to the lesson activity.	Does not identify appropriate inclusive teaching model, timing is not realistic, does not clearly describe the actions of the teachers or students. Does not respond to question prompts or integrates responses into specific steps in the lesson section. Materials are not specifically identified or aligned to the lesson activity.

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<p>Closing & Homework</p> <p>5pts</p>	<p>Identifies appropriate inclusive teaching model, timing is realistic, clearly describes actions of teachers and students. Responds to question prompts and integrates responses into specific steps in the lesson section. Materials are specifically identified and aligned to the lesson activity.</p>	<p>Minimally identifies appropriate inclusive teaching model, timing is minimally realistic, minimally describes actions of teachers and students. Minimally responds to question prompts and minimally integrates responses into specific steps in the lesson section. Materials are minimally identified and aligned to the lesson activity.</p>	<p>Does not identify appropriate inclusive teaching model, timing is not realistic, does not clearly describe the actions of the teachers and students. Does not respond to question prompts or integrates responses into specific steps in the lesson section. Materials are not specifically identified or aligned to the lesson activity.</p>
<p>Collaboration</p> <p>5pts</p>	<p>Clearly indicates the collaborative activities required to support instruction with other relevant staff.</p>	<p>Minimally indicates the collaborative activities required to support instruction with other relevant staff.</p>	<p>Does not clearly indicate the collaborative activities required to support instruction with other relevant staff.</p>
<p>Social & Emotional Skills</p> <p>5pts</p>	<p>Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.</p>	<p>Minimally indicates the way(s) social and emotional competencies and character skills are supported by the lesson.</p>	<p>Does not clearly indicate the way(s) social and emotional competencies and character skills are supported by the lesson.</p>
<p>Professional Teaching Standards</p> <p>7pts</p>	<p>Identified standards for the correct grade and content area; Standards related to lesson described</p>	<p>Minimally Identifies standards for the correct grade and content area; Standards are minimally related to lesson described</p>	<p>Does not identify standards for the correct grade or content area; Standards are not related to lesson described.</p>
<p>Reflection</p> <p>10 pts</p>	<p>Lesson reflection is appropriate and relevant to the proposed questions:</p> <p>1)Lesson Element or Activity 2) Co-Teaching Strategy, Co-Teaching Variation: Describe in detail who does what. 3) Preparation and Materials: Describe in detail who does what. 4) Academic Adaptations (Modifications) or Accommodations: as needed for gifted students. 504 students or students with disabilities 5) Behavioral Adaptations (modifications) or Accommodations 6) Environmental Adaptations (modifications) or Accommodations</p>	<p>Lesson reflection is minimally appropriate and relevant to the proposed questions:</p> <p>1)Lesson Element or Activity 2) Co-Teaching Strategy, Co-Teaching Variation: Describe in detail who does what. 3) Preparation and Materials: Describe in detail who does what. 4) Academic Adaptations (Modifications) or Accommodations: as needed for gifted students. 504 students or students with disabilities 5) Behavioral Adaptations (modifications) or Accommodations 6) Environmental Adaptations (modifications) or Accommodations</p>	<p>Does not have a lesson reflection that is appropriate or relevant to the proposed questions:</p> <p>1)Lesson Element or Activity 2) Co-Teaching Strategy, Co-Teaching Variation: Describe in detail who does what. 3) Preparation and Materials: Describe in detail who does what. 4) Academic Adaptations (Modifications) or Accommodations: as needed for gifted students. 504 students or students with disabilities 5) Behavioral Adaptations (modifications) or Accommodations 6) Environmental Adaptations (modifications) or Accommodations</p>

		Accommodations	
References 3pts	The student has thoroughly researched the Theory and strategies used and provides a comprehensive reference section with minimal to no errors.	The student has minimally researched the Theory and strategies used and provides a comprehensive reference section with few errors.	The student has not thoroughly researched the Theory and strategies used and provides a comprehensive reference section with many errors.

Collaboration Activity: Discussion Rubric–25 Points

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Initial Response to the Forum Topic 15 points	15 points The assignment includes an effective visual model of their district’s Special Education Referral Process. The steps of the process are explained, and the author demonstrates a thorough understanding of the whole process. Use of citations and references in APA format is required.	13 points All aspects of the prompt are addressed but lack one or more of the following: effective visual model, explanation of steps in the process, demonstration of thorough understanding of the whole process. Citations and references are used but not in APA format.	11 points Some aspects of the prompt are addressed thoughtfully but one or more component of the prompt is not addressed. Only citations or only references are used but not in APA format.	9 points Topic is addressed superficially and without a visual model, explanation of steps, or demonstration of understanding the process. Citations and references are not used or in APA format.
Feedback to Peer’s Response to the Forum Topic 15 points	10 points 2 responses reflect higher order thinking skills in comparing and contrasting steps of the process of their peers through the RISE Model. Reflect- recall, ponder, articulate. Inquire- seek information and provide ideas through questioning. Suggest- introduce ideas for improvement of current iteration. Elevate- raise to a higher degree or purpose in future iterations	8.5 points 2 responses reflect incomplete delivery of constructive feedback based on a lack of one or two levels of the RISE Model,	7 points 2 responses reflect incomplete delivery of constructive feedback based on a lack of three levels of the RISE Model.	5 points 2 responses reflect incomplete delivery of constructive feedback based on a lack of all levels of the RISE Model. OR Candidate only provided 1 peer response

Classroom Observation & IEP Observation Reflection Rubrics (Weeks 3 & 7)

Criteria	Ratings			Pts
<p>Description of Classroom Profile</p>	<p>5 pts Provides context of each classroom observation. Clearly describes the grade, content, and class setting.</p> <p>Provides context of IEP meeting observation. Clearly describes the grade, content, and Least Restrictive Environment (LRE) setting.</p> <p>**Highly recommend a variety of classroom settings.</p>	<p>3.4 pts Provides most details needed to understand the class setting.</p> <p>Provides most details needed to understand the student's Least Restrictive Environment (LRE).</p>	<p>1.75 pts Needs more details needed to understand the class setting.</p> <p>Needs more details needed to understand the student's Least Restrictive Environment (LRE).</p>	<p>5 pts</p>
<p>Define and identify standards-based and developmentally appropriate activities</p>	<p>7.5 pts Demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of classroom assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs.</p>	<p>5.1 pts Partially demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of classroom assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs.</p>	<p>2.6 pts Demonstrates little to no ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of classroom assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs.</p>	<p>15 pts</p>

Criteria	Ratings			Pts			
Classroom Management	7.5 Understands the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction.	5.1 Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction are limited and cursory.	2.6 Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction may be inappropriate or inaccurate.				
Evidence of standards-based and developmentally appropriate activities	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="358 659 695 1073" style="width: 33%; padding: 5px;"> 7.5pts Evidence provided is a detailed and descriptive demonstration of standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. </td> <td data-bbox="695 659 1019 1073" style="width: 33%; padding: 5px;"> 5.1 pts Evidence provided partially demonstrates standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. </td> <td data-bbox="1019 659 1349 1073" style="width: 33%; padding: 5px;"> 2.6 pts Evidence provided does little or nothing to demonstrate standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. </td> </tr> </table>			7.5pts Evidence provided is a detailed and descriptive demonstration of standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students.	5.1 pts Evidence provided partially demonstrates standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students.	2.6 pts Evidence provided does little or nothing to demonstrate standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students.	15 pts
7.5pts Evidence provided is a detailed and descriptive demonstration of standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students.	5.1 pts Evidence provided partially demonstrates standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students.	2.6 pts Evidence provided does little or nothing to demonstrate standards-based and developmentally appropriate activities; classroom assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students.					
Evidence of Classroom Management	7.5 Evidence provided of behavior management strategies and checks for understanding are appropriate and relevant.	5.1 Evidence provided of behavior management strategies and checks for understanding are limited and cursory.	2.6 Evidence provided of behavior management strategies and checks for understanding are inappropriate or inaccurate.				
Impact on Own Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="358 1612 792 1776" style="width: 33%; padding: 5px;"> 15 pts Cites three specific strategies learned from the observation and explains how it will impact your teaching </td> <td data-bbox="792 1612 1159 1776" style="width: 33%; padding: 5px;"> 10.2 pts Takeaways are general and vague or not clearly connected to observations </td> <td data-bbox="1159 1612 1349 1776" style="width: 33%; padding: 5px;"> 5.25 pts Less than 3 takeaways </td> </tr> </table>			15 pts Cites three specific strategies learned from the observation and explains how it will impact your teaching	10.2 pts Takeaways are general and vague or not clearly connected to observations	5.25 pts Less than 3 takeaways	15 pts
15 pts Cites three specific strategies learned from the observation and explains how it will impact your teaching	10.2 pts Takeaways are general and vague or not clearly connected to observations	5.25 pts Less than 3 takeaways					

District Support Provider Feedback Form Rubric 50Pts.

	Meets Requirements 50 Points	Below Requirements 0 Points
Teacher Candidate Feedback	Feedback is provided that identifies strengths and areas of need. Teacher candidate identifies appropriate and relevant steps for improvement on areas of need.	Feedback that identifies strengths and areas of need is missing or incomplete. Teacher candidate identifies inappropriate or irrelevant steps for improvement on areas of need.

Quarterly Summative Assessment Rubric 100 pts

	Meets Requirements 100 Points (100-70 Points from Form)	Below Requirements 0 Points (69-0 Points from Form)
Teacher Candidate Performance	Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.	Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

Progress Assessment 1 100pts

California Ed. Specialist Candidates: Special Education MM TPEs

Progress Assessment 1 1000pts

Arizona Special Education Candidates: CEC Standard 2, 6 & 7,

Progress Assessment 2 100pts

California Ed. Specialist Candidates MM 3&4

Progress Assessment 2 100pts
Arizona Special Education Candidates: CEC 3&5

Progress Assessment 3 100pts
California Ed. Specialist Candidates MM 5&6

Progress Assessments 3 100pts
Arizona Special Education Candidates: CEC 1. 4&7

PROGRESS ASSESSMENT VIDEO SUBMISSION CRITERIA: Weeks: 3,5 & 7					
	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS	
<p>PROFESSIONAL TEACHING STANDARDS (60 of 100 points avail) Description: Candidate's submitted Progress Assessment demonstrates a comprehensive knowledge of the required standards</p>	<p>Candidate exceeds expectations in 90% or more of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 60 points (100%)</p>	<p>Candidate meets or exceeds expectations in 80% -89% of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 48 points (80%)</p>	<p>Candidate meets or exceeds expectations in 70% -79% of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 42 points (70%)</p>	<p>Candidate meets or exceeds expectations in 69% or lower of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 36 points (60%)</p>	
<p>TIME-STAMPED COMMENTARY (20 of 100 points avail) Description: These are the annotations provided from both candidate and faculty in Teaching Channel</p>	<p>Candidate provided meaningful, accurate, time-stamped commentary throughout the entire video. Comments were readily observable and accurately reflected in candidate's actions. Candidate accurately documented their actions according to appropriate criterion for assignment. 20 points (100%)</p>	<p>Candidate provided some meaningful, accurate, time-stamped commentary, but only throughout most of the video. Some comments were not readily observable or accurately reflected in candidate's actions. 16 points (80%)</p>	<p>Candidate provided very little meaningful, accurate, time-stamped commentary, or only provided comments in a portion of the video. Many comments were not readily observable or accurately reflected in candidate's actions. 14 points (70%)</p>	<p>Candidate's commentary was inaccurate and unaligned with the Professional Teaching Standard requirements. No commentary describing specific actions that related to the TPEs/InTASC Standards were provided. 12 points (60%)</p>	

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<p>CORRESPONDING LESSON PLAN (10 of 100 points avail) Description: Candidate's submitted Lesson Plan clearly describes required standards, actions, and supporting materials of the recorded Progress Assessment</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included ALL necessary components as identified on the template. Candidate effectively described class context within the lesson plan description. Submitted Lesson Plan (in Teaching Channel) incorporates in-depth reflections pertaining to the implemented lesson. 10 points (100%)</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but no more than two components are missing. 8 points (80%)</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but lesson plan is missing three components. 7 points (70%)</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but lesson plan is missing more than three components. 6 points (60%)</p>	
<p>REFLECTIVE PROCESS (10 of 100 points avail) Description: includes quality responses on the RSVP & Exit Ticket</p>	<p>Candidate's reflection describes in detail areas of success and areas of needed improvement within their lesson and progress assessment. Reflection is accurate, honest, and focuses on improving their practice for the benefit of their students. Candidate identifies at least three areas of improvement 10 points (100%)</p>	<p>Candidate's reflection describes with some detail areas of success and of improvements within their lesson and progress assessment. Reflection may be accurate yet lacks connection on how to improve their practice for the benefit of their students. Candidate identifies at least two areas of improvement. 8 points (80%)</p>	<p>Candidate's reflection is lacking detail or connection to improving practices for the benefits of the students. Candidate identifies only one area of improvement. 7 points (70%)</p>	<p>Candidate's reflection lacks detail and is superficial. No areas of success or improvement were identified. 6 points (60%)</p>	
<p>TOTAL PERFORMANCE SCORE FOR PROGRESS ASSESSMENT VIDEO REQUIREMENTS:</p>					<p>_____ / 100</p>