

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

<b>Institution</b>	CSUF	<b>Program</b>	PRELIMINARY EDUCATION SPECIALIST: MMSN/ESN
<b>Date of Review</b>	1/11/22		

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

*Posting the Addendum*

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

<b>Standards Found to be Preliminarily Aligned:</b>	3-6
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**General Comment:** Reviewers had difficulty with links provided in the matrix, which is detailed more thoroughly in Standard 2. Specifically, many of the linked syllabi was not directly linked to the specific section in the syllabi where a TPE is introduced, practiced, and/or assessed. Please update the matrix with direct and correct links to evidence.

<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Standard 1:</b> Program Design and Curriculum	Evidence is needed of intentional candidate advising throughout time in program. Advisement through Policy One was noted for struggling candidates but advising for typical candidates was not found.	<p>Coordinators review program plans with each candidate individually upon initial admittance to the program to assist with course registration procedures and scheduling. Evidence: <a href="#">Sample Program Plan</a></p> <p>Coordinators maintain an online platform for admitted candidates in which updates and reminders are sent via email and key documents and resources are accessible. Evidence: <a href="#">Sample Advisement Page 1</a>, <a href="#">Sample Advisement Page 2</a>, <a href="#">Sample Advisement Email</a></p> <p>Coordinators maintain fieldwork platforms online to provide continuous fieldwork-specific advisement. Evidence: <a href="#">Sample Fieldwork Advisement Page</a></p>

<p><b>Standard 2:</b> Preparing Candidates to Master the Teaching Performance Expectations (TPEs)</p>	<p>Missing Practice – EX1.3, EX2.2, EX2.3, EX2.7, EX2.14</p>	<p>EX 1.3, Candidates practice communicating instructional strategies for students who are deaf-blind during <a href="#">week 14</a> of SPED 464</p> <p>EX 2.2, SPED 489b: Practice <a href="#">implementing health plan supports</a></p> <p>EX 2.2, SPED 464: Practice identifying information from a <a href="#">specialized health care plan</a> .</p> <p>EX 2.3, SPED 489b: Practice <a href="#">implementing a communication rich environment</a> .</p> <p>EX 2.3, SPED 464: Practice <a href="#">identifying strategies for communication rich environments</a> for students who are deaf-blind.</p> <p>EX 2.7, SPED 489b: Practice with functional limitations of movement and/or sensations is located <a href="#">here</a>, <a href="#">here</a>, and <a href="#">here</a> .</p> <p>EX 2.14, SPED 464: Candidates practice their knowledge of <a href="#">traumatic brain injury in the context of peers, family and the school system</a>.</p>
	<p>Missing Assess – EX1.7, EX1.8, U6.3 (ESN)</p>	<p>EX 1.7, In SPED 482b candidates complete an <a href="#">Autism Online Module</a> Assessment on knowledge of developing language supports and candidates’ ability to build comprehension skills.</p> <p>EX 1.8, In SPED 482b candidates are Assessed on <a href="#">language development and on social pragmatics and language skills</a> in weeks 10 and 11.</p> <p>EX 1.8, SPED 401: <a href="#">Assessed on understanding of language development</a> and an <a href="#">assignment assessing knowledge on how academic and knowledge and skills are impacted by social pragmatics</a>.</p> <p>U6.3 (ESN), SPED 489b: Candidates are <a href="#">assessed by university clinical coach and mentor teacher on professional goals, progress and collaboration here</a>.</p>
	<p><b>More evidence is needed for U1.2:</b> three areas are marked as <b>Practice</b>, but one link is to the top of the syllabus and the other two both link to the same very brief assignment on</p>	<p>SPED 488, Practice: <a href="#">Weekly Activity assignment</a>, candidates document collection &amp; use of data to guide lesson planning and sharing of data with students/families.</p> <p>In SPED 489a: Candidates collect data and use assessment information to assist students and families in understanding student progress during <a href="#">Week 4</a>.</p> <p>SPED 489b: <a href="#">Additional practice: candidates in clinical practice develop assessments and share with families and other stakeholders</a>.</p>

	<p>sending a note home to a parent. The <b>Assess</b> link goes to a general statement about a final exam but does not detail <i>how</i> communication with families is assessed.</p>	<p>SPED 421: For assessment of this TPE, <a href="#">concepts</a> from the final exam provide evidence of assessing candidate's understanding of communication with families.</p>
	<p><b>U1.5</b> Further evidence needed of when critical and creative thinking is <b>Introduced</b>. The links provided did not adequately provide evidence or led to a different topic.</p>	<p>In SPED 482a, candidates read and discuss an article on backwards lesson design in <a href="#">Week 3</a> and practice a collaborative lesson planning activity using backwards design in <a href="#">Week 7</a>. Both activities address critical thinking related to inquiry, problem solving, and reflection.</p> <p>SPED 482b: Introduced and practiced <a href="#">here</a> how to build comprehension and include the creative arts in lesson planning.</p> <p>SPED 432 <a href="#">Lecture</a> introduces candidates to different evidence based practices that support critical, creative and analytical thinking that support diverse learners.</p> <p>SPED 433: <a href="#">Through this activity</a>, it is introduced how to critically analyze the existing e-book technology and use this technology for instructional purposes (I). This activity provides an opportunity to practice using e-book technology for inquiry and problem-solving (P) and apply it by responding to meaningful questions and reflection (A).</p>
	<p><b>U1.6</b> Further evidence is needed of when this TPE is <b>Assessed</b>. Link provided took reviewer to a blank cell.</p>	<p>SPED 482a: Candidates complete 2 graded assignments to demonstrate how to provide a supportive learning environment for students' language acquisition during <a href="#">Week 4</a>.</p> <p>SPED 482b: <a href="#">Assessment Introduced here</a> and <a href="#">assessed here where candidates complete two graded assignments</a> to demonstrate how to provide a supportive learning environment for students' language acquisition, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion,</p> <p>SPED 464: <a href="#">Introduced here</a> with an article introducing ELLs in the context of ESN and practiced and assessed <a href="#">here</a> where candidates discuss considerations for identification and service provisions for English Learners with severe cognitive disabilities.</p>
	<p><b>U1.7</b> Further evidence is needed of when this TPE is <b>Introduced</b></p>	<p>SPED 488: Visual &amp; performing arts Introduced: <a href="#">Arts &amp; Teaching Collaborative Day</a>. Practiced: candidates document providing students access to curriculum via visual/performing arts, in a <a href="#">Weekly Activity assignment</a>. Assessed: Candidates <a href="#">formally evaluated</a> by mentor teacher and coach.</p>

	<p>and <b>Practiced</b>. Links provided did not detail how the topic is introduced or practiced.</p>	<p>SPED 482a: In <a href="#">Week 13</a>, candidates review ELA curricular frameworks to identify opportunities for incorporating visual and performing arts and design an ELA-based lesson plan that incorporates visual and performing arts in class.</p> <p>SPED 482b: <a href="#">Introduced via with three documents</a> on <i>Students with Disabilities and the Core Art Standards, Teaching Language and Literacy Through the Visual Arts</i> (Becker, 2019) and a review of the National Core Art Standards and practiced and assessed <a href="#">here</a> with an assignment that embeds the creative arts into a reading lesson.</p> <p>SPED 489b: <a href="#">Practiced in clinical practice with a reading lesson that incorporates the creative arts.</a></p>
	<p><b>U1.8</b> Further evidence is needed of when this TPE is <b>Practiced</b> and <b>Assessed</b>. Links provided did not align with topic or led to blank cells in a table.</p>	<p>SPED 488, <a href="#">Practice</a>: Weekly Activity - candidates provide documentation of monitoring student learning &amp; adjusting instruction, <a href="#">bookmarked</a> blank cells in table correspond to where Mentor Teacher and Clinical Coach assess candidate on TPE.</p> <p>SPED 482a: Candidates are introduced to and practice monitoring student engagement while teaching during <a href="#">Week 6</a> in a classroom management activity, and again in <a href="#">Week 7</a> in a collaborative lesson planning activity.</p> <p>SPED 489a: Candidates write a reflection about monitoring student learning and discuss with their clinical coach during a <a href="#">Week 6</a> activity.</p> <p>SPED 489b: <a href="#">Practiced during clinical practice where candidates ensure they are conducting progress monitoring of student learning.</a></p> <p>SPED 489b: Assessed <a href="#">here</a> in candidates' reflection journal with instruction to discuss current progress monitoring, how it's used to adjust teaching with two specific examples.</p>
	<p><b>U2.1</b> Topic is currently down as being introduced in Clinical Practice and only one preceding course. The arc of the topic is not apparent to the reviewers. Further evidence of building</p>	<p>SPED 322: <a href="#">Introduced</a>: Weekly Forum - candidates are presented with an IRIS case study that reflects the need for supports to promote a child's SEL development, PBIS, restorative practices, and community wraparound approach that treats each family and child with respect <a href="#">Practiced and Assessed</a> in the assignment.</p> <p>SPED 425: This is <a href="#">introduced</a> when candidates read chapter nine. Candidates read about creating a safe learning environment when working with culturally and linguistically diverse students.</p>

	<p>competency over the arc of the program is needed.</p>	<p>SPED 482b: Introduced, Practiced and Assessed <a href="#">here</a> in the context of “Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports”</p>
	<p><b>U2.2</b> Further evidence is needed for all areas: <b>Introduced, Practiced, Applied.</b> Introduce links related more to U2.1, Practice links linked back to the language of the TPE rather than an assignment, Apply links linked back to the language of the TPE as well. Types of learning environments is not addressed in any of the current links (traditional, blended, online).</p>	<p>SPED 488, Practiced in a Weekly Activity assignment - candidates <a href="#">document promoting student learning, positive interactions, reflect culture, diversity, and multiple perspectives, in traditional, blended, online learning</a>. <a href="#">Assessed link</a> is to formal evaluation document completed by mentor teacher and coach.</p> <p>SPED 489a: During <a href="#">Week 7</a>, candidates reflect on how their clinical practice learning environment promotes student learning, social interaction, and multiple perspectives. They apply this practice in the environment section of every <a href="#">lesson plan</a>.</p> <p>SPED 489b: Candidates practice in their clinical practice and complete a reflection that is assessed on how to create learning that promotes productive student learning, encourages positive interactions among students, reflects diversity and multiple perspectives, and are culturally responsive <a href="#">here</a>.</p> <p>SPED 322: <a href="#">Practiced and Assessed</a> - candidates create a CSP for a traditional env that promotes learning, encourages positive interactions, reflects diversity/multiple perspectives and culturally responsiveness.</p> <p>SPED 425: During week 12, <a href="#">Specific chapter learning outcomes</a> from the text book were listed under the chapter title that candidates are required to read.</p> <p>SPED 522: <a href="#">Introduced</a> link accesses articles that emphasize environments that promote learning, encourage positive interactions, reflect diversity and multiple perspectives.</p>
	<p><b>U.2.5</b> Evidence is needed for when high expectations are <b>Introduced</b>. Current links do not address this TPE.</p>	<p>SPED 482b: candidates are <a href="#">Introduced to teaching students with ESN using the common core state standards here</a>, and they specifically learn how to align ELA to state standards in the course and then complete a graded activity where they teach phonics and comprehension skills <a href="#">here</a>.</p> <p>SPED 464: <a href="#">Candidates learn about the least dangerous assumption and social role valorization content and then complete a grade assignment here</a>.</p>

		<p>SPED 322: <a href="#">Introduced</a> via chapter reading and module of tiered prevention and supports that maintain high expectations for the learning of the full range of students in the classroom.</p> <p>SPED 371: <a href="#">Introduced via the course readings and videos which highlights high academic expectations for all students with the proper supports in a positive classroom environment.</a></p>
	<p><b>U3.3</b> Please provide evidence for how this TPE is <b>Introduced, Practiced, and Assessed</b>. Links provided did not explain how the TPE was presented or linked to Google docs that were not accessible to reviewer.</p>	<p>SPED 488: <a href="#">Practice link</a> goes to Weekly Activity assignment - candidates document integrating visual/performing arts.</p> <p>SPED 482a: Candidates are introduced to and practice instructional planning, design, and implementation in a <a href="#">Backward Lesson Planning activity</a>. This skill set is assessed in the <a href="#">Final Unit</a>.</p> <p>SPED 432 The <a href="#">lecture</a> introduces how to plan, implement and monitor instruction designed to support student learning within inclusive MTSS-Mathematics classrooms.</p> <p>SPED 433: <a href="#">Introduced link</a> goes to the chapter reading where how to plan, design, implement, and monitor reading instruction in the content area and study skills. <a href="#">Practice link goes</a> to the video lesson activity where candidates can practice plan, design, implement and monitor reading instruction. Reading Case Study the place where a candidate's performance of the TPE is <a href="#">assessed</a> through their lesson planning and implementation.</p> <p>SPED 482b: Developing <a href="#">cross-curricular instruction that incorporates the visual arts Introduced, practiced and assessed. Early literacy Introduced, practiced and assessed in this module, beginning reading in this module, grade-aligned ELA and writing in this module here, math in this module, science in this module in this module, and social studies in this module here. Blending Common Core and Functional Skills in this module.</a></p> <p>SPED 489b: Candidates complete a core curriculum lesson plan that incorporates the visual arts so it is Practiced and Assessed <a href="#">here</a>.</p>
	<p><b>U3.4</b> Please provide evidence for how this TPE is <b>Introduced, Practiced, and Assessed</b>. Links provided linked to comic strip assignment that did not align with TPE.</p>	<p>SPED 488: <a href="#">Candidates document consultation and collaboration with others on lesson planning</a>. This skill is formally evaluated by both the mentor teacher and clinical coach using the <a href="#">student teaching evaluation form</a>.</p> <p>SPED 482a: Candidates practice together through a <a href="#">Collaborative Lesson Planning activity</a> for science instruction which includes multiple means of expression, representation, and engagement. Skills are further practice and assessed in the <a href="#">Final Unit</a>.</p>

		<p>SPED 482b: Candidates collaborate with stakeholders to create an <a href="#">inclusive literacy lesson</a> that is Practiced and Assessed.</p> <p>SPED 432 Introduces this TPE via <a href="#">lecture</a> on UDL here and CLR practices (student cultural and linguistic background) in addition to baseline learning status to support math and science instruction</p> <p>Candidates complete a <a href="#">collaborative case study</a> where they implement UDL approaches for diverse learners.</p> <p>SPED 433: <a href="#">In the UDL comics lesson plan</a> (Step 2) activity, candidates are introduced and practice how to use multiple means of representation, expression, and engagement for students to demonstrate their knowledge. Candidates are also assessed by the completeness of their lesson plan.</p>
	<p><b>U3.7</b> Please provide evidence for how this TPE is <b>Introduced, Practiced, and Assessed</b>. Links provided linked to readings and Tumblebooks assignment that did not align with TPE language.</p>	<p>SPED 489a: Candidates are introduced to this standard and skills are practiced and assessed in the <a href="#">Instructional and Assistive Technology, Digital Literacy, and Responsibility with Social Media Platforms Module</a>.</p> <p>Candidates are introduced to digital literacy in <a href="#">week 4</a> of SPED 482b</p> <p>In <a href="#">week 2</a> of SPED 433: candidates are introduced to digital literacy and new literacies.</p>
	<p><b>U3.8</b> Please provide evidence for how this TPE is <b>Introduced, Practiced, and Assessed</b>. Links provided linked to readings and blank lesson plan assignment that did not align with TPE language.</p>	<p>SPED 489a: Candidates are introduced to technology standards and complete a module for practice and assessment in the <a href="#">Instructional and Assistive Technology, Digital Literacy, and Responsibility with Social Media Platforms Module</a>.</p> <p>Educational technology is introduced and practiced in week 1 of <a href="#">SPED 482b</a> and candidates are assessed by completing this <a href="#">activity</a> in SPED 482b.</p> <p>SPED 489b: Candidates demonstrate the use of educational technology in their lesson plan where it is Practiced and Assessed <a href="#">here</a>.</p> <p>SPED 433: Teacher candidates are introduced with knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards such as ISTE via reading assignments, such as <a href="#">Reading: New Literacies</a> and <a href="#">Readings: Digital Equity and Accessibility</a>. Candidates practice and are assessed this TPE via <a href="#">Activity 3: Digital Literacy</a>.</p>

	<p><b>U4.1</b> Clearer connection/more evidence is needed for content- and standards-related learning needs and goals, assessment data, language proficiency status (many links to go where TPE is listed)</p>	<p>SPED 488: <a href="#">Practice</a>: In a Weekly Activity assignment candidates document learning about and apply to their planning &amp; teaching students' academic status, learning needs and goals, assessment data, language proficiency status/cultural background for both short-term and long-term instructional planning purposes. <a href="#">Assessed</a>: formal evaluation form completed by mentor teacher and coach.</p> <p>SPED 489a: <a href="#">Introduce/Practice</a>: Candidates work with their mentor teachers to locate information about students' language proficiency, disability, assessment data, etc. during Week 1.</p> <p>SPED 482a: This skill set is <a href="#">Practiced/Assessed</a> when candidates complete the IEP Assignment and account for students' assessment data and background information for both short- and long-term planning.</p> <p>SPED 489b: <a href="#">Introduced and Practiced here where teacher candidates become familiar with the students in their current placement</a> and practiced and assessed during their <a href="#">formal lesson completion</a>.</p> <p>SPED 482b: Introduced, Practiced and Assessed <a href="#">here</a> where the candidates complete a module on standards-based instruction and utilize this through all their subsequent lesson planning.</p> <p>SPED 520 uses a <a href="#">case study</a> to practice locating and using data per this TPE.</p>
	<p><b>U4.2</b> Additional evidence is needed to show “characteristics of typical and atypical child development to help inform instructional planning and learning” (many links to go where TPE is listed)</p>	<p>Atypical/typical development across disabilities is introduced in <a href="#">module one</a> of SPED 371.</p> <p>SPED 488, <a href="#">Practice</a> - Weekly Activity assignment candidates document application of knowledge of atypical child development in lesson planning. <a href="#">Assessed</a> - candidates formally evaluated by mentor teacher and coach using this form.</p> <p>SPED 463: candidates are introduced to typical and atypical development in <a href="#">Chapter 8</a> of the course textbook.</p> <p>SPED 401: candidates view a <a href="#">video</a> demonstrating atypical and typical development in young children with and without autism and <a href="#">where candidates view a PowerPoint that discusses typical/atypical development</a>.</p>



	<p><b>U4.4</b> Evidence on educational technology missing. Please provide.</p>	<p>SPED 488: <a href="#">Practice</a> - in lesson plan template candidates write about using instructional technology.</p> <p>SPED 482a: <a href="#">Practice/Apply</a>: Candidates demonstrate use of educational technology, including assistive technology in the Final Unit.</p> <p>SPED 482b: Candidates are <a href="#">introduced to the use of assistive technology as a high leverage practice here</a> and the <a href="#">facilitation of educational technology as a teaching tool</a>. Candidates then <a href="#">practice applying their knowledge and graded on their responses to the use and implementation of assistive technology here</a>.</p> <p>SPED 489a: <a href="#">Practice/Apply</a>: Candidates use at least one source of assistive technology in every lesson plan.</p> <p>SPED 489b: Lesson plan incorporates the use of educational technology - <a href="#">Practiced and Assessed</a>.</p> <p>SPED 425: In this <a href="#">Weekly Activity</a> candidates are asked to identify one educational tech tool, try it, and write about their experience.</p> <p>SPED 432 has a <a href="#">lecture</a> that introduces graphing software for progress monitoring</p> <p>SPED 433: Additional information on the use of educational technology is provided to candidates through a resource on <a href="#">writing instruction using technology</a> and within <a href="#">Chapter 2 reading</a>. The use of assistive technology is practiced via <a href="#">Small group case Study</a> and assessed via <a href="#">Literature-based reading activity</a> (lesson plans incorporate the use of technology).</p>
	<p>More evidence is needed on <b>4.5</b> to assess how to promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist with successful participation in transition plans.</p>	<p>SPED 488: Candidates are assessed by both their mentor teacher and clinical coach using a <a href="#">formal evaluation document</a> that rates their ability to support students by helping them understand and advocate for strategies that meet their individual learning needs.</p> <p>SPED 482a: The <a href="#">IEP Workshop</a> teaches candidates how to provide opportunities for student self-advocacy and assist with successful participation in transition plans. Candidates are required to practice this skill and are then assessed in the <a href="#">IEP Assignment</a>.</p> <p>SPED 482b: Candidates are Introduced to <a href="#">transition planning and self-determination</a> during week 12. Candidates are then assessed by completing an <a href="#">Individual Transition Plan project</a>.</p>

	<p>More evidence is needed on <b>U4.7</b> for <b>Practiced and Assessed</b> for plan instruction for range of communication strategies and activity modes</p>	<p>SPED 488: <a href="#">Practice</a> - In a Weekly Activity assignment candidates document use of knowledge of students and their learning goals to facilitate student understanding of subject matter, and make accommodations and/or modifications.</p> <p>SPED 489a: Candidates practice and are assessed on planning instruction that promotes a range of <a href="#">communication strategies</a> in every lesson plan.</p> <p>SPED 482a: <a href="#">Assessed</a>: Candidates design a Final Unit that includes a planning for communication strategies.</p> <p>SPED 482b: Candidates are taught about <a href="#">beginning reading strategies that facilitate student participation and throughout the module content is introduced, practiced, and assessed</a>. Candidates also complete an in-class activity where they are given case studies and <a href="#">identify communication barriers, develop communication goals, and identify strategies for promoting communication</a>.</p>
	<p><b>U4.8</b> Missing evidence for IPA (links to go where TPE is listed).</p>	<p>SPED 488: <a href="#">Introduce</a> - In a Weekly Activity assignment candidates document consulting with their mentor teacher to learn about digital teaching tools.</p> <p>SPED 489a: <a href="#">Practice/Assess</a>: Candidates use digital tools to create a technology-rich lesson in a seminar module.</p> <p>SPED 482b: <a href="#">Digital literacy is Introduced</a> and Practiced <a href="#">here</a>. Digital literacy for <a href="#">instructional activities is Introduced in this presentation</a> and in <a href="#">this assigned reading</a>. It is then <a href="#">Practiced and Assessed in this activity</a>.</p>
	<p>More evidence is needed on <b>U5.1</b>, where is practice and apply for using multiple measures and sources to plan and modify instruction and document students' learning over time (many links to go where TPE is listed)</p>	<p>SPED 488: <a href="#">Practice</a> - In a Weekly Activity assignment candidates document using assessment data, to establish goals, plan, differentiate, make accommodations and/or modify instruction. <a href="#">Assess</a> - formal evaluation form completed by the mentor teacher and coach.</p> <p>SPED 489a: <a href="#">Practice</a> - Candidates discuss with their Mentor Teacher the multiple assessment measures used to track IEP progress.</p> <p>SPED 489b: Practice and assess <a href="#">here</a> during clinical practice.</p> <p>SPED 482b: Candidates are introduced to 1) data collection, 2) making data-based decisions and 3) reporting of data to educational partners. They are also <a href="#">assessed on data collection</a>.</p>

		<p>SPED 520 A <a href="#">lecture</a> introduces tests and assessments and another <a href="#">lecture</a> introduces multiple measures and progress monitoring; an <a href="#">IRIS module</a> and an <a href="#">active learning assignment</a> allows practice of administering and scoring formal and informal tests and the TPE is assessed when candidates examine student <a href="#">progress monitoring data</a> to make instructional decisions.</p>
	<p>More evidence is needed on <b>U5.2</b>, involve students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. (many links to go where TPE is listed)</p>	<p>SPED 482a: <a href="#">Introduce</a> - Class lecture includes information on using student self-assessment to reflect on and revise work.</p> <p>SPED 482b: Candidates learn about self-assessment practices for students with ESN that integrate assistive technology and this is introduced, practiced and assessed <a href="#">in this PowerPoint</a> and <a href="#">in this module about data collection</a>.</p> <p>SPED 489a: Updated <a href="#">link</a>. Candidates proctor a self-assessment with students to review their learning goals and provide opportunities to revise their work.</p> <p>SPED 489b: Candidates <a href="#">practice self-assessment</a>.</p> <p>SPED 433: Self-assessment <a href="#">is introduced</a>.</p> <p>SPED 520 a lecture introduces multiple measures of assessment, and a <a href="#">case study</a> is used to practice using multiple measures to make instructional decisions. The TPE is assessed using an <a href="#">IEP template</a> in which candidates use multiple measures to create measurable learning goals for student learning.</p>
	<p>Links for <b>U5.4</b> does not refer to using technology as appropriate to support assessment administration, conduct data analysis and communicate learning outcomes to candidates and families.</p>	<p>SPED 520 introduces the TPE with a <a href="#">lecture</a> focused on progress monitoring (PM) software. The TPE is practiced with a <a href="#">role playing activity</a> in which candidates use technology to create PM sheets and share results with families. The TPE is assessed using an <a href="#">active learning activity</a> in which candidates create PM reports using a case study.</p> <p>SPED 482b: <a href="#">Data Collection, Data Based Decisions and Data Reporting to Educational Partners module</a> (Introduced, Practiced, and Assessed) that incorporated technology for stakeholder data outcomes reporting.</p>
	<p>Clearer connection needed in <b>U5.5</b> to use assessment to assist students and families in</p>	<p>SPED 520: TPE is introduced with a <a href="#">lecture</a> focused on data and reporting; practiced using an <a href="#">active learning activity</a> where candidates practice creating and reporting data and assessed using a <a href="#">graded assignment</a> where candidates demonstrate knowledge of creating graphs, reading data and writing a summary reporting the data to families.</p>

	<p>understanding student progress in meeting learning goals.</p>	<p>SPED 482b: <a href="#">Data Collection, Data Based Decisions and Data Reporting to Educational Partners module</a> (Introduced, Practiced, Assessed) that incorporated technology for stakeholder data outcomes reporting (see module objectives)</p>
	<p>Clearer connection/more evidence needed in <b>U5.6</b>, work with specialists to interpret assessment results from assessments.</p>	<p>SPED 520: <a href="#">Lecture</a> includes details on how this TPE is introduced, <a href="#">video reflection</a> details how it is practiced; and <a href="#">case study</a> quiz indicates how it's assessed.</p>
	<p><b>U5.7</b> The assignment assessing this standard does not include information on English learners' assessment data or discussion about proficiency in English/primary language.</p>	<p>SPED 482a: <a href="#">Assessed</a>: In the Final Unit, candidates use English learners' assessment data to plan instruction.</p> <p>SPED 482b: Candidates learn about assessment of ELLs and planning instruction for ELLs where content is Introduced, practiced and assessed <a href="#">here</a>.</p> <p>SPED 464: Candidates are <a href="#">introduced to students who are ELLs</a> and increase their understanding of <a href="#">providing instruction to ELLs</a>.</p> <p>SPED 425: Candidates to learn more about <a href="#">assessing English Learners</a>.</p> <p>SPED 433 Information on English learner's assessment data is addressed <a href="#">here</a>.</p> <p>SPED 520: The TPE is introduced with a <a href="#">lecture</a> on using data and assessment teams to find EL language proficiency. TPE is practice using a <a href="#">video and reflection activity</a> and assessed using a <a href="#">case study quiz</a> where candidates read data and interpret language proficiency results.</p>
	<p><b>More evidence is needed in EX.2.1</b> other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques</p>	<p>SPED 489b: Candidates complete a <a href="#">two-part seminar</a> that introduces information on health and mobility that includes safe lifting and transferring that is practiced and assessed.</p>

	<p>for lifting and positioning and instructing or supervising other personnel in such procedures.</p>	
	<p><b>More evidence is needed in EX.2.3</b> for support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are <u>deafblind</u>.</p>	<p>SPED 464: Introduced and Assessed: <a href="#">candidates learn about teaching students who are deaf/blind</a>.</p> <p>SPED 482b: Candidates learn about and <a href="#">complete activities that facilitate social engagement</a> that are Introduced, Practiced, and Assessed.</p> <p>SPED 489b: Candidates in their clinical practice ensure they are <a href="#">developing communication rich environments with practice activities</a>.</p>
	<p>More evidence <b>EX3.1</b> on AT to support access to core curriculum for early literacy skills, reading, writing, math, and science</p>	<p>SPED 482b: Assistive technology for <a href="#">communication and instructional support Introduced</a>, for <a href="#">early Literacy Introduced, Practiced and assessed</a>, for <a href="#">Reading Introduced, Practiced and Assessed</a>, for <a href="#">science Introduced, practiced and assessed</a>, for <a href="#">Math Introduced, Practiced and Assessed</a>. Each of these build skills that can incorporate the California Preschool Learning Foundations into lesson plans.</p> <p>SPED 489b: Lesson plans can address the <a href="#">California Preschool Learning Foundations</a>.</p> <p>SPED 433: <a href="#">Assistive technology in reading and writing is introduced here</a> and <a href="#">practiced here</a>.</p> <p>SPED 432: Explanation of how the <a href="#">lecture</a> explores a website on Neuroplasticity to make connections on instruction and lifelong learning in a real life context. It is practiced using a chapter on Assistive and Instructional technology for students with ESN and <a href="#">reflect</a> on how AT can be used to access GE curriculum. It is assessed later through <a href="#">critical thinking activity</a> in which candidates develop learning plans using AT, Accommodations/Modification to support students with varying MMSN and ESN access the GE curriculum</p>
	<p>More evidence is needed in <b>EX4.1</b> to Identify and utilize behaviorally based teaching strategies in the <u>design and</u></p>	<p>SPED 322: <a href="#">Introduced</a> through a chapter about FBA and information to identify strategies and design implementation of instruction to effectively serve students. <a href="#">Practiced and Assessed</a> here.</p>

	<p><u>implementation of instruction to effectively serve students with extensive support needs</u> with the understanding that behaviors are communicative and serve a function.</p>	<p>SPED 522: <a href="#">Introduced</a> link goes to chapter content, IRIS Center FBA module; candidates conduct an FBA utilizing EBP/strategies in the design/implementation of instruction to service students with ESN. <a href="#">Practiced and Assessed</a> here.</p> <p>SPED 489b: Candidates include <a href="#">evidence of the planning and implementation of PBIS</a> in their lesson plans.</p>
	<p>More evidence is needed on <b>EX5.1</b>, Utilize <u>person-centered/family centered planning processes</u>, self-determination, strengths-based, functional/ecological, and observational assessment data from <u>multiple sources</u></p>	<p>SPED 522: Candidates utilize a person-centered/family centered approach/team approach to gather observational functional/ecological data, then design, develop and implement a BIP. <a href="#">Practiced and Assessed</a> here.</p> <p>SPED 421: Candidates are introduced to family partnerships, family centered planning, self-determination, and supports/strategies <a href="#">in this reading</a>, <a href="#">and in this reading</a>, <a href="#">and in this reading</a>, and <a href="#">in this reading</a>.</p> <p>Family centered planning, family empowerment, self-determination, instruction supports/strategies is practiced <a href="#">in this article reflection</a>, and <a href="#">this article reflection</a>, <a href="#">this article reflection</a> where candidates reflect and write about what they have read.</p> <p>Diagnosis, assessment, IEP, access to service, service support, family support, family system, family centered practice, dassed with a <a href="#">family interview assignment</a> and concepts addressed on <a href="#">the final exam</a>.</p> <p>SPED 520: The TPE is introduced with a <a href="#">lecture</a> on person centered planning and self-determination and practiced using an <a href="#">article and reflection activity</a> in which candidates reflect upon using person centered planning to engage in self-determination.</p>
	<p>More evidence is needed on <b>EX6.1</b>, Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate</p>	<p>SPED 421: Candidates <a href="#">read about family centered practices</a> throughout the span of school. Practiced when candidates <a href="#">read about a broad range of supports/strategies that support functional life skills, peer relationships, self-determination, and a sense of belonging</a>.</p> <p>SPED 520: Examining family perspectives and creating supportive involvement of families particularly during the IEP process Practiced via lecture, <a href="#">video and reflection</a>. Candidates Assessed on involving families before and during the meeting via <a href="#">Mock CR-IEP</a>.</p> <p>SPED 401: The <a href="#">Brochure Project</a> Introduces , practices and assesses creating supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social,</p>

	<p>supports to students with extensive support needs.</p>	<p>communication, sensory, and pragmatically appropriate supports to students with ESN. It disseminates information for parents/pediatricians/teachers on the early signs and symptoms of ASD, learning characteristics, EBPs and local supports and resources.</p> <p>SPED 489b: During clinical practice, a <a href="#">weekly activity</a> to cultivate supportive partnerships and then reflect on how it's being implemented across domains is Practiced and Assessed.</p> <p>SPED 464: Parent partnerships are <a href="#">Introduced</a> and <a href="#">Assessed</a>.</p>
	<p>MM 1.7 - Course 401 needs to demonstrate evidence of introduction to positive behavior.</p>	<p>SPED 401: Candidates are <a href="#">introduced to foundations of behavior, self-management strategies, naturalistic and developmental behavioral interventions</a>, and they complete a <a href="#">behavior case study</a> that examines the function of behavior through various case studies.</p>
	<p>MM 1.1 &amp; EX 1.6 - Courses 482/520/489 need to include references to preschool learning foundations.</p>	<p>MM 1.1, SPED 482a: <a href="#">Introduced</a>: During the IEP Workshop, candidates learn how to utilize the preschool learning foundations when formulating IEP goals. <a href="#">Practiced/Assessed</a>: Candidates write components of an IEP for a TK student while ensuring access to the preschool learning foundations.</p> <p>M.M 1.1, SPED 489a: <a href="#">Practiced</a>: Candidates align each lesson plan to Common Core Standards or Preschool Learning Foundations, as appropriate to their caseload/placement. <a href="#">Practiced/Assessed</a>: Candidates write a lesson plan outlining the standards or preschool learning foundations addressed and review the plan with their mentor teacher and clinical coach.</p> <p>EX 1.6, SPED 482b: Standards-based IEP's instruction includes the CA Preschool Learning Foundation and it is <a href="#">Introduced, Practiced, and Assessed</a> and in <a href="#">teaching Early Literacy</a>, and Introduced, Practiced, and Assessed <a href="#">here</a>.</p> <p>EX 1.6, SPED 489b: Candidates <a href="#">align their lesson plans with the common core standards of CPLF as Practiced and Assessed</a>.</p> <p>SPED 520: The TPE is introduced in a <a href="#">lecture</a>, practiced in an <a href="#">in-class activity</a>, and assessed in a <a href="#">quiz</a>.</p>
	<p>MM 1.2 &amp; EX 1.7 - Course 482 on matrix refers to OI and not to communication</p>	<p>MM 1.2, SPED 482a: <a href="#">Practiced/Assessed</a>: Candidates address communication in the IEP Assignment.</p> <p>EX 1.7 SPED 482b: Candidates learn about assistive technologies used for communication and instructional support to access common core and IEP goals and it is <a href="#">introduced, practiced and</a></p>

		<a href="#">assessed</a> . It is also <a href="#">embedded into instructional content for beginning reading where it is introduced, practiced and assessed</a> .
	MM 1.3 - Course 482 project is on lesson planning and not language development. Link likely needs to be changed.	SPED 482a: <a href="#">Assessed</a> : Candidates write a paper on language development.
	MM 1.4 - Course 482 linked assignment doesn't refer to progress monitoring	SPED 482a: Progress monitoring is practiced in the <a href="#">IEP Goal Workshop</a> and assessed in the <a href="#">IEP Assignment</a> .
	MM 1.5 - Course 482. No assignment on post secondary in link. It is also not clear how the family is involved with this link.	SPED 482a: Post-secondary and family involvement are practiced and assessed in the <a href="#">IEP Assignment</a> .
	MM 1.6 - Course 463 - link is incorrect	SPED 463: <a href="#">Introduced</a> in self-advocacy on a PPT lecture. <a href="#">Introduced</a> a video that overview transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. This information is <a href="#">practiced/assessed</a> via an IRIS module completion and <a href="#">practiced/assessed</a> via a transition case study activity.
	MM 2.4 - Course 421- link is incorrect. Course 432 link is incorrect.	<p>SPED 432: Created <a href="#">lecture</a> focused on collaborating with families and support personnel to provide culturally responsive educational opportunities. Lecture includes a video on learning experiences in home and hospital environments.</p> <p>SPED 421: Candidates have several required reading that introduce them to the following: <a href="#">Transition to adult services introduced in this reading</a>, <a href="#">family collaboration/relationship development is introduced in this reading</a>, and <a href="#">working with personnel including screening processes, RTI, categories of risk, substance abuse, children living in poverty, EL, marginalization, and gifted children introduced in this reading</a>.</p> <p>Candidates are introduced to solution-oriented work with families, respecting roles, cultural background, communicating/collaboration with families, natural supports, and understanding general</p>



		<p>education for students with disabilities Introduced <a href="#">in this reading</a>, and <a href="#">in this reading</a>, and <a href="#">in this reading</a>.</p> <p>Practice: candidates <a href="#">write a reflection about general education</a>, <a href="#">module on working in a collaborating with families module</a>, and <a href="#">discuss the value of family involvement</a>.</p> <p>Candidates are assessed via the <a href="#">Family Interview</a> assignment &amp; via the <a href="#">final exam</a> which covers concepts reflect family systems, socioeconomic status, and family centered approach for personnel.</p>
	MM 2.1 - Course 482- Final on lesson plan does not mention special education.	SPED 482a: The <a href="#">Final Unit Plan</a> is specific to teaching students with mild/moderate support needs (practiced/assessed).
	MM 2.2 - Course 489 - Link only goes to beginning of syllabus.	SPED 489a: Candidates practice and are assessed when they are required to describe <a href="#">specific aspects of the environment</a> that support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in the class and lesson. As appropriate they will work to organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.
	EX 2.6 - Course 482b needs to include assistive tech & AAC procedures in link.	<p>EX 1.7 SPED 482b: <a href="#">Assistive technologies used for communication and instructional support to access common core and IEP goals introduced, practiced, and assessed</a>. It is also embedded into instructional content for beginning reading where it is introduced, practiced and assessed <a href="#">here</a>.</p> <p>EX 2.6 489b: Candidates <a href="#">complete a seminar on health and mobility</a>.</p>
	EX 2.7 No "P" listed in matrix	<p>EX 2.7 SPED 464: Candidates <a href="#">practice demonstrating their knowledge on functional limitations of movement</a>.</p> <p>EX 2.6 489b: Candidates complete a <a href="#">seminar on health and mobility</a>.</p>
	MM 2.5 - Course 401 - The case study needs some clarification to include communicative intent of behavior.	SPED 401: Functional behavior assessment data, and questions related to data analysis (e.g., identifying patterns, function) and intervention (e.g., functionally-equivalent communicative replacement behavior, evidence based teaching strategies/plan) <a href="#">Practiced and Assessed here with behavior case study</a> that consists of four vignettes, which include student descriptions. Candidates demonstrate their knowledge of communicative intent of students' behaviors as well as the ability to help students develop positive communication skills and systems to replace negative behaviors.

	MM 2.7 - Course 489 link goes to a list only	SPED 489a: <a href="#">Practice</a> : Candidates identify site-based and community resources and supports, and they write a summary about how to access these supports and under what circumstances.
	EX 2.10 - Course 489B link goes to a log only	SPED 489b: Collaboration is required and evident within the <a href="#">lesson plan template</a> .
	MM 2.8 - Course 522 - It is not clear how this link meets the TPE. Course 489 - The link within the course is missing any mention of collaboration in the description.	SPED 489a: <a href="#">Practice/Assess</a> : Candidates outline collaboration practices in every lesson plan.  SPED 522: <a href="#">Introduced</a> , <a href="#">Practiced</a> and <a href="#">Assessed</a> - PBIS project/BIP candidates collect pre/post data to create and implement positive behavioral supports needed to maintain student success in the LRE.
	EX 2.11 - Course 489B - The link within the course is missing any mention of collaboration in the description.	SPED 489b: <a href="#">Collaboration documented in Weekly Reflection</a> activity where candidates describe how collaboration and/or co-teaching with your MT and/or another professional, such as a general education teacher, speech therapist, occupational specialist, or community agency to design this lesson to support students' success in the least restrictive environment. Also describe how you will utilize paraeducator support.
	MM 2.9 & EX 2.12 - Courses 489a & 489B - The linked description makes no mention of community-based instructional environments.	MM 2.9, SPED 489a: <a href="#">Practice/Assess</a> : Candidates discuss the instructional environment, including community-based instructional environments as applicable, in every lesson plan. .  EX 2.12, SPED 489b: Candidates in clinical practice provide a reflective practice where they <a href="#">describe the environment, specifically whether it is in the classroom, another space on the school campus, or a community-based setting</a> .  EX 2.12, SPED 464: <a href="#">CBI introduced, practiced, and assessed</a> .
	MM 2.11 - Course 421 - The links lead to a section on parent empowerment and to the final.	SPED 421: <a href="#">TBI Introduced</a> via chapter discussion of case study where a high school student acquired TBI and poses critical thinking questions. Also <a href="#">in IRIS module</a> candidates can choose different scenarios to work through in this module. One scenario is on TBI.  SPED 463: <a href="#">Practiced and assessed here (please see step 3) in case activity</a> - candidates demonstrate their knowledge of how they would address the needs of individuals of TBI.

	<p>MM 3.2 - Course 463 - The link only addresses ADHD. Course 401 - The link goes to the top of the syllabus. Course 421 link goes to parent/teacher communication.</p>	<p>SPED 463: This course provides a <a href="#">chart</a> that shows candidates how MM 3.2 is addressed throughout course readings and assignments as described below:  Chapter 1. Learning Disabilities and Related Disabilities: Characteristics and Current Directions (I)  Chapter 6. Social, Emotional, and Behavioral Challenges (I)  Chapter 7. Related Disabilities: Autism Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) (I)  Chapter 9. Adolescents and Adults With Learning Disabilities and Related Disabilities (I)  Chapter 11. Spoken Language Difficulties: Listening and Speaking (I)  401: Learning, social-emotional and behavioral characteristics introduced <a href="#">here</a>.    SPED 421: TPE was removed from this course.</p>
	<p>EX 3.4 - 489B just links to a lesson plan. Course 464 - link goes to top of syllabus. Course 488 - Link is incorrect. CourFe 432 - Link is incorrect.</p>	<p>SPED 488: Lesson plan template now includes <a href="#">area for candidates to address UDL</a>.    SPED 432: Introduced with <a href="#">lecture</a> on student academic challenges and progress monitoring. Candidates engage in <a href="#">case study</a> to demonstrate knowledge of disability related learning challenges and how to create optimal learning environments and adapt instruction to meet student needs.    SPED 489b: this was not in the matrix for SPED 489b    SPED 464: Candidates practice and assess knowledge of disabilities and the effect on the learning environment through the Disability Characteristics paper <a href="#">here</a>.</p>
	<p>MM 3.3 - Course 371 - Evidence was found but the link goes to TPE 3.1. Course 463 - The activity in the link doesn't appear to match the TPE. Course 421- Link is incorrect.</p>	<p>SPED 371: <a href="#">Atypical development Introduced: course readings, lectures, and videos</a> review this information as well as a required discussion post.    SPED 463: Resilience and protective factors of the MM3.3. are addressed <a href="#">in assignment on atypical development and risk conditions</a>.    SPED 421: Description of both texts (<a href="#">Overton &amp; McGinley</a>) found here. These texts explore atypical development associated with a variety of disabilities and risk conditions, resilience and protective factors. Overton represents real stories of 10 families (case studies), and McGinley is written by professionals and professors and discusses how candidates work with students with disabilities and their families to ensure student learning success and family supports. Concepts are Introduced though <a href="#">reading on defining families</a>, <a href="#">family systems theory</a>, <a href="#">partnerships with families</a>, <a href="#">families of</a></p>

		<p><a href="#">children at-risk for disability</a>, <a href="#">family partnerships</a>, <a href="#">parent/sibling adaption across transitions</a>, <a href="#">assessment points across the lifespan</a>, <a href="#">working with families of students birth-5</a>, and <a href="#">collaborating with families of students in primary school</a>, through readings in these two texts, throughout the syllabus.</p>
	EX 3.5 - Course 388 - Link is incorrect.	SPED 488: Practice of this TPE occurs in <a href="#">first semester of student teaching</a> when candidates document how they support the development and use of academic language.
	<p>MM 4.3 - Course 489a and EX Course 489</p> <p>B- The linked activity needs to be clearer as to how it addresses behavior strategies as a requirement for the assignment.</p>	<p>MM 4.3, SPED 489a: <a href="#">Practice/Assess</a>: Candidates describe the behavior needs in the class and strategies they will use to address them.</p> <p>SPED 489b: Within lesson planning, candidates <a href="#">describe the behavior needs in the class and the strategies they will use to address them</a>.</p>
	MM 4.1 - Course 433 - The link goes to the top of the syllabus.	<p>SPED 433: <a href="#">The link is fixed and it is now going to MM 4.1</a>.</p> <p>In Week 5, AAC is introduced via <a href="#">AAC for Children with Limited Expressive Language</a></p> <p>In Week 11 and 12, assistive technology is introduced via readings such as <a href="#">Writing instruction (technology, assistive technology)</a> and <a href="#">Assistive Technology in Reading and Writing</a>.</p>
	<p>MM 4.2 - Course 433 - The link goes to the top of the syllabus.</p> <p>Course 432 is listed as an “I” in the MM matrix and as “IPA” in the ESN matrix. Since this is an overlapping course, the indicators should be the same</p>	<p>SPED 432 introduces HLPs through a <a href="#">lecture</a> on CR (culturally responsive) pedagogical practices and lesson planning in inclusive math classes. It is practiced through a <a href="#">group discussion</a> focused on CR Math lesson planning and assessed at the end of the semester using a math/science <a href="#">unit project</a> in which candidates create CR lesson plans with scope and sequence outlines</p> <p>SPED 433: <a href="#">The link is updated and now goes to MM 4.2</a>.</p> <p>The use of evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction are introduced in multiple places in SPED 433, including: <a href="#">Chapter 2 reading</a> and <a href="#">PPT reading (Reading Instruction for Diverse Students)</a>. It is practiced via a <a href="#">small group case Study</a> (providing equitable access). This TPE is assessed via <a href="#">Literature-based reading activity</a> (lesson plan, instructional sequences) and <a href="#">Curriculum Review Activity</a> (state-adopted core curriculum).</p>

	<p>EX 4.4 - Course 371 - The link is incorrect. Courses 482B &amp; 489B - The inclusion plan doesn't address HLP.</p>	<p>SPED 371: Please ignore link. It should not of been on matrix.</p> <p>SPED 464: <a href="#">Introduced/Practiced/Assessed</a>: candidates learn about high leverage practices via readings and a video and they complete a related assignment.</p> <p>SPED 482b: <a href="#">Candidates view a presentation on high-leverage practices.</a></p> <p>SPED 489b: <a href="#">Practice and Assessment</a>: candidates address the use of high-leverage practices in their lesson planning. Practice and Assessment can be found <a href="#">here</a>.</p>
	<p>EX 4.5 - Course 433 - The link goes to the top of the syllabus. Course 489B - The lesson plan doesn't clearly address writing IEP goals.</p>	<p>SPED 433: <a href="#">Updated the link</a>. Candidates are introduced to how to write goals that are responsive to the unique needs of students via <a href="#">reading assignments</a>. Then, candidates practice how to write such goals via the <a href="#">writing goal activity</a>.</p> <p>SPED 489b: Mistakenly linked.</p>
	<p>MM 4.5 - Course 421 - The link is incorrect.</p>	<p>SPED 421: The TPE has been removed from this course and addressed in courses below.</p> <p>SPED 463: Through <a href="#">PPT of TBI</a>, the knowledge related to core challenges associated with open- and closed-head injury is introduced. Through <a href="#">case study</a> of a student with TBI, teacher candidates can practice and be assessed their knowledge of core challenges associated with open and closed-head injury (please see step 3).</p>
	<p>EX 4.6 - The matrix is lacking a "P". Course 371 - The link is not active.</p>	<p>SPED 371: <a href="#">Link to introduction of TBI</a>. Candidates are introduced to the causes of TBI.</p> <p>SPED 464: Candidates <a href="#">practice demonstrating their knowledge of TBI located</a>.</p>
	<p>MM 4.6 - Course 421 - The link is incorrect. Course 488 - Co-teaching is not included in the lesson plan. Course 489 only touches on paras and not the rest of what is included in the TPE.</p>	<p>SPED 489a: <a href="#">Practice/Assess</a>: Candidates will describe how they collaborated and/or co-taught with their mentor teacher or another professional, such as a general education teacher, speech therapist, occupational specialist, or community agency, to design this lesson to support students' success in the least restrictive environment. They also describe how they utilized paraeducator support.</p> <p>SPED 488: lesson plan description specifies that at least <a href="#">one lesson must be co-taught</a>.</p>

		<p>SPED 421:          Introduced: candidates learn about <a href="#">supporting families and professionals and their roles, including SWD in general education</a> and in a <a href="#">chapter encompassing student transition</a>. Also, <a href="#">discussing transition with families (birth to five)</a> and here <a href="#">transition with families (primary school years)</a>.</p> <p>Practiced: candidates <a href="#">engage in a module on coordinating, collaborating, and communicating with families</a> and when candidates <a href="#">ask about families coordination, collaboration, and working with the school team and transition</a> in an interview assignment.</p>
	EX 4.7 - Course 482B - The link goes to a literacy lesson. Course 489 - Making a list of agencies does not address how to collaborate with them.	<p>SPED 482b: Links to <a href="#">co-planned with GE teacher inclusive literacy lesson</a>. Candidates <a href="#">complete a module on transition planning on self-determination</a>.</p> <p>SPED 489b: <a href="#">Co-teaching and collaboration Introduced, Practiced, and Assessed in clinical practice here</a>.</p>
	MM 4.7 - Course 421 - The link is incorrect.	<p>Relinked:          SPED 421:          Introduced in a <a href="#">chapter about assessment to research-based intervention and collaborating with families</a>. Also Introduced here <a href="#">identifying the needs of families of young children with disabilities, IFSP process, and transition</a>.</p> <p>Introduced <a href="#">here</a> through a chapter about supports, resources, the IEP &amp; IEP process, and the collaborative team process.</p>
	EX 5.2 - Course 488 - The link goes to the TPE, but there is no evidence provided.	<p>SPED 488: Candidates <a href="#">write about how they are using assessment data to guide progress monitoring</a> in their Weekly Reflection.</p>
	MM 5.2 - Course 482 - The IEP assignment doesn't meet the TPE requirements. Course 520 - The link only goes to a template. Course 489 - The link goes to a document that only discusses progress monitoring and that	<p>SPED 482a: Introduce: Candidates learn how to utilize assessment data in the Week 10 <a href="#">lecture</a> and in the <a href="#">IEP Workshop</a>. Practice/Assessed: Candidates utilize assessment data to drive IEP goals and supports in the <a href="#">IEP Assignment</a></p> <p>SPED 489a: Practiced/Assessed: This TPE is covered in part in this course. Candidates utilize <a href="#">progress monitoring data</a> and an <a href="#">informal assessment</a> to identify intervention and support strategies.</p>

	does not meet the TPE requirements.	SPED 520: part 1 of the TPE is introduced and practiced with a <a href="#">discussion and a case study</a> ; part 2-5 of the TPE is practiced and assessed using a <a href="#">case study and graded activity</a> ; part 6 is introduced with a <a href="#">lecture</a> and assessed with a <a href="#">quiz</a> .
	EX 5.3 - Course 489B- The description is vague. Needs to be more specific to meet the TPE.	SPED 489b: <a href="#">Assessment and data collection practiced in this Weekly Activity</a> , and <a href="#">in this Weekly Activity</a> , and <a href="#">in this Weekly Activity</a> .  SPED 482b: Introduced, practiced and assessed in this <a href="#">module on</a> "Data Collection, Data Based Decisions and Data Reporting to Educational Partners"
	MM 5.3 - Course 421 - The link is incorrect. Course 520 - The link goes to a mock IEP assignment, so it is unclear how this meets the TPE.	SPED 520: The IEP assignment is the culminating assignment in which candidates take what they've learned in class and use it to provide a legally sound, culturally responsive IEP meeting and IEP document. Demonstrate SPED Law is Introduced with a <a href="#">lecture</a> and assessed with a <a href="#">quiz</a> ; administration and documentation of assessment is Practiced and Assessed using an <a href="#">in-class active learning activity</a> ; how to hold IEP meetings according to established law is (re)Introduced, Practiced and Assessed with the MOCK CR-IEP <a href="#">template and presentation project</a> .  SPED 421: Introduced in <a href="#">a chapter addressing laws that support families</a> : processes in special education and provisions under IDEA, the differences and similarities among IDEA, Section 504, and ADA and its amendments. Describes the role of families in the laws for children with disabilities. Also, Introduced when candidates <a href="#">read about the IEP, the IEP process, and the collaborative team process</a> .
	EX 5.4 - Course 482B - The link goes to a section on IEP development. Course 488 - The link refers to attending IEP meetings.	SPED 488: <a href="#">Assignment</a> about special education law, the administration and documentation of assessments and how to hold IEP meetings according to legal guidelines.  SPED 482b: <a href="#">The link for 482b refers to the TPE 5.4 language "...how to hold IEP meetings according to the guidelines established by law."</a>
	MM 5.5 - Course 433 - Link goes to top of syllabus.	SPED 433: <a href="#">Updated the link</a> . Via assigned readings, candidates are introduced to <a href="#">second language development</a> and the <a href="#">distinction between language disorders, disabilities, and language differences</a> .
	EX 5.6 - No "P" listed on matrix	SPED 482b: <a href="#">Introduced</a> and <a href="#">Practiced and Assessed</a> where candidates learn to: 1. Identify the critical factors in an ELL student's background that impact their academic achievement, 2. Compare the pre-referral/RTI process for English-only and ELL students, 3. Identify strategies to differentiate language

		<p>disorders from the second language acquisition process, 4. Identify instructional strategies that address an ELL student’s experiential, cultural, and linguistic background and disability or learning challenges.</p> <p>SPED 489b: Practiced in each lesson plan <a href="#">here</a>.</p>
	MM 6.1 - Course 489 - The linked activity doesn’t meet the TPE.	<p>SPED 489a: <a href="#">Introduced</a>: Candidates discuss with their mentor teachers how they coordinate and collaborate effectively with paraeducators. <a href="#">Practiced</a>: Candidates write a 2-page summary about what they have learned about effective paraeducator coordination and collaboration. <a href="#">Assessed</a>: Candidates are formally assessed by their mentor teacher and clinical coach on their ability to effectively coordinate and collaborate with paraeducators and other adults in the classroom.</p>
	EX 6.2 - Course 488 - The link doesn’t meet the TPE requirements. Course 489B - The linked activity is an introduction activity but listed as “P and A”.	<p>SPED 488: In lesson plan template, <a href="#">candidates describe</a> how they will coordinate and collaborate effectively with paraprofessionals and other adults.</p> <p>SPED 489b: Seminar on successfully working with paraprofessionals <a href="#">Introduced, Practiced, and Assessed</a>.</p> <p>SPED 482b: Successfully working with <a href="#">paraprofessionals Introduced</a>.</p>
	MM 6.2 - Course 421 - The link is incorrect.	<p>SPED 421: <a href="#">Introduced in this chapter</a> which covers laws that support families: IDEA, Section 504, ADA, role of families in the laws for children with disabilities including conflict resolution including mediation and resolution sessions with families. <a href="#">Also introduced</a> when candidates read about the roles of each member of the multidisciplinary team (MDT), implementing strategies for communicating effectively, and an effective process for resolving conflict. Lastly, <a href="#">Introduced in the Module</a> where they learn about collaborating with families in a <a href="#">module about family engagement</a>.</p>
	EX 6.3 - No “P” listed on matrix.	<p>U6.3 (ESN), SPED 464: Candidates <a href="#">practice via a module</a> on working with families and collaborating with service providers that introduces staging successful IEP meetings and being a collaborative partner.</p>
	MM 6.3 & EX 6.4 - Course 520 is an overlap course. However, the MMSN matrix lists “I,A” and	<p>SPED 520: TPE is introduced with a <a href="#">lecture</a>, practiced using an <a href="#">article and discussion</a> activity and assessed using a <a href="#">graded group discussion</a> and questioning activity.</p>



	the ESN matrix lists "I,P,A". They should match.	
<b>Standard 3:</b> Clinical Practice	Evidence not linked in documents or listed in narrative. Reviewer was able to locate by searching online for the CSUF Education Specialist handbook.	<a href="#">Clinical practice information from handbook.</a>