Department of Education
Master of Arts and Credential Program
EDUC 230/231d (6 unit)
Ethical Reflective Practicum in Special Education
Spring

Instructor: Dr. Melina Johnson	*Course Meeting:* Thursdays, 4:00-6:00 pm
Email: mrjohnson@scu.edu	*Classroom:*
	Office Hours:

Mission and Goals of the Department of Education
Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of
Education is to prepare professionals of competence, conscience, and compassion who will
promote the common good as they transform lives, schools, and communities. Our core values of
reflective practice, scholarship, diversity, ethical conduct, social justice and collaboration guide
both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)
The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa
Clara University. The MS/SS faculty focuses on ensuring each student will begin his or her
teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making.

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description:
This class is the fourth in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the 6-12th grade levels. The main focus of the clinical practicum seminar is to support students as they complete their student teaching experience. This seminar focuses on the Teacher Performance Expectations (TPEs), and MMSN TPEs as indicated in the course objectives. The seminar, in combination with classroom teaching, will provide students the opportunity to discuss instructional strategies and methodologies, as well as challenges and issues in public education, particularly programs for students with disabilities. It will also provide classroom-based support while students complete the California Teacher Performance Assessments (CalTPAs) and the Education Specialist Exam.

Course Objectives

This course will develop students' knowledge of or skills with…		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Continuous reflection on your lessons, instruction and the moral and ethical core of your teaching practice.	2, 4	4, 6	6.1-6.4, 6.6	
2	Developing a repertoire of strategies for managing student behavior that creates and maintains a safe and fair learning environment that supports the physical and social psychological well being of all students.	1, 3, 4	1, 5, 6	1.8, 2.1,	1.7, 2.5, 2.6
3	Using technology to support learning, engage students, promote digital citizenship, and assess learning as well utilizing assistive technology and AAC as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.	1	1	3.6,	7.5
4	Using a range of curricular materials and resources to increase student engagement and demonstrating the ability to modify materials to meet the needs of English Learners and students with identified disabilities.	1	1, 2	3.4, 4.4	2.1
5	Understanding the policies related to specialized health care in education settings, and the legal and ethical responsibilities of a professional educator.	4	6	2.3, 2.4, 6.6	6.3, 6.4

#	Description	DG	PLG	TPE	MMSN TPE
6	Exploring and understanding contemporary issues in teaching relating to state adopted standards, professional ethics, rights, responsibilities, student diversity, and the unique experiences of students with disabilities and their families.	4	6	2.3, 2.4, 6.6	6.5, 6.6
7	Planning and providing (both independently and collaboratively) multi-tiered classroom instruction, including literacy instruction, that is standards-based and evidence-based; responsive to student diversity of culture, language, and ability; ensures access to grade-level literacy activities; promotes students' development of language and effective expression; promotes students' content knowledge; and engages students in higher-order cognitive skills.	1,3	1,2	1.6, 2.2, 3.4, 5.5, 7.1-7.10	7.1, 7.4
8	Developing a repertoire of effective strategies for teaching and monitoring student progress toward learning goals and literacy development, and demonstrating the ability to adapt assessments to better assess progress on language and learning goals for English Learners and students with identified disabilities.	1	1,2	1.6, 1.8, 2.1, 2.2, 2.5, 3.2, 3.4, 3.5, 3.6, 4.4, 5.3, 5.5, 7.1-7.10	1.4, 2.1, 2.10, 5.1, 5.2, 5.6, 7.1, 7.4
9	Collaborating with colleagues—including education specialists, paraprofessionals and general education teachers—and classmates, analyzing the complexities of ethical teaching in diverse classrooms, in particular diversity of culture, language, ability, and socioeconomic status.	4, 5	4, 6	6.1, 6.2, 6.3	2.8, 7.2, 7.3
10	Engaging in professional inquiry, establishing professional learning goals, and improving professional practice.	2	4	4.6, 6.3	
11	Maintaining a professional rapport and effectively and respectfully communicating with students, parents, teachers, and staff, including the use of conflict resolution techniques when needed.	4	4, 5	6.4	4.7, 6.2 , 7.3

***DG**=Department Goals; **PLG**=Program Learning Goal; **TPE**=Teaching Performance Expectation; **MMSN TPE**=Mild to Moderate Support Needs Teaching Performance Expectation

Course Requirements/Assignments

Assignment	Assessment value	Course Objective Assessed

1	Class Attendance and Participation	20%	1-11
2	Field Experience: Full participation in student teaching placement for three class periods; Four lesson observations completed by Master Teacher and University Supervisor (total of eight); and Satisfactory Summative Evaluations from Master Teacher and University Supervisor	35%	2-4, 7-11
3	Reflections & Teaching Circle Participation	20%	1, 2, 5, 6, 9, 10
4.	*Signature Assignment*: Differentiation Reflection and Task Individual Development Plan *See specific directions and rubric for more information.*	25%	1, 2, 5, 6, 9, 10

Class Attendance and Participation Being present in class, being on time to class, and participating in class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend and be on time for all classes as scheduled for the quarter. You will be asked to sign in for class by responding to each session's opening prompt using the Zoom chat feature and completing an exit question at the end of each class. Your typed response in the chat and completion of the exit question will ensure that you receive credit for the class sessions that you attend and in which you participate. Extenuating circumstances may result in the need for a class absence or tardiness. Each student will be granted one emergency absence per course, excusing you from one class session with (at most) half the grade penalty. To use your excused absence, please notify me by email or phone BEFORE class. If there is an emergency and it is not possible to contact me prior to class, you are responsible for contacting me within 24 hours by email or phone to let me know why you were absent from class. Please be sure to review any course materials in the Module on Camino for the missed class date.
Excessive tardiness may also result in a grade penalty (loss of points) as it may affect class participation. Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Field Experience During spring quarter, you are expected to be present at your student-teaching placement five days per week, teaching three class periods and observing and/or preparing during another class period. You should continue to participate in parent and IEP meetings held for students in your classes, resolving conflicts that arise, and utilize technology including assistive

technology, where appropriate as an assessment and communication tool, and as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways. Though you may sometimes teach using your Master Teacher's lesson plans, you should have opportunities to co-plan lessons or lesson sequences with your Master Teacher, as well as teach your own lessons to the students. Lessons should include literacy instruction and ELD instruction that is standards-based; be responsive to student diversity of culture, language, and ability; be informed by universal design for learning principles; ensures access to grade-level literacy activities for students with and without disabilities; promotes students' development of language and effective expression; promotes students' content knowledge; and engages students in higher-order cognitive skills. You will submit your Clinical Practice Log monthly and short videos of your teaching throughout the quarter. Your Master Teacher and Field Supervisor will each observe and formatively evaluate your teaching 4 times during the quarter with focus on conflict resolution strategies employed. Although all seven Teaching Performance Expectations are evaluated throughout the academic year, spring quarter observations include specific focus on TPEs 4, 5, and 7. At the end of spring quarter, you, your Master Teacher, and your Field Supervisor will complete the *Completion of Clinical Practice Field Placement* form. (Practice MMSN 1.7, 2.10, 4.7, 5.1, 5.2, 5.6, 7.1, 7.2, 7.3, 7.4, 7.5; Practice & Assess 1.4, 2.5, 2.6, 6.2, 7.4, 7.5; Assess 2.8. 6.1,, 6.6) (Practice UTPE 2.1, 2.2, 2.3, 2.4, 4.6,; Practice/Assess 6.4; Assess UTPE 2.1, 2.2, 2.5, 2.6, 4.4, 5.4, 5.5, 6.6, 7.1-7.10)

Reflections and Teaching Circle Participation Each week, you will submit a one-page reflection on your field experience, with a particular focus on establishing a positive, inclusive classroom learning environment, planning instruction that meets the academic and social-emotional needs of a diverse group of students, including English learners and students with disabilities, collaborating with colleagues to support English Learners and students with identified disabilities, the historical and legal responsibilities for supporting students with identified disabilities, and furthering understanding of specialized health care in the school or district assigned that may deal with students experiencing trauma. Reflections on these and other various topics such as establishing professional learning goals discussed in class or explored through readings/videos, will be assigned. You will also participate in a series of "teaching circle" reflective discussions with your peers, leading at least one discussion. (Practice MMSN 1.7, 2.5, 2.6, 2.10; Assess 6.3, 6.4) (Practice UTPE 1.6, 2.1, 2.2, 2.3, 2.4, 6.1; Practice/Assess 6.3; Assess UTPE 1.6, 2.1, 2.2, 6.1, 6.2)   *See end of document for rubric for reflections and teaching circle assignment.

Signature Assignment Requirements. The purpose of the Signature Assignment for this course, referred to as the Teacher Toolkit, is to collect evidence of your ongoing development toward meeting Program Learning Goals and California Teaching Performance Expectations. The Teacher Toolkit for this quarter consists of 2 elements: (1) Differentiation Reflection and Task, and (2) Individual Development Plan.

Differentiation Task – Teachers are expected to meet the diverse needs of all of their students maintaining high expectations for learning with effective support. With that in mind, you will demonstrate your ability to differentiate classroom instruction by choosing an upcoming lesson plan, or a lesson that you've already taught and identifying how you could differentiate (through content, process, and product using multiple means of representing, expressing, and engaging students).

Explain the specific learning goals you would be addressing with these changes including English learners and students with disabilities and how you will involve your students in self-assessment and reflection.

1. How can I create a classroom environment that promotes inclusivity, celebrates diversity, and reduces stigma?
2. How will I assess the effectiveness of my differentiated strategies and make necessary adjustments? How frequently should I monitor students' progress and adjust my instruction and interventions based on the collected data? How will ongoing formative assessment be used to monitor student understanding and guide differentiation throughout the lesson?
3. How can I utilize informal, formal, and diagnostic assessment data to inform your Universal, Tier 2 and Tier 3 instruction and interventions?
4. How can I encourage peer support and collaboration in a way that benefits all students, including those with disabilities and ELLs?
5. How can I integrate culturally responsive teaching materials and practices to make content more relatable and engaging for diverse learners?
6. What feedback mechanisms will I establish to ensure both students and their families can communicate about the efficacy of the differentiation strategies?
7.How can the lesson be structured to ensure accessibility for all students, including those with disabilities and English learners?
   ● What are the individual strengths, needs, and IEP goals of the students with disabilities in my class?
   ● Which specific modifications or accommodations will best support these students' access to the curriculum?
   ● How can I utilize assistive technology tools or Augmentative and Alternative Communication (AAC) to enhance learning experiences for students with disabilities?
   ● What scaffolding strategies can I employ to ensure content is accessible and meaningful for students with disabilities? How can I ensure that assessments are fair and provide alternative ways for students with disabilities to demonstrate their understanding?
   ● What is the proficiency level of my ELLs, and how can I tailor my instruction to match their language needs?
   ● How can I incorporate visual aids, manipulatives, and graphic organizers to assist in comprehension for ELLs?
   ● What strategies can I use to foster academic vocabulary development specific to the content area for ELLs?
   ● How can I incorporate opportunities for structured speaking and listening activities to boost language acquisition?
   ● How can I scaffold reading and writing tasks in a way that aligns with ELLs' current language proficiency, while still challenging them?
   ● How can I foster students' oral and written language development, focusing on vocabulary knowledge, grammatical structures, and discipline-specific academic language?

(Practice/Assess MMSN 2.1, 7.1, 7.4) (Introduce UTPE 4.4; Practice UTPE 1.6, 2.5, 3.2, 3.5, 3.6, 4.4, 5.5, 7.4-7.10; Practice/Assess 3.4, 5.3; Assess UTPE 1.6, 2.5, 7.1, 7.2, 7.4-7.10)
The rubric for the Differentiation Task is at the end of the syllabus.

Individual Development Plan – The California Commission on Teacher Credentialing (CTC) expects that you leave the SCU MATTC program with an Individual Development Plan (IDP), which you create in collaboration with your Master Teacher and Field Supervisor, for use during your Induction program. Your IDP will include recommendations for growth and professional development.

Assessment/Grading Criteria

Pass/No Pass grade will be based on: 1) satisfactory completion of course requirements and 2) quality of performance and mastery of assignments determined by me, your Master Teacher and your University Field Supervisor. You must **fulfill all field experience requirements.** Overall performance must be equivalent of a "B-" or above to earn a passing grade.
- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model effective communication skills for your students.

Professional Conduct and Performance Policies
If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements; however, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.
Communication. Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you are receiving important information and updates from SCU faculty, staff, and classmates.**

Responsible Use of Technology. Everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole-class discussions, group work and pairs is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic integrity. The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

> *I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Department of Education and University Resources
Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the *School of Education and Counseling Psychology Bulletin* for details. If you

have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: http://www.scu.edu/provost/writingcenter/.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. https://www.scu.edu/title-ix/resources/pregnancy/pregnancy.

Discrimination, Harassment and Sexual Misconduct (Title IX) SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit https://www.scu.edu/title-ix/. If you wish to speak with a confidential resource, please visit https://www.scu.edu/title-ix/resources/student/.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private

as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: https://www.scu.edu/hr/quick-links/ethicspoint/. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

This continues to be a strange time, and we are all anxious. So take care, especially now. Do your best in this class (and all of your classes). And cut yourself a break. Be kind to others and yourself. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate or otherwise attend to your spirit. And ask for help when you need it. Lots of folks, including me, are here to support you. These resources may be especially helpful:

https://www.scu.edu/wellness/
The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

https://www.scu.edu/cowell/counseling-and-psychological-services-caps/

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. See website for details and eligibility.

https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online
Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

EDUC 230D Class Schedule and Course Outline
Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

Class Session & Date	Course Topics & In-Class Activities	Assignments Due
Session 1	● Review Spring Quarter Expectations ● Teaching Circle (Introduction)	
Session 2	ASYNCHRONOUS CLASS SESSION ● Self-Care and Mindfulness in the Classroom	Reflection 1
Session 3	ASYNCHRONOUS CLASS SESSION ● Specialized Health Care in Education	Reflection 2
Session 4	● Concurrent Teaching ● Teaching Circle	Reflection 3
Session 5	● Parent Engagement (Guest: Jaime Koo - Parent Engagement Support, Santa Clara County Office of Education—Focus on families of students with disabilities ● Teaching Circle	Reflection 4
Session 6	● Individual Development Plan ● Teaching Circle	Reflection 5
Session 7	● Induction (Guests) ● Teaching Circle	Reflection 6
Session 8	● Assessing and Monitoring the progress toward learning goals of students with disabilities (Practice MMSN 1.4) (Practice UTPE 1.8) ● Teaching Circle	Reflection 7
Session 9	● Differentiation (Modifying instruction) & Conflict resolution techniques (Practice UTPE 1.6, 2.5, 3.2, 3.5, 3.6, 4.4, 5.5, 7.4-7.10) (Practice & Assess MMSN 6.2, 7.1, 7.4) ● Teaching Circle	Reflection 8

Session 10	● End-of-Year Reflection ● MT & FS Evaluations	Individual Development Plan Due 6/4

Reflection and Teaching Circle Assignment Rubrics

Score	1	2	3	4
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Addressing topic: the reflection addressed the topic	Does not address topic	Moderately addresses topic.	Addresses topic	Clearly addresses topic
Organization and clarity: reflection is organized and clearly articulates main point	Not clearly written and not organized	Moderately written and organized	Clearly written and organized	Very clearly written and very well organized.
Theory to practice: reflection attends to theories/readings and makes connections to practice.	Does not draw connections between theory/readings and practice.	Draws some connections between theory/readings and practice.	Draws clear connections between theory/readings and practice.	Draws very clear connections between theory/readings and practice.

Differentiation Task Rubric

Score	1	2	3	4
(Practice/Assess MMSN 2.1, 7.1, 7.4) (Introduce UTPE 4.4) (Practice UTPE 1.6, 2.5, 3.2, 3.5, 3.6, 4.4, 5.5, 7.4-7.10; Practice/Assess 3.4, 5.3) Assess UTPE 1.6, 2.5, 7.1, 7.2, 7.4-7.10) Assess UTPE 1.6, 1.8)	**Does Not Meet Expectations**	**Approaches Expectations**	**Meets Expectations**	**Exceeds Expectations**
	Inclusion of Diverse Learning Needs			
	Lesson plan does not mention the diverse learning needs of English Learners or students with an IEP. No accommodations or modifications are provided.	Lesson plan mentions the needs of English Learners or students with an IEP but lacks sufficient details or provides inappropriate or insufficient accommodations.	Lesson plan clearly identifies the learning needs of both English learners and students with an IEP and provides appropriate accommodations and modifications.	Lesson plan identifies and thoroughly addresses the learning needs of both English learners and students with an IEP with detailed, innovative, and highly appropriate accommodations and modifications.
	Differentiation of Content, Process, and Product			

There is no evidence of differentiation in content, process, or product, making the lesson inaccessible to diverse learners.	There is minimal evidence of differentiation in content, process, or product, but strategies lack coherence, specificity, or appropriateness, and they do not substantially support diverse learners.	Lesson plan includes clear and coherent strategies for differentiating content, process, and product, with adequate detail and appropriateness to support diverse learners effectively.	The lesson plan contains multiple, detailed, and innovative strategies for differentiating content, process, and product, which are highly effective, thoroughly developed, and well-suited to address diverse learners' needs.
Monitoring of Student Learning			
No methods for monitoring student learning are described, or the proposed methods are wholly inadequate or inappropriate.	Few methods for monitoring student learning are described, but they lack detail, coherence, or appropriateness for diverse learners	Multiple, clear, and appropriate methods for monitoring student learning are described, demonstrating an understanding of effective formative assessment.	The lesson plan outlines several detailed, varied, and innovative methods for monitoring student learning, demonstrating a deep understanding of formative assessment and its effective implementation for diverse learners.

Element	Teaching Performance Expectations	4=Exceeds Expectations	3=Meets Expectations	2=Approaches Expectations	1= Does Not Meet Expectations
	Beginning secondary school English teachers must be prepared to…				
Element 1	Demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards (BMATTC Only: using culturally responsive instruction).				
Element 2	Understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.				
Element 3	Understand how to make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating.				
Element 4	Understand how to teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective.				

Element 5	Teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences.				
Element 6	Select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text.				
Element 7	Understand how to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.				
Element 8	Model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines.				
Element 9	Know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students' proficiency after instruction.				
BMATTC Only: Element 10	Fluency with language of instruction is evident.				

Element	Teaching Performance Expectations	4=Exceeds Expectations	3=Meets Expectations	2=Approaches Expectations	1= Does Not Meet Expectations
	Beginning teachers must be able to…				
	TPE 4. Planning Instruction/Designing Learning Experiences for All Students				
Element 1	**Locate and apply information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background** for both short-term and long-term instructional planning purposes.				
Element 2	**Understand and apply knowledge of the range of characteristics of typical and atypical child development from birth through adolescence** to help inform instructional planning and learning experiences for all students.				
Element 3	**Design and implement instruction and assessment that reflects the interconnectedness of academic content areas** and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				

Element 4	**Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students** by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English (BMATTC Only: or language) learners; appropriate modifications for students with disabilities in the general education classroom, opportunities for students				

Element 5	**Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs** and assist students with specific learning needs to successfully participate in transition plans (i.e., IEP, IFSP, ITP, and 504 plans).				

Element 6	**Access resources for planning and instruction, including the expertise of community and school colleagues** through in-person or virtual collaboration, co-teaching, coaching, and/or networking.				
Element 7	Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that **encourage student participation in learning**.				
Element 8	**Use digital tools and learning technologies across learning environments as** appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				
TPE 5. Assessing Student Learning					
Element 1	**Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments** (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments in English (BMATTC Only: and Spanish), including the use of scoring rubrics.				

Element 2	**Collect and analyze data from multiple measures and sources to plan and modify instruction** and document students' learning over time.				
Element 3	**Involve all students in self-assessment and reflection on their learning goals and progress** and provide students with opportunities to revise or reframe their work based on assessment feedback.				
Element 4	**Use technology as appropriate** to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
Element 5	**Use assessment information in a timely manner** to assist students and families in understanding student progress in meeting learning goals.				
Element 6	**Work with specialists to interpret assessment results from formative and summative assessments** to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.				
Element 7	**Interpret English learners' assessment data to identify their level of academic** proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				

Element 8	Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.				
TPE 7. Effective Literacy Instruction for All Students					
Element 1	**Plan and implement evidence-based literacy instruction** grounded in an understanding of literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework				
Element 2	**Effectively plans and implements systematic, evidence-based, explicit, and multimodal literacy instruction** that integrates content, utilizing the principles of Universal Design for Learning, the California's Multi-Tiered System of Support framework ensuring adherence to Tier 1's best first instruction, Tier 2's targeted supplemental instruction, and Tier 3's referrals for intensive intervention, and the California Dyslexia Guidelines.				

Element 3	**Integrates asset-based pedagogies and inclusive strategies into literacy instruction**, emphasizing the importance of recognizing and building upon the diverse cultures, languages, dialects, and community backgrounds of students; they **incorporate culturally and linguistically affirming and sustaining practices**, and actively promote literacy development in languages other than English, particularly within multilingual, dual language, and bilingual education settings.				
Element 4	Delivers literacy instruction, integrated with content, that is **dynamic, motivating, and captivates all students,** tailoring it to their age, language and literacy progression, and specific literacy objectives; this instruction is rooted in family engagement, encompasses social and emotional learning, integrates trauma-informed practices, and is designed based on students' learning strengths and areas of need, thorough examination of instructional resources and assignments, and alignment with established academic standards.				

Element 5	**Foundational Skills. Cultivates students' understanding of print concepts, integrating alphabet basics, phonological awareness, and word recognition with decoding and morphological techniques**, ensuring structured instruction while emphasizing text fluency components such as accuracy, prosody, and rate, all underpinned by a strong foundation in spelling, semantics, and syntax.				
Element 6	**Meaning Making. Effectively draws on students' prior knowledge, using complex texts across various mediums to enhance literal and inferential comprehension**. By integrating strategic questioning and discussion, the teacher candidate emphasizes higher-order cognitive skills, such as reasoning and critical analysis across disciplines. This engagement encourages students to delve into texts, promoting evidence-based analysis, reflection, and research through reading, listening, speaking, writing, and discerning visual content.				

Element 7	**Language Development. Effectively promote oral and written language growth by focusing on vocabulary, syntax, and advanced comprehension**, fostering environments that nurture discipline-specific language while integrating diverse media, and valuing students' unique linguistic backgrounds, including promoting translanguaging using their home languages and dialects.				
Element 8	**Effective Expression. Effectively promote students' expressive skills** through diverse writing and speaking tasks, emphasizing collaboration, feedback, and refinement**, while integrating technology, multimedia, and foundational language conventions, and for younger students, prioritizing letter formation and associated decoding techniques.				
Element 9	**Content Knowledge. Effectively integrates literacy instruction across disciplines**, utilizing diverse mediums and experiential learning to deepen students' content knowledge, while emphasizing navigation of complex texts, research skills, and fostering responsible digital literacy and citizenship.				
Element 10	**Employs diverse assessment tools to monitor literacy progress**, identifies potential reading challenges including dyslexia, effectively assesses English				

	learners, and collaborates with stakeholders for comprehensive evaluations, supplemental instruction, and intensified support when needed.				
Element 11	**Effectively delivers comprehensive English language development instruction**, intertwining integrated and designated ELD within Tier 1, aligning it with content topics, and leveraging both ELA/literacy and ELD standards to address students' unique literacy profiles, proficiency, and backgrounds, while emphasizing students' cultural assets and fostering purposeful English interactions across disciplines.				

	MMSN TPE 7. Effective Literacy Instruction for All Students				
Element 1	**MM7.1**. Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.				

Element 2	**MM7.2.** Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.				
Element 3	**MM7.3** Collaborate with other service providers (e.g., general education teachers, speech- language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non- classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.				

Element 4	MM7.4. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).				
Element 5	MM7.5. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.				