USF MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL INTERN PROGRAM WASC REPORT FALL 2008

Credential Program Description and Sequence with Tables

The University of San Francisco Mild/Moderate Education Specialist Internship Credential Program was developed to prepare candidates who work full time in inner-city, multi-cultural and multi-linguistic schools teaching students with mild-to-moderate disabilities in a range of settings. The possible settings include full-time special education classes and resource specialist programs in elementary, middle schools and high schools.

The USF Mild/Moderate Program is an integrated Level 1/Level 2 internship. In other words, our students are accepted into the program with the understanding that will remain in the program until the completion of Level 2. Our coursework is taught in modules that spiral throughout the Level 1/Level 2 coursework. We design it this way in order to meet our students' needs. In the summer before intern employment we teach the beginning competencies of many of our courses in order to prepare students for fall employment. Then in fall we teach the competencies that they need first on the job, etc. Because our students are employed as full-time special education teachers or specialists after the first summer of the program, their "fieldwork" runs continuously. Everything taught in class is applied on the job and then revisited again in class. This process continues throughout the two years as candidates refine their skills on the job. This is also part of our teaching spiral.

The following tables describe the topic modules presented throughout the program over the two years. Each module is covered multiple times in more than one class, spiraling through both Levels 1 and 2 coursework.

TABLE 1 – MILD/MODERATE EDUCATION SPECIALIST PROGRAM TWO YEAR SCOPE AND SEQUENCE

Topics	August Intensive	Fieldwork (Tier 1)	Sup. Teach. (Tier 2)	Tier One	Tier Two
Legal Foundations	**1. Intensive 1** Laws & Regulations Least Restrictive Environment, Identification, Referral, Assessment (Infuse EL), Implementation Process, Due Process		**2. Spring 2** Ethics and Legal Responsibilities		
Introduction to Special Education	**1. Intensive 1** Historical Perspective Special Education Services, High Incidence Disabilities, Low Incidence, Disabilities	**Summer 1** Hierarchy of needs Bloom's Taxonomy			
Technology	**1. Intensive** Introduction to Educational Technology (Microsoft Tool Bar)	**Summer 1** Use of Task Stream for Portfolios		**2. Spring 1 (1/2 day)** Power Point, Video Streaming, Brain Pop and Standards **3. Spring 2** Inspiration – software tools **4. Spring 3** Assistive technology (Intro to project) – Adaptation and Assessments **5. Spring 4** Project & Photoshop Elements **6. Spring 5**	**6. Fall 1 (1/2 class)** Integration to Reading/Writing **7. Spring 1 (1/2 class)** Integrating into Thematic Unit –

TABLE 1 – MILD/MODERATE EDUCATION SPECIALIST PROGRAM TWO YEAR SCOPE AND SEQUENCE

				Student Presentations	
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
Formal Assessments	**1. Intensive** Introduction to assessment Difference between informal vs. formal assessments (infuse EL)	**1. Fall 1** More practice with district formal assessments (trouble shooting)		**2. Fall 1** What is the Assessment? What does it measure? WJ, PIAT, WRAT, etc. Prepare Materials How to administer with fidelity **3. Fall 2** Building rapport with students What to observe during test and note student behavior Scoring protocols **4. Fall 3** Interpreting results Write report Develop intervention plan How to develop IEP goals from assessments Explain results to parents/team members	**5. Fall 1** Formal Reading Assessments -CTOPP -Gates McGinite
IEP	**1. Intensive** IEP – What is it? Major Components (including ITP) How to Read The IEP meeting	**2. Fall 1** Bring in district IEP forms & ITPs – district issues & IEP planning **3. Fall 2** IEP meetings/	**4. Spring 1** IDEA ’04 Updates on IEP		

		collaboration			
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
Transition		**1. Fall 1 (1/2 day)** Theory, CLAD, Revisit ITP forms, Postsecondary Outcomes **2. Spring 1 (1/2 day)** Transition resources, real-life applications (academic/social), link community resources-roles & responsibilities (infuse EL/CLD)	**3. Fall 1** Individualized Transition Plan		
Essentials of Teaching	**1. Intensive** • National & State Standards • Modifications & Accommodations	**2. Fall 1** Core Curriculum and Lesson Planning **3. Fall 2**	**3. Spring 1** Ethics, Credential Renewal, Evaluation, Professional		

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	• Classroom Management plans • Working with paraprofessionals	Working with Parents/Class-room Issues	Development		
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
	• (scheduling, roles, & responsibilities), • Universal Design Differentiated instruction				
Multicultural Education (ELL)	**1. Intensive 1** Cultural Awareness Courageous Conversation	**Summer 1** Intro to ELL instruction SIOP Model of Instruction	**2. Fall 1** Introduction to Multicultural Education Belief Papers	Infused throughout all areas of instruction	Infused throughout all areas of instruction
Classroom Management/ Behavior Management	**1. Intensive 1** Components of Classroom Management • Setting up Classroom Weekly/Daily Schedules • Classroom management systems: • Level, token, whole class, individual contracts			**2. Fall 1** Expanded from Intensive **3. Fall 2** Social Skills Interventions **4. Spring 1** Behavior Theories and examples of intervention **5. Spring 2** Overview of A-B-C	**6. Spring 1** Reinforcers/Conseque nces (Behavior modification) **7. Spring 2** Functional Behavior Assessment – Behavior Intervention Plans **8. Spring 3** Discipline Policies – suspension/expulsion/ manifestation determination

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Math Instruction & Informal Assessments				**1. Fall 1** Math Disabilities/strands (k-12) curriculum materials & testing **2. Fall 2** Algorithms (computation)	**5. Fall 1** Algebra (4-12) [TERC materials **6. Spring 1** Geometry
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
				3. Fall 3 Algorithms with manipulatives & TERC **4. Spring 1** Math unit planning/lesson planning with manipulatives (Probability)	**7. Spring 2** Decimals & Fractions
Language Acquisition				**1. Fall 1** Language Development **2. Spring 1** Second Language Acquisition & English Learners	
Writing Instruction & Informal Assessment		**1. Fall 1** Grammar, syntax, & semantics (infuse EL) **2. Fall 2** Writing Process & Structured Writing?		**3. Spring 1** Fundamentals of Sentence Writing Strategy (SIM) **4. Spring 2** Narrative Writing	**5. Fall 1** Writing Assessments/Rubrics/6 traits of Writing & Handwriting **6. Fall 2** Spelling through Orthography & Morphology **7. Spring 1** Expository Writing **8. Spring 2** Proficiency in

TABLE 1 – MILD/MODERATE EDUCATION SPECIALIST PROGRAM TWO YEAR SCOPE AND SEQUENCE

					Sentence Writing Strategy (SIM)
Consultation & Collaboration	**1. Intensive 1** • Working Together • Mainstreaming and Inclusion			**2. Fall 1** Understanding parental perspective Working with parents 2: Barriers and strategies	
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
	• Teaming with Paras and other teachers			**3. Fall 2** Teaching students social and learning skills through Cooperative Learning and other grouping models **4. Spring 1** Consultation models Stages of consultation Consultation readiness Case writing (collaboration critical incident) **5. Spring 2** Components and characteristics of collaboration Effective communication skills/styles Barriers to collaboration-generate solutions Peer response to cases **6. Spring 3** Dealing with conflict Problem solving Team teaching **7. Spring 4** C-BAM/Change game	

TABLE 1 – MILD/MODERATE EDUCATION SPECIALIST PROGRAM TWO YEAR SCOPE AND SEQUENCE

				Consultation evaluation needs assessment Case update	
Reading Instruction & Informal Assessment				**1. Fall 1** Slingerland (infuse EL) Phonemic Awareness K-3 Phonics K-3, Fluency K-3	**5. Fall 1** Phonic Awareness 4-12 Phonics 4-12
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
				2. Fall 2 Vocabulary K-3 **3. Fall 3** Comprehension K-3 **4. Fall 4** Application of Reading Interventions K-3	(Decoding) Fluency 4-12 **6. Fall 2** Vocabulary 4-12 (Morphology) **7. Fall 3** Miscue Analysis – Informal Reading Inventory **8. Fall 4** Comprehension 4-12 **9. Fall 5** Word Identification Strategy (SIM) and Direct Instruction (Reading Mastery)
Core Content Areas Science/Social Studies Instruction					**1. Spring 1** Social Science Lesson Planning and Resources-Unit Organizer **2. Spring 2**

TABLE 1 – MILD/MODERATE EDUCATION SPECIALIST PROGRAM TWO YEAR SCOPE AND SEQUENCE

					Concept Diagram
Statewide Assessments				**1. Spring 1** What they are, NCLB, plans for accommodations and modifications, and administering	**2. Fall 1** Interpret results & plans for instructions (CST/CAT-6/CAHSEE**)**
Topics	**August Intensive**	**Fieldwork (Tier 1)**	**Sup. Teach. (Tier 2)**	**Tier One**	**Tier Two**
Electronic Portfolios (TPE)		**1. Fall 1** Introduction to Electronic TPE Portfolios on Task Stream **2. Fall 1** TPE Portfolio Update on Task Stream **3. Spring 1** TPE Portfolio Update on Task Stream	**3. Fall 1** TPE Portfolio Update on Task Stream **4. Spring 1** TPE Portfolio Update on Task Stream Portfolios Due at the end of Spring Semester		

TABLE 2 - MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL INTERNSHIP PROGRAM TPE OUTCOMES COVERAGE BY COURSE

Successful completion of an Education Specialist Program for Students with Mild/Moderate Learning Disabilities in the state of California may be demonstrated by meeting a basic proficiency in each of the Teaching Performance Expectations (TPEs). The 13 TPEs are divided into 6 general categories. The Curriculum Map below lists the 6 general categories, followed by the TPEs (Program Goals) in numerical order 1-13. Under each TPE are Learning Outcomes or Program Goals (a, b, etc.) for that TPE. The Key codes describe the various levels of coverage of each TPE in the program courses, which are listed across the top of the chart. Table 3 lists the courses by name with number of units, semester and year taken.

Key **"**i" = Introduced with Moderate Coverage "I" = Introduced with Significant Coverage "M" = Moderate Coverage
"S" = Significant Coverage "C" = Comprehensive Coverage "-" = Not covered

	Program Courses (see Table 3 for titles)															
	TEC 613	TEC 621	L& I 637	L& I 636	L& I 665	L& I 631	L& I 633	L& I 639	L& I 622	L& I 640	L&I 659	L& I 642	L&I 675	L&I 678	L&I 676	L&I 679
MAKE SUBJECT MATTER COMPREHENSIBLE TO ALL STUDENTS																
1. Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)																
a. Candidates demonstrate specific pedagogical skills that enable students to learn.	S	S	M	-	i	M	-	M	S	M	-	-	S	M	S	M
b. Candidates demonstrate the ability to teach to state-adopted academic content standards.	S	S	i	-	I	M	-	S	C	S	-	-	C	i	C	i
ASSESS STUDENT LEARNING																
2. Monitoring Student Learning During Instruction (TPE 2)																
a. Candidates monitor and determine student progress toward achieving state-adopted academic content standards.	M	S	i	i	i	-	C	M	M	M	-	-	S	S	S	S
b. Candidates use a variety of instructional strategies and techniques to support students' learning.	S	S	I	i	M	-	-	M	M	S	M	-	C	S	C	S
3. Interpretation and Use of Assessments (TPE 3)																
a. Candidates use, evaluate, and interpret a range of formal and informal assessments.	M	M	I	-	I	-	C	M	M	S	-	-	C	S	C	S
b. Candidates use assessment results to guide instruction and provide feedback	M	M	I	-	I	-	C	S	M	S	I	-	C	S	C	S
ENGAGE AND SUPPORT ALL STUDENTS IN LEARNING																
4. Making Content Accessible (TPE 4)																
a. Candidates teach and use various strategies, activities, and resources to facilitate student learning across the state adopted academic content standards	S	S	I	-	I	C	-	M	C	S	-	-	S	S	S	S
b. Candidates identify and apply theories, principles, and instructional practices to accommodate the individual needs of all learners.	M	M	I	-	-	-	C	M	C	M	C	-	S	S	S	S
5. Student Engagement (TPE 5)																
a. Candidates identify and clearly communicate academic learning goals and objectives.	S	S	i	i	I	M	C	M	M	S	C	-	S	S	S	S
b. Candidates demonstrate the ability to use community resources, student experiences, applied activities, and relevant instruction to keep students on task.	S	S	i	I	I	M	-	M	M	S	-	-	M	S	M	S

TABLE 2 - TPE CANDIDATE OUTCOMES COVERAGE BY COURSE (SEE TABLE 3 FOR LIST OF COURSES)

	TEC 613	TEC 621	L& I 637	L& I 636	L& I 665	L& I 631	L& I 633	L& I 639	L& I 622	L& I 640	L&I 659	L& I 642	L&I 675	L&I 678	L&I 676	L&I 679
6. Developmentally Appropriate Teaching Practices (TPE 6)																
a. Candidates understand the important developmental characteristics of K-12 students and developmental differences among students within specific age groups	S	M	I	C	-	M	C	M	-	M	-	-	M	M	M	M
b. Candidates design and implement developmentally appropriate instructional activities for teaching a broad range of students.	S	S	i	-	i	C	-	M	C	M	-	-	M	M	M	M
7. Teaching English language Learners (TPE 7)																
a. Candidates know and apply theories, principles, and instructional practices for comprehensive instruction of English Language Learners	S	M	M	i	M	C	M	S	-	M	M	M	S	M	S	S
b. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for ELL students with diverse academic needs	S	S	M	-	I	M	M	S	C	M	-	-	S	M	S	S
PLAN INSTRUCTION AND DESIGN LEARNING EXPERIENCES FOR ALL STUDENTS																
8. Learning About Students (TPE 8)																
a. Candidates use a variety of assessments, interactions, consultation, and background data collection to learn about students.	S	M	I	i	i	M	C	M	M	M	M	-	C	M	C	M
b. Candidates use student information to plan, implement, differentiate, and evaluate students' learning experiences	S	M	M	I	M	C	C	M	C	S	-	-	C	M	C	M
9. Instructional Planning (TPE 9)																
a. Candidates establish appropriate academic learning goals based on the state adopted academic content standards and sequence instruction to help students meet those goals	S	S	I	i	M	C	-	M	C	M	-	-	S	M	S	M
b. Candidates connect academic content to students' backgrounds, needs, and abilities.	S	S	I	C	-	M	-	S	M	M	-	-	S	M	S	M
CREATE AND MAINTAIN EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING																
10. Instructional Time (TPE 10)																
a. Candidates allocate instructional time to optimize learning opportunities for all students.	M	S	i	-	M	M	-	M	M	M	-	-	M	M	M	M
b. Candidates establish routines and manage transitions to maximize instructional time	M	S	i	-	M	C	-	S	C	M	-	-	M	M	S	M
11. Social Environment (TPE 11)																
a. Candidates develop and model clear expectations for behavior, respect, fairness, and responsibility among students and others in the classroom.	S	S	i	I	-	C	-	S		M	-	-	-	S	C	M
b. Candidates develop and implement classroom management plans that create a positive environment for learning.	S	S	i	I	-	C	-	M		M	-	-	-	C	C	M
DEVELOP AS A PROFESSIONAL EDUCATOR																
12. Professional, Legal, and Ethical Obligations (TPE 12)																
a. Candidates take responsibility for student academic learning outcomes of all students	-	I	I	I	M	M	-	M	M	M	C	-	S	M	S	M
b. Candidates know and apply professional, legal, and ethical obligations to honor and protect the rights and safety of students while modeling appropriate behaviors.	M	I	I	C	-	M	-	M	-	M	M	-	-	M	M	M
13. Professional Growth (TPE 13)																
a. Candidates evaluate, reflect, and set goals to improve their own pedagogy and subject matter knowledge.	M	S	I	i	-	-	-	M	-	M	M	-	C	S	C	S
b. Candidates solicit feedback and access resources to attain appropriate professional	M	M	I	-	-	-	-	S	-	S	M	-	M	S	M	S

	Program Courses (see Table 3 for titles)															
	TEC 613	TEC 621	L& I 637	L& I 636	L& I 665	L& I 631	L& I 633	L& I 639	L& I 622	L& I 640	L&I 659	L& I 642	L&I 675	L&I 678	L&I 676	L&I 679
growth goals.																

TABLE 3 – MILD/MODERATE EDUCATION SPECIALIST PROGRAM
LIST OF COURSES

YEAR 1

Summer		
TEC-621	Early Literacy (may be transferred from another institution)	3 units
TEC-613	Curriculum and Instruction, Science (may be transferred from another institution)	3 units
L&I-637	Fieldwork Support Practicum 1	2 units
August Intensive		
L&I-665	Development of Legal and Educational Foundations	3 units
L&I-636	Educational Practices for the Learning Specialist	3 units
Total Units Summer		**14 units**
Fall		
L&I -633	Assessment in Special Education	3 units
L&I -631	Working with Students and Families in a Multicultural Society	2 units
L&I -639	Fieldwork Support Practicum 2	2 units
Total Units Fall		**7 units**
Spring		
L&I -659	Collaboration and Consultation	3 units
L&I -622	Instructional Uses of Technology for Learning Specialists	2 units
L&I -640	Fieldwork Support Practicum 3	2 units
Total Units Spring		7 units
Total Units Year One		**28 units**

YEAR 2

Fall		
L&I -675	Advanced Curriculum and Instruction	3 units
L&I -678	Supervised Teaching 1	1 unit
TEC -642	Health Education (may be transferred from another institution or taken any time during the program)	1 unit
Total Units Fall		**5 units**
Spring		
L&I -676	Supportive Management	3 units
L&I -679	Supervised Teaching 2	1 unit
Total Units Spring		**4 units**
Total Units Year Two		**9 units**
Total Program Units		**37 units**

MILD/MODERATE EDUCATION SPECIALIST PROGRAM
MAJOR ASSIGNMENTS

Year 1

DISABILITY REPORT

Groups of preservice candidates research an assigned Low Incidence Disability and prepare a Power Point presentation for the class and develop an interactive quiz to check for understanding. The candidates are assessed in covering the following areas: Definition(s): Eligibility Criteria, Prevalence, Characteristics, Causes, Educational Approaches, Post School Outcomes, and Resources for Families.

CLASSROOM MANAGEMENT PLAN

Summer Yr 1

Preservice candidates develop an initial classroom management plan during the first summer of the program. This plan demonstrates understanding of preservice instruction related to student engagement, classroom set up, safety, time management, necessary rules and consequences, informing students, parents, and administrators.

Spring Yr 1

Candidates bring their current classroom management plans to class. They receive further instruction and work in groups to revise and improve their plans. Additional competencies assessed include planning for activities, organization skills, daily scheduling, grading policies, accommodating for individual student's needs, teaching social skills, reflecting school wide norms, and meeting legal and ethical responsibilities.

TPE FORMATIVE ASSESSMENT GOALS (13 OVER FIRST TWO SEMESTERS)

Candidates complete over the first year, sets of written goals for each of the 13 TPEs. For each TPE, they ask themselves at least 3 rhetorical questions about what they would like to know or do, develop a strategy or activity they will use with students to attempt to answer each question, describe a measurable student outcome that should result from that strategy or activity, give a date by which this outcome should occur, and describe possible evidence to put in the TPE electronic portfolio that would demonstrate that this outcome occurred or that the strategy or activity took place. Candidates are assessed by the fieldwork coordinator on their development of appropriate strategies, activities, outcomes, and artifacts. The fieldwork coordinator also provides feedback to help candidates improve these goals and outcome expectations.

TPE ELECTRONIC PROFESSIONAL PORTFOLIO

Candidates complete over the first year, an electronic portfolio containing artifacts that are evidence that they have achieved, or have progressed toward achieving, each of the 13 TPEs. Candidates provide copies documents they have created such as lesson plans, worksheets, schedules, and planners, samples of student work, pictures, reflections, professional development certificates, and other items. They place these artifacts in folders that are labeled by TPE and describe how each of them demonstrates achievement of TPE with which it was placed. The fieldwork coordinator assesses and provides feedback to candidates' about their portfolios on completeness, quality, and appropriateness of artifacts for each TPE.

SUPERVISOR OBSERVATIONS (14 OVER TWO YEARS)

Candidates are visited by University employed fieldwork supervisors five times in the first semester and three times each semester after that. The supervisors can conference with the candidates at one of these visits each semester. They must also observe each candidate at least once running and IEP meeting for a student on his or her caseload. For the rest of the visits, the supervisors observe the candidates teaching various lessons.

Fieldwork supervisors provide a written report to the fieldwork coordinator for each visit describing the candidate's achievement of each of the 13 TPEs as well as describing in a narrative the candidate's performance and any other activities, discussions, or evaluations that took place during the visit. The fieldwork supervisors also evaluate the candidate and provide feedback about the candidate's teaching performance after the observation. The fieldwork supervisors can provide resources, modeling, demonstration, and other assistance to help the candidate improve his or her teaching. Extra visits may be provided by the University if the candidate is struggling or if the supervisor of fieldwork coordinator believes that the candidate may need extra help in a particular area related to the TPEs.

THREE-WAY EVALUATIONS (4 OVER TWO YEARS)

At or near the end of each semester, the candidate has a meeting with his or her school administrator and the fieldwork supervisor to discuss the candidate's performance over the semester. Each person completes a evaluation document that rates the candidate in a number of areas related to the TPEs and provides space for narrative descriptions of the candidate's performance and recommendations. The three participants then discuss these ratings and plans for support to help the candidate improve. All three of these documents, one from each person, are given to the fieldwork coordinator to review the candidate's performance based on the three opinions and make further recommendations for support.

SUPERVISOR'S EVALUATIONS OF CANDIDATE'S COMPETENCY (4 OVER TWO YEARS)

At the end of each semester, the fieldwork supervisor completes a document that rates the candidate's achievement of each of the 13 TPEs. This is an overall achievement questionnaire based on a Likert type scale. The supervisor also discusses these ratings with the candidate and makes recommendations about areas that may need improvement. The fieldwork coordinator also reviews this document to help evaluate the candidate's overall achievement of the TPEs and improvements over previous semesters.

TPE SELF ASSESSMENTS (4 OVER TWO YEARS)

At the end of each semester, the candidate rates him or herself on each of the 13 TPEs. This form requires the candidate to read several outcome statements under each TPE and rate him or herself as Emerging, Satisfactory, or Advanced in achieving each of those outcomes. This document provides feedback to the fieldwork supervisor about areas in which the candidate may feel he or she needs extra help or support. Then, additional instruction, supervision, or personal attention from the fieldwork coordinator, fieldwork supervisor, advisor, or district support provider can be arranged to help the candidate in those areas of need. This document also indicates the candidate's own impressions of his or her improvement in each of these areas at the end of every semester.

ASSESSMENT REPORT

Candidates complete a full Psycho Educational Assessment on a student to determine eligibility for special education services and recommendations for educational programming, to include:

1.Student Information
2.Reason for Report (referral)
3.Significant Background Information
4.Results of Previous AND CURRENT Assessments
5.Test interpretations
6.Observations
7.Discussion and Recommendations

READING MASTERY UNIT

Candidates will develop a teaching unit that covers all aspects of a balanced reading program, to include: Texts/Materials, Unit Planning Sheet, Five Scripted Lessons (Phonemic Awareness, Phonics, Reading Fluency, Comprehension and
Vocabulary). They then must implement the program, provide work samples and reflect on student learning and teaching effectiveness.

COLLABORATION IMPLEMENTATION

Candidates will do a mini review of the literature regarding collaboration in the schools. They select an article summarizing a study regarding a collaboration implementation regarding a special education student. The collaboration can be with a general education teacher, a parent, or another special educator at their site such as the Speech Therapist. They write a paper summarizing the research and then outlining how they will implement the same practice in their own classroom or school. This includes an implementation and evaluation plan. After implementation they evaluate the results and reflect on ways to improve the collaboration.

TECHNOLOGY PORTFOLIO

Purpose: The purpose of this project is to prepare you to utilize technology appropriately and effectively, and to investigate how technology can be integrated into the curriculum for those students with special needs. The technology portfolio fulfills the California State requirement for units in computer educational technology for a clear credential. Candidates document how educational technology was adapted for students with disabilities and English Language Learners by aligning content to the standards: (1) CA Math and Social Studies Content Standards; (2) National Educational Technology Standards (NETS) for Teachers & NETS for Students; and (3) the California English Language Development Standards in the completion of the following:

- Designing a Webquest using 4teachers.org or Filamentality individually or with a partner using social studies content
- Implementing and documenting use of social studies webquest with a class
- Using an Assistive Reading or Mathematics Technology (Kurzwiel, Intellitools, Inspiration/InspiraData or Read Naturally) to augment instruction within your curriculum to help an individual student or group
- Developing activities for Universal Access during mathematics that incorporate educational technology, multimedia and manipulatives
- Creating a multimedia presentation using *PowerPoint* or multimedia software (iMovie-mac, or Moviemaker- pc)
- Presenting for class– Implementing Technology With Students with Mild/Moderate Disabilities

Year 2

READING PORTFOLIO

Each candidate will develop a reading assessment portfolio based on one selected student from his or her class. This portfolio will include:

1. Case study narrative (with parent interview attached)
2. Summary of Student Attitudinal Data (with survey/sentence starter attached)
3. Two Completed Formal Reading Assessment (protocol & summary)
4. Two Completed Informal Reading Assessments (protocols & summaries)
5. Plan for Instructional Reading Program
6. One Formal Reading 5-Step Lesson Plan
7. Final Reading Portfolio

CONTENT PORTFOLIO

For the curriculum unit, teacher candidates will develop a Curriculum Unit in one content area (e.g., math, science, writing, social studies). The Curriculum Unit demonstrates that teacher candidates are able to plan thematic units and provide students with disabilities access to grade level content. The Curriculum Unit will consist a unit plan, a curriculum-based assessment, an instructional plan, and five sequential formal lesson plans that center around one major topical area (e.g., the Civil War, decimals, persuasive writing). The lesson plans can and should integrate literacy and technology activities. Students will then teach the unit to their students and measure their progress in the subject. The Curriculum Unit includes samples of student work and pre/post-assessments.

FUNCTIONAL BEHAVIORAL ASSESSMENT PORTFOLIO

For the Functional Behavior Assessment (FBA) Report, teacher candidates will implement a Functional Behavior Assessment for one student who is exhibiting inappropriate behavior(s). The FBA demonstrates that teacher candidates are able to identify and describe a student's problem behavior(s), collect baseline data and additional information, develop a Behavior Intervention Plan, implement the Behavior Intervention Plan, collect intervention data, and make decisions based on the collected data. The FBA report will consist of four separate parts and a cumulative final report.

INDIVIDUALIZED TRANSITION PLAN

In the first semester of the second year, each candidate must choose a student who is in need of a transition plan. He or she then interviews the student, teachers, parents, service providers, and others needed to develop a transition plan for helping the student move toward life after high school. He or she then develops the transition plan, which is an organized set of goals and objectives devised to help the student move from school to adulthood, taking into consideration the student's desires and needs. The transition plan must cover areas of employment, post-secondary education, independent living, and social life. This plan becomes a part of the student's IEP, which is also being developed at the same time. The candidate submits copies of all documents and provides a two page reflection on the process to the fieldwork coordinator. The fieldwork coordinator reviews the candidate's documentation, questionnaires, surveys, and reflection and assesses the candidate's knowledge and skills needed to provide the appropriate services, training, and opportunities needed to help prepare the student in each of these areas.

Tables 4-16 below describe the Major Assignments required throughout the two years of the program and whether they assess the Expected Candidate Outcomes for each of the 13 TPEs. Each Table represents one TPE. Each has two candidate outcomes, timeframe for the assessment to be completed, and who is responsible for interpreting the results and whether the assessment covers the outcome

TABLE 4 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 1

TPE 1 (Specific Pedagogical Skills for Content Area Instruction)			Expected Candidate Outcomes	
Assessment Type	**Time Frame**	**Responsible Parties**	Candidates demonstrate specific pedagogical skills that enable students to learn.	Candidates demonstrate the ability to teach to state-adopted academic content standards.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	-
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	-
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	X	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	-
Assessment Plan	Sem 1	Tier 1 Instructor	-	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	-	-
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	-
Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	X	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcomes

TABLE 5 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 2

TPE 2 (Monitoring Student Learning During Instruction) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates monitor and determine student progress toward achieving state-adopted academic content standards.	Candidates use a variety of instructional strategies and techniques to support students' learning.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	-	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	-
Assessment Plan	Sem 1	Tier 1 Instructor	X	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	-
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	X
Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 6 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 3

TPE 3 (Interpretation and Use of Assessments)			**Expected Candidate Outcomes**	
Assessment Type	**Time Frame**	**Responsible Parties**	Candidates use, evaluate, and interpret a range of formal and informal assessments.	Candidates use assessment results to guide instruction and provide feedback.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	-
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	-
Assessment Plan	Sem 1	Tier 1 Instructor	X	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	-	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	-
Technology Portfolio	Sem 2	Technology Instructor	-	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	X	X
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome

"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 7 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 4

TPE 4 (Making Content Accessible)			Expected Candidate Outcomes	
Assessment Type	**Time Frame**	**Responsible Parties**	Candidates teach and use various strategies, activities, and resources to facilitate student learning across the state adopted academic content standards	Candidates identify and apply theories, principles, and instructional practices to accommodate the individual needs of all learners.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	-
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	X
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	X
Assessment Plan	Sem 1	Tier 1 Instructor	-	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	X
Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	X
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	X

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 8 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 5

TPE 5 (Student Engagement) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates identify and clearly communicate academic learning goals and objectives	Candidates demonstrate the ability to use community resources, student experiences, applied activities, and relevant instruction to keep students on task.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	X
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	X
Assessment Plan	Sem 1	Tier 1 Instructor	X	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	-
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	X	-
Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	X
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 9 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 6

TPE 6 (Developmentally Appropriate Teaching Practices)			Expected Candidate Outcomes	
Assessment Type	**Time Frame**	**Responsible Parties**	Candidates understand the important developmental characteristics of K-12 students and developmental differences among students within specific age groups	Candidates design and implement developmentally appropriate instructional activities for teaching a broad range of students.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	X	X
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	X	-
Assessment Plan	Sem 1	Tier 1 Instructor	X	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	-	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	-	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	-
Technology Portfolio	Sem 2	Technology Instructor	-	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	X	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X

Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 10 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 7

TPE 7 (Teaching English Language Learners) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates know and apply theories, principles, and instructional practices for comprehensive instruction of English Language Learners	Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for ELL students with diverse academic needs
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	X	-
Assessment Plan	Sem 1	Tier 1 Instructor	X	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	X	-
Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	-

Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 11 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 8

TPE 8 (Learning About Students) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates use a variety of assessments, interactions, consultation, and background data collection to learn about students.	Candidates use student information to plan, implement, differentiate, and evaluate students' learning experiences
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	X	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	-
Assessment Plan	Sem 1	Tier 1 Instructor	X	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	-	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	X	-
Technology Portfolio	Sem 2	Technology Instructor	-	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	X	X

Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	X	X

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 12 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 9

TPE 9 (Instructional Planning) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates establish appropriate academic learning goals based on the state adopted academic content standards and sequence instruction to help students meet those goals	Candidates connect academic content to students' backgrounds, needs, and abilities
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	X
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	-
Assessment Plan	Sem 1	Tier 1 Instructor	-	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	-
Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X

Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	X
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 13 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 10

TPE 10 (Instructional Time) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates allocate instructional time to optimize learning opportunities for all students.	Candidates establish routines and manage transitions to maximize instructional time
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	X	X
Assessment Plan	Sem 1	Tier 1 Instructor	-	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	-
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	X
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	-
Technology Portfolio	Sem 2	Technology Instructor	X	-
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X

Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	X	X

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 14 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 11

TPE 11 (Social Environment) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates develop and model clear expectations for behavior, respect, fairness, and responsibility among students and others in the classroom.	Candidates develop and implement classroom management plans that create a positive environment for learning
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	X	X
Assessment Plan	Sem 1	Tier 1 Instructor	-	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	-	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	-	-
Collaboration Implementation	Sem 2	Tier 1 Instructor	X	-
Technology Portfolio	Sem 2	Technology Instructor	-	-
Major Assignments Year 2				

Reading Portfolio	Sem 3	Tier 2 Instructor	-	-
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	-	-
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	X	X

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 15 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 12

TPE 12 (Professional, Legal, and Ethical Obligations) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates take responsibility for student academic learning outcomes of all students	Candidates know and apply professional, legal, and ethical obligations to honor and protect the rights and safety of students while modeling appropriate behaviors.
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	X
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	X	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	X	X
Assessment Plan	Sem 1	Tier 1 Instructor	X	X
Individualized Education Plan	Sem 1	Tier 1 Instructor	X	X
Reading Mastery Unit	Sem 1	Tier 1 Instructor	X	-
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	X
Technology Portfolio	Sem 2	Technology Instructor	-	-

Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	-
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	X	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome

TABLE 16 – USF MILD/MODERATE EDUCATION SPECIALIST PROGRAM ASSESSMENT TPE 13

TPE 13 (Professional Growth) **Expected Candidate Outcomes**

Assessment Type	Time Frame	Responsible Parties	Candidates evaluate, reflect, and set goals to improve their own pedagogy and subject matter knowledge	Candidates solicit feedback and access resources to attain appropriate professional growth goals
TPE Formative Goals Sheets (13)	Sem 1 & 2	Fieldwork Coordinator	X	-
TPE Portfolio Reviews (2)	Sem 1 & 2	Fieldwork Coordinator	X	X
Supervisor Observations (14)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
Three Way Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor, Administrator, & Student	X	X
Supervisor TPE Evaluations (4)	Sem 1,2,3, & 4	Fieldwork Supervisor	X	X
TPE Self Assessments (4)	Sem 1,2,3, & 4	Student	X	X
Major Assignments Year 1				
Disability Report	Summer Yr 1	Tier 1 Instructor	-	-
Classroom Management Plan	Sum & Spr Yr 1	Tier 1 Instructor & Fieldwork Coordinator	-	-
Assessment Plan	Sem 1	Tier 1 Instructor	-	-
Individualized Education Plan	Sem 1	Tier 1 Instructor	-	-
Reading Mastery Unit	Sem 1	Tier 1 Instructor	-	-
Collaboration Implementation	Sem 2	Tier 1 Instructor	-	X

Technology Portfolio	Sem 2	Technology Instructor	X	X
Major Assignments Year 2				
Reading Portfolio	Sem 3	Tier 2 Instructor	X	X
Individualized Transition Plan	Sem 3	Fieldwork Coordinator	-	-
Content Area Curriculum Unit	Sem 4	Tier 2 Instructor	X	X
Functional Behavioral Assessment	Sem 4	Tier 2 Instructor	-	-

Key: "X" means that the assessment covered the Expected Candidate Outcome
"-" means that the assessment was not related to the Expected Candidate Outcome