

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

Institution	Fresno State	Program	PRELIMINARY EDUCATION SPECIALIST: Moderate to Severe
Date of Review	December 2020		

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

Posting the Addendum

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

Standards Found to be Preliminarily Aligned	2, 4, 6, 7, 10, 13, 16
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design, Rationale and Coordination	Provide clarification or evidence of Intern joint provision of intensive supervision that consists of structured guidance and regular ongoing support throughout the program.	<p>Interns receive intensive support from the district and the university.</p> <ul style="list-style-type: none"> • Intern Memorandum of Understanding between University and District. Refer to page 2. • Copy of a Special Education University Supervisor log for interns documenting extra visits/contacts beyond those required for student teachers. • Copy of Intern Log with identifying information removed
Standard 3: Educating Diverse Learners	<ol style="list-style-type: none"> 1. Reviewers did not find evidence of Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English in course (166) listed on the course matrix. 2. Also no evidence of Candidates understanding and accept differences in religion, gender identity/expression, or sexual orientation. Provide evidence. 	<p>Response to #1: Remove LEE 166 from standard. Add to standard: LEE 158 page 8 & LEE 158 page 17: Literacy Teaching. Candidates will plan, design, implement and monitor instruction and promote a range of communication strategies and activity modes between teacher and student and among students and provide access to the curriculum for all students, by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • using knowledge about students, learning goals, and developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • appropriate use of instructional technology, including assistive technology; • use of community resources and services as applicable. <p>LEE 159 syllabus pages 5-7: Weeks 8, 10, 11, 14, 15. Weeks 8, 10, 11, 14 focused on Theories and Methods of Bilingual Education,</p>

		<p>Cultural Diversity in the United States, Culturally Responsive Schooling and Culturally and Linguistically Diverse Learners and Special Education. In week 15, candidates engage in the Teaching Strategy Group Work Assignment. Candidates select 2 comprehension, 2 vocabulary and 2 content subject matter area strategies. For each strategy selected, the candidate constructs a brief write-up that includes: (a) a description and/or definition of the strategy, and (b) a brief explanation of how the strategy connects to literacy and/or language acquisition. Actual strategy examples or teaching strategy videos can be included. Sources for the strategy must be cited. Candidates participate in readings, class activities and assignments, which are assessed, across these weeks.</p> <p>SPED 120 syllabus page 11: Week 6 and presentation Week 6 focused on creating inclusive, safe and healthy learning environments through understanding and accepting students' differences in religion, gender identity, gender expression, sexual orientation. Candidates discussed articles, engaged in class activities and completed a poster as their exit ticket.</p>
<p>Standard 5: Assessment of Students</p>	<p>Reviewers did not find clear activities or evidence of</p> <ol style="list-style-type: none"> 1. assessment for opportunities for using formal assessments, 2. knowledge and skills to assess students with varying language, communication and cognitive abilities, nor 3. demonstrate knowledge of required statewide assessments and local, state and federal accountability systems. Provide evidence. 4. Unclear how Standard 5 is Introduced, Assessed & Practiced in all three classes 159, 166 and 125. Provide clarification 	<p>Response to 1 & 2 SPED 130 syllabus pages 6-7: Sessions 4-6 and 9. Assessments and Canvas course description of assignment and screenshot of assessments Candidates learn and practice a variety of formal and informal assessments in class. Following each assessment, candidates complete an entry in their assessment guidebook that includes all of the following</p> <ul style="list-style-type: none"> ● Materials needed to administer and record responses ● Effective strategies for conducting the test and responses to students ● Interpretation of test results ● Strategies for presenting the information during the IEP meeting <p>Candidates are assessed through (1) weekly quizzes; (2) guided practice of assessments and interpretation of results; and (3) case studies.</p> <p>SPED 145 syllabus page 11-12: Week 6 Present Levels of Academic Achievement and Functional Performance and Canvas assignment decision with case study. Candidates are given raw data (see linked case study document for data) regarding a student with disabilities. Candidates analyze data and write the present levels for performance, recommend potential accommodations/modifications, and write five (5) annual goals. Candidates are assessed on (1) the accuracy of the information in the Present Levels based on the case study, and (2) the match of goals to the Present Levels.</p> <p>SPED 146 syllabus, page 6. Formal and Informal Assessment Project and Canvas description of assignment with screenshot. Candidates learn to conduct ecological assessments and formal assessments in class. Candidates administer one informal assessment (e.g., Interview, observational field notes, ecological inventory, etc.) and one formal assessment with a student. Candidates write a review of the results (present level of performance), and provide recommendations for educational planning (suggested areas for goals). Candidates are assessed through (1) in-class practice of test administration and</p>

		<p>interpretation of test results; (2) discussion board; and (3) the review of results of the two assessments and the alignments of recommendations for educational planning to the test results.</p> <p>Response to 3 LEE 158 syllabus page 16. Literacy Assessments. Candidates conduct all of the following literacy assessments with a child:</p> <ul style="list-style-type: none"> ● Literacy motivation ● Phonemic awareness ● Concepts of Print ● Phonemic Awareness ● Words Their Way ● Early Names Test ● Miscue Analysis ● Fluency Measure ● Writing Samples ● Narrative Comprehension Task ● Vocabulary Assessment <p>SPED 246 syllabus pages 9-10: IEP Project and Canvas course description of project. Candidates select a case study of a fictitious student and construct an IEP, based on the information provided in the case study. The IEP must align with the data and information provided in the case study and be tailored to meet the unique needs of the student. Each case study contains detailed assessment information from a broad range of standardized, non-standardized, curriculum-based, statewide, and districtwide assessments. This project is graded per the rubric attached in the appendix of the syllabus on pages 19-20.</p> <p>Response to 4: Remove LEE 159 and LEE 166 from standard. SPED 125 syllabus, page 9. Functional Behavioral Assessment (FBA) and Behavior intervention Plan (BIP) Candidates conduct a FBA and BIP for one student identified as having challenging behaviors. Candidates engage in discussion, modules and in-class activities to understand complex behaviors, practice data collection, and to use the data collected to construct the BIP. Candidates are assessed on this project through a rubric.</p>
<p>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</p>	<p>Reviewers did not find evidence of candidates participating effectively as a team member and/or case manager for the IFSP planning process, from pre-referral interventions and requisite assessment processes, 2) developing appropriate IFSP/transition planning goals based on standards and following all legal requirements of the IFSP planning process. Provide evidence.</p>	<p>SPED 120 syllabus page 7: IEP or IFSP Visual Representation and <u>description of the assignment</u> Prior to beginning this assignment, candidates participated in an in-class carousel activity on the IEP and IFSP processes. Candidates rotate in small groups to each poster and provide a summary response of aspects of the IFSP and IEP. Following the poster sessions, candidates create a visual representation of the IEP or IFSP referral and identification process, the development and components, the roles of the student, the family, the case manager and other professionals on the team, and the team meeting process.</p>

[SPED 130 syllabus page 9: Session 14: Adaptive Behavior and Transition Planning](#) and [Canvas description with screenshot](#) Candidates are introduced to the topic of self-determination in Session 14. Self-determination refers to an individual's ability to identify and plan for their future outside of the classroom setting by setting and meeting goals based on independence and choice-making. In this class session, student teacher candidates discuss issues of self-determination and complete a formal assessment in self-determination, [The Choice Maker Self-Determination Checklist](#), to better support their students with specific learning and behavioral needs.

[SPED 246 syllabus ages 11-12: Transition Group Presentation](#)

Candidates will form collaborative teams to research and address transitions for a selected grade level (PS-TK, K-1, 3-4, 6-7, 8-9, 12- out of program, out of program on) and disability. Candidates will collaborate to create a 45-60 minute multi-media presentation that integrates student self-advocacy, transition supports and resources from agencies, community, partner districts; the roles of the team members and (2) an activity or lesson to prepare the students for the transition that includes students' self-advocacy. Presentation must include all of the following:

- Characteristics of the mild to moderate target learners including the special education supports and services typically received
 - Include health, medical, developmental and any other area to be considered
 - Typical supports, accommodations and services
- Essential skills needed by students to make the transition to the next grade successful
- Case management and collaboration with service providers, families, agencies and educational
- teams
- Transition activities teachers can do in the classroom to support a successful transition
- Websites and other resources that support the successful transition
- Supports and resources at school or provided by the district that support the transition
- Transition programs as appropriate through the community, agencies, etc. that are available to the student
- Recommendations for additional needed supports, programs, etc. that should be available to students
- Students' self-determination and self-advocacy skills needed and recommended strategies to increase their own advocacy

[SPED 246 syllabus page 12, Weeks 6-7: IEP Best Practices & Facilitating the IEP](#) and [Canvas description of activity](#)

During these 2 sessions, candidates participate in the roles of various team members in one mock IFSP and one mock IEP. Candidates present information, respond in their assigned respective roles (as parent, special educator/case manager, student, related service providers, etc.) and develop draft goals, including transition for the IFSP and IEP.

Standard 9: Preparation to Teach Reading/Language Arts

Reviewers did not find clear evidence of how candidates are prepared to do the following in the areas of reading, writing, and listening/speaking: instructional planning/objectives/design, instructional delivery, and assessment. Provide clarification/evidence.

LEE 158 syllabus pages 16: Literacy Assessments Candidates conduct literacy assessments with one student and teach peers about one of the assessments in class.

- Literacy motivation
- Phonemic awareness
- Concepts of Print
- Phonemic Awareness
- Words Their Way
- Early Names Test
- Miscue Analysis
- Fluency Measure
- Writing Samples
- Narrative Comprehension Task
- Vocabulary Assessment

LEE 158 syllabus page 17-18: Literacy Teaching. Candidates plan 3 lessons for the child with whom the literacy assessments were conducted and incorporate the child's funds of knowledge. One lesson is taught to the child. Lessons must incorporate one or more of the instructional strategies discussed in class:

- Read aloud, think aloud
- Shared read
- Fluency
- Comprehension: inference, visualization, summarization, questioning, connecting to text
- Vocabulary
- Word study
- Guided reading
- Inquiry-focus

LEE 159 syllabus page 11 weeks 6, 7, 9: Group Mini-Lesson. Throughout the course teacher candidates observe and model content area instruction strategies for English Language Learners. Students observe a lesson in their field placement, write a reflection on the observation and apply the strategies in their final lesson. Candidates create a content area lesson which includes the 8 SIOP components with an emphasis on standards-based instruction.

SPED 130 syllabus pages 6 & 8: Sessions 4, 5, 10, 13: Academic Assessments and Evidence-Based Practices and [Canvas course information](#): Candidates engage with reading assessments in a variety of ways: through practice, case studies, quizzes, watching a video of an assessment being conducted, attending an IEP where test results are viewed and considered for educational planning, and/or conducting or co-conducting an assessment for a student in their placement.

In SPED 130 session 4, candidates are introduced to standardized tests of achievement reading subtests including reading letter and word identification, fluency, reading

		<p>comprehension, listening comprehension and oral expression in the following standardized assessments:</p> <ul style="list-style-type: none"> ● Kaufmann Tests of Educational Achievement (Brief) ● Woodcock-Johnson Tests of Academic Achievement ● Wechsler Individual Achievement Test <p>In session 5, candidates are introduced to and practice formative reading assessments measuring phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension. Some of the formative assessments include:</p> <ul style="list-style-type: none"> ● Oral reading fluency ● Maze Method (reading comprehension) ● San Diego Quick Assessment (phonics and word identification) ● Santa Clara Quick Academic Assessment (word identification and spelling) ● DIBELS (short tests for assessing the acquisition of K-8 literacy skills including phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension) <p>In session 10, candidates are introduced to a variety of evidence-based practices in reading and writing. Candidates engage in class discussion, case studies and quizzes. In session 13, candidates implement 2 of the evidence based practices with one or more students.</p> <p>SPED 146 syllabus page 6: Functional and Academic Instruction Plans and Canvas assignment description Each candidate will develop two instructional lesson plans over the course of the semester, using the lesson plan template posted in our Canvas courses. The lessons may be written for one student or a group of students. One lesson plan will be functional-based (e.g, using a telephone, cooking an egg, buying a pair pants.) One lesson plan will be based on an academic curriculum (i.e. safety words, number sense, money skills). Include procedures (how you teach it) with embedded student supports in your lesson plan. Teach the lessons to your students, if you are a student teacher in a moderate/severe classroom or are an intern. If you do not have a classroom, please pair up with someone in our class who is teaching. Reflect on the experience of creating these two lesson plans. What do you think worked? What do you think needs to be changed?</p> <p>SPED 171 syllabus page 7 and SPED 172 syllabus page 6: In their initial clinical placements, candidates teach 2 formal English Language Arts lessons under the direction of the Mentor Teacher. Lessons are observed by the university clinical supervisor and feedback is provided at debrief meetings.</p> <p>SPED 175 pages 7-8 and SPED 176 pages 7-8: In their final clinical placements, candidates teach 1 formal English Language Arts lesson, which is observed by the university clinical supervisor . Feedback is provided at debrief meetings.</p>
<p>Standard 11: Typical and Atypical Development</p>	<p>1. Reviewers did not find clear evidence of how candidates will recognize potential</p>	<p>Response to 1: SPED 120 syllabus page 10: Week 4 and Canvas information with screenshots</p>

	<p>influence of varying cultural factors and practices on development.</p> <p>2. Reviewers did not find ample opportunities for candidates to practice and assess comprehensive knowledge of atypical development, resilience and protective factors, and their implications for learning. Provide evidence.</p>	<p>Week 4 addressed culturally and linguistically diverse children and families. Candidates discussed positive aspects of cultural and linguistic diversity, discussed ways that culture shapes our behaviors, attitudes and beliefs, reflected on barriers students and families may face and brainstorming strategies for supporting, partnering and communicating with families to construct deeper understanding of culture and language. Class discussion, activities, quizzes and a case study jigsaw.</p> <p>SPED 219 syllabus page 15, Weeks 1 & 2 & 15. Cultural and Linguistic Diversity and Collaboration with Parents. Canvas course description with screenshots and presentation. Candidates are introduced to the topic of Cultural and Linguistic Diversity in weeks 1 and 2. During these sessions candidates focus on supporting students from diverse cultural, linguistic, and socioeconomic backgrounds. Candidates discuss strategies to support diverse student learners and how to celebrate diversity as a way to construct deeper understandings of knowledge. In week 15, partnering with parents again looks at the influence of cultural diversity on practice. Candidates are assessed through activities, quizzes and class discussion.</p> <p>SPED 146 syllabus page 10, Week 8. Trauma Informed Practices presentation During this session, candidates learn about and discuss trauma-informed practices and the effects on the child (atypical vs typical). Candidates discussed information and engaged in activities in class.</p>
<p>Standard 12: Behavioral, Social, and Environmental Supports for Learning</p>	<p>Reviewers did not find clear evidence of when candidates demonstrate knowledge of and ability to support positive behavior in all students, including students who present complex social communication, behavioral, and emotional needs. Provide clarification/evidence.</p>	<p>SPED 125 syllabus page 9 and Canvas assignment description of Classroom Management Plan Candidates develop a management system with the goal of creating a meaningful, active instructional environment where rules, routines and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitably.</p>
<p>Standard 14: Creating Healthy Learning Environments</p>	<p>Reviewers did not find clear evidence that candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Provide clarification/evidence.</p> <p>Reviewers also did not find evidence that candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Provide evidence.</p>	<p>SPED 120 syllabus page 11: Week 6 and presentation This session focused on creating inclusive, safe and healthy learning environments and addressed:</p> <ul style="list-style-type: none"> • understanding and accepting students' differences (religion, gender identity, gender expression, sexual orientation) • understanding common diseases, homelessness, poverty, substance abuse, physical/sexual abuse and neglect • effects that alcohol, narcotics, drugs and tobacco abuse and homelessness have on the child • supports for all students including referrals • strategies for developing inclusive, safe and healthy learning environments. <p>Candidates discussed articles read prior to class and in class, engaged in class activities, and completed a poster.</p>

<p>Standard 15: Field Experience in a Broad Range of Service Delivery Options</p>	<p>Reviewers were unable to locate practicum experience for candidates in moderate to severe classroom settings. Both practicum experiences (SPED 171 and SPED 175) were practical experiences in mild to moderate settings. Provide evidence.</p>	<ul style="list-style-type: none"> • Syllabus for SPED 172: Initial Practicum in Special Education Moderate/Severe • Syllabus for SPED 176: Final Practicum in Special Education Moderate/Severe
<p>Moderate/Severe (M/S) Disabilities</p>		
<p>M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities</p>	<p>Based on an initial review of course syllabi identified in the M/S matrices, there is limited evidence that candidates demonstrate the knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery. Provide further evidence.</p>	<p>SPED 146 syllabus page 10, Week 8. Trauma Informed Practices presentation During this session, candidates learn about and discuss trauma-informed practices and the effects on the child (atypical vs typical). Candidates discussed information and engaged in activities in class.</p> <p>SPED 247 syllabus page 8: Collaborative Unit Plan and assignment description and rubric Candidates will work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates will develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to accompany the lessons. Lessons will address the following goal areas:</p> <ul style="list-style-type: none"> • Reading/writing goals • An academic area of choice (e.g., social studies, science, or math) • Communication • Social skills • Peer-mediated strategies for grade-level peers without disabilities • Resources to support student/family at home <p>Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p>
<p>M/S Standard 2: Communication Skills</p>	<p>The following course syllabi were reviewed and based on syllabi identified in the M/S matrices, there is limited evidence that supports the notion that candidates in the program would be able to demonstrate the ability to assess their students' verbal and non-verbal communication abilities. Furthermore, the majority of courses reviewed</p>	<p>SPED 146 syllabus, page 6. Formal and Informal Assessment Project and Canvas description of assignment with rubric. Candidates learn to conduct ecological assessments and formal assessments in class. Candidates administer one informal assessment (e.g., Interview, observational field notes, ecological inventory, etc.) and one formal assessment with a student. Candidates write a review of the results (present level of performance), and provide recommendations for educational planning (suggested areas for goals). Candidates are assessed through (1) in-class practice of test administration and interpretation of test results; (2) discussion board; and (3) the review of results of the two</p>

	<p>were labeled as mild to moderate, not moderate to severe. Provide further evidence.</p>	<p>assessments and the alignments of recommendations for educational planning to the test results. Candidates are assessed on a rubric.</p> <p>SPED 247 pages 7-8: Assistive Technology Assignment, and Canvas assignment description with rubric Candidates read, interact with, and respond to the assigned reading and videos. Candidates then research assistive technology resources and procedures in their district and report on their findings; describe and reflect upon their use of various forms of assistive technology in their classrooms/field placements; review the <i>Wisconsin Assistive Technology Initiative</i> (WATI) assessment guides; and select one student on whom to practice an AT evaluation of needs. Candidates are assessed on a rubric. Candidates are assessed on a rubric.</p> <p>SPED 247 syllabus page 8: Functional Communication Training Plan and Canvas assignment description with rubric. Candidates will work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates will develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to accompany the lessons. Lessons will address the following goal areas:</p> <ul style="list-style-type: none"> ● Reading/writing goals ● An academic area of choice (e.g., social studies, science, or math) ● Communication ● Social skills ● Peer-mediated strategies for grade-level peers without disabilities ● Resources to support student/family at home <p>Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p>
<p>M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.</p>	<p>Reviewers did not find clear evidence of how candidates collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. Provide clarification/evidence.</p>	<p>SPED 247 syllabus page 8: Collaborative Unit Plan and assignment description and rubric</p> <p>Candidates will work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates will develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to accompany the lessons. Lessons will address the following goal areas:</p>

		<ul style="list-style-type: none"> ● Reading/writing goals ● An academic area of choice (e.g., social studies, science, or math) ● Communication ● Social skills ● Peer-mediated strategies for grade-level peers without disabilities ● Resources to support student/family at home <p>Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p>
<p>M/S Standard 4: Assessment, Program Planning and Instruction</p>	<ol style="list-style-type: none"> 1. Reviewers did find evidence that the program ensures that candidates demonstrate the ability utilize person-centered/family centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. Provide evidence. 2. Reviewers were unable to locate how the program prepares candidates to develop and implement systematic, evidence-based instructional strategies to teach skills within community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Provide evidence. 	<p>SPED 219 syllabus page 11: Person-Centered Planning Project and Canvas assignment description with rubric Using their current field placements, candidates will conduct a student-centered planning project with a K-12/adult transition student with a disability and his/her family. Candidates will choose a particular theory/method to apply in their fieldwork setting. These theories/methods will be discussed in class and include MAPS, student-led IEPs, or self-determination. Follow the guidelines discussed in class, articles, and additional resources. Candidates are assessed on a rubric.</p> <p>SPED 247: Collaborative Unit Plan: Candidates work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates also develop adapted materials to accompany the lessons. Lessons address the following goal areas:</p> <ul style="list-style-type: none"> ● Reading/writing goals ● An academic area of choice (e.g., social studies, science, or math) ● Communication ● Social skills ● Peer-mediated strategies for grade-level peers without disabilities ● Resources to support student/family at home <p>Adaptations demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p>
<p>M/S Standard 5: Movement, Mobility,</p>	<ol style="list-style-type: none"> 1. Reviewers were not able to locate information that clarified how the program ensures that candidates 	<p>SPED 146: IEP Matrix Project Candidates will complete an IEP matrix for one of their students using his or her current IEP goals, across school environments and/or curricular domains to identify in what environments/domains the goals can be addressed. When</p>

<p>Sensory and Specialized Health Care</p>	<p>demonstrate the skills to facilitate individual student initiation of and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities. Provide evidence.</p> <p>2. Reviewers were unable to locate information regarding how the program ensures that candidates demonstrate an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning. Provide evidence.</p> <p>3. Reviewers did not locate information on how the program ensures that candidates demonstrate knowledge of current assistive and adaptive devices as well as knowledge of and a facility with the state adopted modifications and accommodations. Provide evidence.</p> <p>4. Reviewers did not locate information on how the program ensures that candidates demonstrate the ability to share information regarding sensory, movement, mobility, and specialized health care needs and procedures with general educators, students, parents and others to increase the level of understanding and sensitivity. Provide evidence.</p>	<p>discussing this assignment, emphasis is placed on considering motor impairments and access to the locations when addressing each goal and assessing the environment best to implement that goal. Candidates reflect on the analyses and consider how useful (or not) the assessment or the instructional delivery method/mode/technique is. Candidates engage in activities, discussion and are assessed through feedback.</p> <p><u>SPED 247 Collaborative Unit Plan</u> Candidates will work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates will develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to accompany the lessons. Lessons will address the following goal areas:</p> <ul style="list-style-type: none"> ● Reading/writing goals ● An academic area of choice (e.g., social studies, science, or math) ● Communication ● Social skills ● Peer-mediated strategies for grade-level peers without disabilities ● Resources to support student/family at home <p>Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p> <p><u>Assistive Technology Assignment:</u> Candidates read, interact with, and respond to the assigned reading and videos. Candidates then research assistive technology resources and procedures in their district and report on their findings; describe and reflect upon their use of various forms of assistive technology in their classrooms/field placements; review the <i>Wisconsin Assistive Technology Initiative (WATI)</i> assessment guides; and select one student on whom to practice an AT evaluation of needs. Candidates are assessed on a rubric. Candidates are assessed on a rubric.</p> <p><u>SPED 247 syllabus page 8: Functional Communication Training Plan:</u> Candidates select a target student in their classroom who demonstrates challenging behaviors as a result of communication needs. Candidates complete a functional communication training plan to assess the function of the behavior, determine appropriate interventions and AT/AAC, implement interventions, and monitor students' progress.</p>
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<p>M/S Standard 6: Positive Behavioral Support</p>	<ol style="list-style-type: none"> 1. Reviewers did not locate information on how candidates are prepared to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Provide evidence. 2. Reviewers did not locate evidence that candidates demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Provide evidence. 3. Reviewers did not locate information on how candidates are able to demonstrate the ability to participate effectively in school wide behavior support processes. Provide evidence. 	<p><u>SPED 125:</u></p> <ul style="list-style-type: none"> - <u>Classroom Management Plan:</u> Candidates develop a management system with the goal of creating a meaningful, active instructional environment where rules, routines and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitably. Candidates are assessed on a rubric. - <u>SPED 125 syllabus page 9, Functional Behavioral Assessment (FBA) and Behavior intervention Plan (BIP)</u> Candidates conduct a FBA and BIP for one student identified as having challenging behaviors. Candidates engage in discussion, modules and in-class activities to understand complex behaviors, practice data collection, and to use the data collected to construct the BIP. Candidates are assessed on this project through a rubric. - <u>Overview of PBIS:</u> Within weeks 2-4, candidates learn about the varied tiers of support integrated into a Positive Behavior Intervention System. To assess their understanding, candidates must identify which interventions align with each level of support.
<p>M/S Standard 7: Transition and Transitional Planning</p>	<p>Reviewers were unable to identify how candidates are prepared to demonstrate knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood. Provide clarification.</p>	<p><u>SPED 145 syllabus page 5, weeks 4 and 9: IEP for Moderate/Severe students and Person Centered Planning Project</u> In the IEP for Moderate/Severe students, the instructor presents the best practices for writing IEPs, including advocacy. In class discussion and guided practice activities precede the IEP module, which is evaluated on the accuracy of student responses. Instructor debriefs the module, clarifies content, and answers students' questions resulting from the completion of the module.</p> <p>Prior to beginning the Person-Centered Planning Project, the students review the content that was previously presented in weeks 7-8. They then engage in the learning. Instructor evaluates the responses for accuracy and alignment with the candidates' own student grade levels.</p> <p>Review:</p> <ol style="list-style-type: none"> 1. Self-Advocacy Vocabulary Terms 2. Vanderbilt University Iris Center Resource: Person-Centered Planning <p>Read:</p> <ol style="list-style-type: none"> 1. Pacer Center Page on Self-Determination 2. Consider the Alternatives: Decision-Making Options for Young Adults with Intellectual Disabilities <p>Watch video:</p> <ol style="list-style-type: none"> 1. Self-determination and self-advocacy for people with intellectual and

		<p>developmental disabilities (Links to an external site.)</p> <p>After reading about student centered planning and watching the clip on Canvas, consider the following question:</p> <ul style="list-style-type: none"> • After reviewing the articles and watching the video by Dr. Shogren, post one original idea that you have in supporting the self-determination of your students. • Respond (respectively) to <u>two</u> posts from your peers. <p>SPED 247 syllabus page 6: Assistive Technology Assignment and course description. Candidates read, interact with, and respond to the assigned reading and videos. Candidates then research assistive technology resources and procedures in their district and report on their findings; describe and reflect upon their use of various forms of assistive technology in their classrooms/field placements; review the <i>Wisconsin Assistive Technology Initiative</i> (WATI) assessment guides; and select one student on whom to practice an AT evaluation of needs. Candidates are assessed on a rubric.</p>
<p>M/S Standard 8: Augmentative and Alternative Communication</p>	<p>Reviewers were unable to identify how candidates are prepared to demonstrate an understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. Provide clarification.</p> <p>Reviewers were unable to identify how candidates are prepared to demonstrate knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development. Provide clarification.</p>	<p>SPED 146 syllabus, page 6. Formal and Informal Assessment Project and Canvas description of assignment with rubric. Candidates learn to conduct ecological assessments and formal assessments in class. Candidates administer one informal assessment (e.g., Interview, observational field notes, ecological inventory, etc.) and one formal assessment with a student. Candidates write a review of the results (present level of performance), and provide recommendations for educational planning (suggested areas for goals). Candidates are assessed through (1) in-class practice of test administration and interpretation of test results; (2) discussion board; and (3) the review of results of the two assessments and the alignments of recommendations for educational planning to the test results. Candidates are assessed on a rubric</p> <p>SPED 247 syllabus page 6: Assistive Technology Assignment and course description. Candidates read, interact with, and respond to the assigned reading and videos. Candidates then research assistive technology resources and procedures in their district and report on their findings; describe and reflect upon their use of various forms of assistive technology in their classrooms/field placements; review the <i>Wisconsin Assistive Technology Initiative</i> (WATI) assessment guides; and select one student on whom to practice an AT evaluation of needs. Candidates are assessed on a rubric. Candidates are assessed on a rubric.</p> <p>SPED 247 syllabus page 8: Functional Communication Training Plan and Canvas assignment description with rubric. Candidates will work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates will develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to</p>

		<p>accompany the lessons. Lessons will address the following goal areas:</p> <ul style="list-style-type: none">● Reading/writing goals● An academic area of choice (e.g., social studies, science, or math)● Communication● Social skills● Peer-mediated strategies for grade-level peers without disabilities● Resources to support student/family at home <p>Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p> <p>SPED 247 syllabus page 8: Collaborative Unit Plan and assignment description</p> <p>Candidates will work collaboratively in small groups to develop a comprehensive unit plan, adapting general education content for students with moderate to severe disabilities. After identifying a small group of classroom students with various learning needs (e.g., academic and functional goals, verbal and non-verbal communication skills, social skills, etc.), candidates will develop an integrated unit plan that includes a series of lesson plans, modifying grade-level content standards and curricula to meet the individualized needs of the students in their settings, as indicated by their IEP goals. Candidates will also develop adapted materials to accompany the lessons. Lessons will address the following goal areas:</p> <ul style="list-style-type: none">● Reading/writing goals● An academic area of choice (e.g., social studies, science, or math)● Communication● Social skills● Peer-mediated strategies for grade-level peers without disabilities● Resources to support student/family at home <p>Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students. Candidates will also collaboratively write an explicit lesson plan to teach general education peers how to support a target student in an inclusive classroom setting.</p>
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