

Response to Program Standard 6/Education Specialist PS 6

Program Standard 6: Universal Access: Equity for all Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

6.1 Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments.

Induction Standard 6 requires that induction programs build on the knowledge, skills and abilities acquired during professional preparation for teaching students with a variety of needs and diverse backgrounds including but not limited to: disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. This standard addresses important content regarding teaching English language learners and special populations. While being a participant in the Monterey County Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA), each participating teacher has opportunities to select from a focused list of activities that promote the deepening of knowledge, skills and abilities within the [California Standards for the Teaching Profession](#) (CSTP) and the Induction Program standards, as follows (offerings differ from year to year based on need and funding):

- English Language Development Instruction
- Access to MCOE Lee Canter Classroom Management Video Series
- Rick Morris workshop on Classroom Management
- Step Up to Writing
- GLAD – Guided Language Acquisition and Development
- Cognitive Coaching
- CTAP technology workshops

The Monterey County Teacher Credentialing Program/ BTSA provides multiple opportunities for the participating teacher to demonstrate his or her ability to teach under the weekly guidance of a personal coach (support provider). The participating teacher and support provider meet together an average of one and one-half hours a week for 29 of the 36 school weeks each year for two years. Through the use of formative assessment and guided reflection the participating teacher develops and strengthens his or her ability to meet the CSTP through use of state curriculum frameworks and instructional materials, and state-adopted academic student content and performance standards. MCOE-TCP/BTSA fully implements [Formative Assessment for](#)

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[California Teachers](#) (FACT). The elements of Induction Standard 6 are addressed as the participating teacher completes each FACT Module and focuses on selected students with special needs. The work completed in FACT and the content of the seminars will guide the teacher in the acquisition of evidence of designing and implementing equitable and inclusive learning environments. For example, participating teachers are required to create a classroom map that describes and illustrates a learning environment that maximizes educational opportunity for all students ([Module A, A-2](#), Instructional Environment). Participants are also asked, to use the [Continuum of Teaching Practice \(CTP\)](#), to document their growth over time, in implementing the CTP, which are founded on the principle of maximizing educational opportunities for all students. This document will be visited a minimum of three times: at the beginning of year 1, at the end of year 1, and at the end year 2.

6.2 They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

The content of Induction Standard 6, Universal Access: Equity for all Students, is interwoven throughout the regional seminars (see [PS1](#)) to ensure that beginning teachers will acquire strategies for teaching students from diverse backgrounds and communities. For instance, in the initial [New Teacher Orientation](#), participants are encouraged to discover ways to utilize gender-neutral terms when they are addressing their students. Also, the FACT induction program builds on the knowledge, skills and abilities acquired during professional preparation for creating environments that support learning for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs diverse students and provide equitable access to the core curriculum. Using FACT documentation and the CTP, participating teachers must demonstrate that they understand the implications of socioeconomic, linguistic, cognitive, racial, cultural, ethnic and gender diversity on teaching and learning. Specifically, the [Individual Induction Plan](#) (IIP) asks the participant to address the unique learning needs of three students, and differentiate the students' academic instruction to best meet their needs and maximize their achievement.

Sponsoring districts and our regional Institutes of Higher Education (IHEs) assist MCOE-TCP/BTSA in identifying community resources and expert personnel who provide support for the participating teacher to grow in his or her professional ability to support students with diverse needs to learn optimally, specifically students with disabilities, students who are at risk, students who are gifted and talented, and students of same-sex marriages. Personnel trained in these three fields are presenters at induction seminars, and at district workshops (see [Program Standard 2](#) for more information on collaboration with IHEs). In addition, when support providers sign their [SP agreement](#), they make a commitment to support their participating teacher in this endeavor.

Support providers are provided additional training on how to meet the needs of special populations. They are given the opportunity to attend trainings on mentoring special populations and facilitating the use of culturally responsive pedagogy within the scope of their practice. The

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initial training offered focuses specifically on developing mentor practice to support teachers in meeting the specific needs of English learners. This session provides mentors with tools that will enable them to assist new teachers' reflective practice on topics such as legal and ethical obligations, EL identification, referrals, differentiated instruction, culture, acculturation and prior schooling. Trainings also focus on designing and implementing inclusive learning environments, maximizing academic achievement for students from all backgrounds and minimizing bias using culturally responsive pedagogical practices. Another training will be centered on developing mentor practice to support teachers in meeting the needs of students with special needs. Support providers learn skills that enable them to guide the participating teacher in examining assumptions as related to teaching diverse learners. Support providers also practice mentoring language, protocols and observational skills aligned with Induction Standard 6 (Universal Access) to move teacher practice forward. They examine ways to support teachers in differentiating instruction for students with learning disabilities and G.A.T.E. students, which deepens their understanding about legal aspects of special education as applicable to general educators.

Sources of Evidence for the Participating Teacher and Support Provider to consider:

- FACT Module A
- Weekly conversations with support provider
- Parent conference notes
- Written reflections
- Professional readings
- Community health and safety resources

6.3 When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

FACT Modules integrate CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning. Each participating teacher will self-assess on the CTP their effectiveness in providing an equitable and inclusive learning environment that encourages students to express meaning in a variety of ways. The participating teachers are assisted by their support providers at weekly meetings, through reflective conversations, and from observation evidence. FACT Module activities also provide documentation of an equitable and inclusive learning environment through the written lesson plans, student work samples, classroom observation evidence provided by the support provider, and self-reflections on lessons. These conversations will also serve to help the teacher assess their effectiveness in providing an equitable and inclusive environment. In addition, the support provider assists the participating teacher with self-reflection on the Continuum of Teaching Practice and development of the Individual Induction Plan. (see PS1 for a complete list of FACT activity documents).

FACT Module activities provide the participating teacher opportunities to self-assess their ability to effectively teach students from diverse backgrounds and communities and to communicate effectively with parents and families. Documentation is through weekly meetings with support

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providers recorded on the Collaborative Log, observation evidence, completed student work samples and assessments, parent conferences and communications to parents. Participation in MCOE-TCP/BTSA seminars (two years) is a source of information for participating teachers.

Most of our support providers and participating teachers have completed their Cross-cultural, Language and Academic Development (CLAD) certification. For those who have not, MCOE offers classes to prepare teachers to acquire certification. A goal of MCOE-TCP/BTSA is that each participating teacher work with a support provider to apply the knowledge learned in his/her teacher preparation program and continue to enhance and improve his/her skills and abilities in reaching every student successfully. Through the use of formative assessment and guided reflection, the participating teacher develops and strengthens his or her ability to meet the CSTP through use of state curriculum frameworks and instructional materials, and state-adopted academic student content and performance standards. The Monterey County Teacher Credentialing Program/ BTSA fully implements the FACT system to support the participating teachers' efforts to learn, teach and engage students with any combination of instructional needs.

FACT Linkages

The participating teachers' experience in the FACT Modules will address many of the elements of Standard 6. In Module C, the participating teacher concentrates on three focus students (an English Language learner, if available, and another student with special needs, and a "choice" student who may not fit into either category). This exercise ensures that they experience the opportunity to provide equal access of content while, concurrently, ensuring student success is optimized. FACT Module activities allow the participating teacher to target the elements of this standard throughout his/her practice (document detail may be found in PS1, page 7).

Module A: Context for Teaching: This module is a study of the community and district, class membership and individual needs, and has conversation guides for contextualizing and extending reflection on equity based on the information documented

Module B: Assessment of Teaching and Learning: This module is an initial self-assessment to guide participating teachers in identifying areas of strength and growth in relation to providing equitable access to education for students.

Module C: Inquiry into Teaching and Learning: The module is an inquiry into the teacher's practice, based on the targeted content standard(s), and gives an in-depth look at content standards, frameworks and student performance goals.

Module D: Summary of Teaching Practice: With guidance from the support provider, this reflective piece will provide the participating teacher the opportunity to reflect on his/her professional growth with regard to equity in education.

Module E: Reflection on Teaching and Learning: This module provides the basis of PTs reflection and self-assessment; setting and measuring growth. The tools are used in conjunction with the CSTP as well as the CTP. The conversation Guides and Self-Assessment tools emphasize the content of both the Multiple/Single Subject Induction Program Standards and the Education Specialist Clear Induction Standards.

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By participating in the FACT Modules, Program Standard 6 is addressed over a two-year period. Participating teachers are continually asked to assess individual student needs and then provide curriculum and differentiated learning opportunities so that students can have equitable access and master the appropriate academic content standards.

Sources of Evidence for the Participating Teacher and Support Provider to consider:

- Weekly conversations with support provider
- FACT written reflections
- District seminars, professional readings and reflections
- Disaggregated student assessment data

6.4 Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

Throughout the induction program, participating teachers reflect on their practice, based on the elements of the CSTP. This includes self-assessing on Standard 5.5 “Communicating with students, families, and other audiences about student progress”, Standard 6.3 “Working with committees to improve professional practice”, and Standard 6.4 “Working with communities to improve professional practice.” FACT Module A, the “[Community, School, District, Classroom Profile](#)” (CSDC) engages the beginning teacher in learning more about the community. Districts typically require teachers to communicate with parents through newsletters, parent conferences, and phone calls. It is through these communications that teachers must share with parents the academic expectations for students and the progress of their students in meeting these expectations. Evidence of the ability to communicate with students’ families and communities about students’ progress may include letters to parents, parent conference logs, newsletters, rubrics and the use of technology.

FACT Module A also requires a listing and discussion of the resources in the community and the school, including the health professionals. In collecting information about what resources are available, the PT may use a community resource directory or local site, district or county personnel such as the school nurse, school counselor, parent liaison, healthy start coordinator, migrant education representative, and administrators.

Each participating teacher assesses students’ specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels of students. This work is specifically documented in Module C, where the PT identifies the specific needs of their students and identifies ways to differentiate instruction. Based on the needs of the participating teacher and district tools utilized, support providers guide their participant through systems of data analysis for both summative and formative assessments that will guide their instruction toward equitable access to education. Support providers guide participating teachers in assessing learning needs based on the data in order to plan and provide appropriate learning opportunities for all students. The assessments to be used will depend on the district-adopted standards-based materials, grade level, subject area and needs of the students.

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As part of Module A, teachers identify students with special needs for whom they document the effectiveness of instruction throughout the year and then reflect upon the outcomes in Module D. This module also requires that PTs document their use of technology to communicate with the families of their students ([A-4, Home Communication](#)). The [Collaborative Log](#) also provides an opportunity for participating teachers to document their use of technology to collaborate and communicate with students, colleagues, resource personnel and families.

Program Standard 6a: Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments. Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English Learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

6a.1 To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes.

Meeting the Needs of English Language Learners

The Formative Assessment for California Teachers (FACT) design includes a coherent plan to provide systematic opportunities for beginning teachers to learn and apply the principles, concepts, and pedagogical practices for teaching English Learners that support mastery of the State-adopted academic content standards and performance levels for students; and for creating and supporting equity and diversity while adhering to legal and ethical obligations for teaching English Learners.

As part of FACT, participants identify English Learners among their students, and through implementation of the [Individual Induction Plan \(IIP\)](#), participating teachers continue to work in a Plan-Teach-Reflect-Apply cycle with a focus on English Learners. Participating teachers document information about their class in the [Class Profile](#) and the application of this information in the Inquiry EL case study using the [Essential Components for Instruction](#) (“*What EL data must be considered for students to be successful?*”), data from their focus student

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(“What instructional/behavioral support do you anticipate this student will need?”), the [Summative Assessment of Student Work](#) (C-8)(“Describe what the student was able to achieve in relation to the academic content standards and the PT’s learning goals.”) and the Summative Assessment Reflection (Part 2, in C-8) (what is observed in the student’s work, what the student samples tell about the effects of the instructional strategies used, and what the next step of this student is and why). Throughout this process, participants practice adherence to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes and then reflect on the process in the [Reflections on Teaching and Learning](#), self-assessment documents.

Opportunities to plan instruction for English Learners and to develop differentiated instruction are embedded within the required hours each year of individualized coaching, self-assessment, professional development and the modules that make up FACT. In addition, the participating teacher selects opportunities that will support his/her growth and understanding of the referral and re-designation process, and knowledge of grade-level academic English language instruction. These opportunities are provided through the Monterey County Office of Education or regional professional development and are based on the participating teacher’s Individual Induction Plan (IIP). The IIP will be developed collaboratively with the support provider from the evidence and self-assessment of the participating teacher’s practice as measured by the CSTP, state curriculum frameworks and instructional materials, and the K-12 state adopted student content standards.

In FACT Module A (Context for Teaching and Learning), participating teachers will draw upon available designated resources to enhance English Learners’ comprehension of content by identifying and utilizing first language support services, when available, to support mastery of the state-adopted academic content standards. Module A sets the context for all FACT modules, and is the foundation for planning of content-based, ELD and SDAIE lessons and assessments using adopted standards-aligned instructional materials. As part of the participating teacher’s professional development, he/she may also read professional articles, meet with and observe experienced teachers, and seek resources available in the district and community that will facilitate his/her efforts to meet the needs of English Learners.

Every effort is made to utilize support providers that are CLAD certified and meet NCLB requirements, to ensure they are knowledgeable in this arena. Support providers will assist participating teachers through weekly meetings, reflective conversations, and observation feedback. Content of these conversations will be founded on the teacher’s responsibility to adhere to legal and ethical obligations for teaching English Learners. Teachers will use the information from the CSDC (organizational structures, programs, services, and resources, including first language support) to organize the classroom to support mastery of the state-adopted content standards and district policies regarding primary language support services for students. Evidence will be lesson plans, assessments, student work samples, observation data, reflective conversations with the support provider, and self-assessment on the Continuum of Teaching Practice (CTP) (Please refer to [Program Standard 4](#) for a [full description of FACT Modules](#) and CTP).

Addressing District Policy

6a.2 Participating teachers implement district policies regarding primary language support services for students.

Participating teachers and their support providers meet to complete FACT Module A (Context for Teaching), at the beginning of the school year. Documents in this module include a separate insert that is specific to English Learners. It includes a student's primary language, CELDT scores, years of ELD instruction, student participation in a migrant program and redesignation status. The participating teacher chooses three focus students for the year, one of whom must be an English learner. The support provider assists the participating teacher in identifying resources available in the school and district (policies) to meet the needs of English Learners, reviewing the district purposes, goals, and the adopted instructional program for English Learners, and identifying community resources. . In the event an English Learner is not present in the participating teacher's context, BTSA leaders will meet to develop a plan that will provide the participating teacher with the opportunity to demonstrate and apply strategies that are effective for teaching English Learners. One possibility might be for the participating teacher to work with an English Learner from the support provider's class.

Participating teachers will also use district policies regarding primary language support to guide their reflective conversations on ELD instruction. Module A sets the context for the participating teacher's classroom practice. The support provider assists the participating teacher in the development of an Individual Induction Plan (IIP) at the end of Modules A and B which may include differentiated instruction and classroom management to meet the needs of English Learners while, concurrently, implementing district policy.

To further ensure that participating teachers are able to demonstrate the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum for English Learners, the regional seminars of Monterey County Teacher Credentialing Program/BTSA address the following content: analysis of CELDT and other data for assessment and intervention, and instructional strategies to meet the individual needs of the English Language Learners.

Most support providers have completed their requirements for their English Learner authorization ([SP Application](#)). The MCOE-TCP/BTSA leadership understands how critical it is to the success of our students that their teachers are knowledgeable about English learner issues and have the skills and abilities that will permit every student to have optimum access to learning the core curriculum. It is essential that our support providers be able to guide their participating teachers in understanding how to apply the knowledge they learned in their teacher preparation program and how to enhance and improve their skills and abilities in reaching every student successfully. Support providers are provided professional development that will enhance their skills in mentoring participating teachers for English Learner development. Strategies for mentoring for English Learner success is embedded into seminar content and/or workshops ("[Identity Safe Classrooms](#)").

Instruction Based on Assessment

6a.3 Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

As delineated in the IIP, each participating teacher has the opportunity to demonstrate the skills and ability to use English Language Development (ELD) methods and strategies by developing a series of lessons using his/her adopted materials and assessment data (California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments from his/ her English Learners (ELs). The lesson content will document the teacher's skills and ability to address the needs of the EL students and to provide a logical progression in the grade level reading/language arts program. Demonstration of lesson planning is included in FACT events specifically addressing the EL focus student. Additionally, many of the schools and districts in Monterey County are Program Improvement schools and districts. Program Improvement (PI) is the formal designation for Title I-funded schools and Local Educational Agencies that fail to make AYP for two consecutive years. The teachers in these districts are participating in AB 472 training. AB 472 stipulates that this training must include instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English learners (EL) and pupils with exceptional needs. The content and strategies of this training will also influence their knowledge and application of skills to meet the needs of the English Learners.

During the inquiry in FACT [Module C](#), the participating teacher focuses on initial, progress monitoring and summative assessment of students, including his/her English Learner(s). In these events the participating teacher analyzes the characteristics of his/her EL focus student(s) in order to accurately design appropriate assessments founded on district policy. The participating teacher will analyze student work samples and local assessments to adjust the grade-level academic language instructional strategies, activities, and materials to make the content accessible and relevant.

Once an EL focus student has been identified in FACT Module C, participating teachers use assessment data to diagnose a student's language and academic abilities through examination of student work samples. In FACT Module C, participating teachers develop lessons that include academic content standards and scaffolding strategies for English Learners to ensure their academic success. Evidence will include lesson plans, support provider observations, teachers' self-assessment reflections, student work samples, and teachers' self-reflection using the Continuum of Teacher Practice (CTP).

English Language Development

Once an EL is identified as a focus student in Module C, the participating teacher develops a lesson series based on the outcomes of [Module A](#) (CSDC) that includes grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. The effectiveness of these lessons will be documented through analysis of the lesson plans, support provider's

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observation evidence, student work, and the participating teacher's reflection at the end of each lesson. The support provider assists the participating teacher in assessing his or her progress in developing ELD strategies when marking the CTP as a reflective assessment, upon completion of each observation. A unique characteristic of the CTP is that it serves not only to assess the participant but provides evidence as to what the students should be doing when appropriate teaching strategies are used.

The outcomes of the CTP will serve as a springboard from which the participating teacher and support provider will decide on a variety of professional development opportunities that will provide the participating teacher with improved strategies for effective ELD instruction. These opportunities could include workshops, courses, or research. In FACT, the participating teacher will submit a lesson(s) illustrating instructional strategies that make academic content comprehensible for English Learners in reading, writing, speaking and listening. Participating teachers in both years share these lesson plans with other participating teachers and their support providers at the regional seminars. Participating teachers will also reflect and monitor their skills and abilities in using ELD methods and strategies through discussions with other participating teachers and support providers at the regional seminars.

6a.4 Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English Learners using adopted standards-aligned instructional materials.

The regional seminar facilitators may choose to utilize district speakers who are experts in their field to address types of language measures other than CELDT used for assessing English Learners. These include measures used for initial identification, monitoring progress, and summative assessment. Participating teachers learn about the available language measures, commercial and locally developed, and how they are used to measure progress in English language development. The seminar speaker(s) show the participating teachers how to use assessment information to diagnose students' language abilities and to develop ELD and SDAIE lessons that maximize students' language development and academic success in achieving the State-adopted academic content standards. Each participating teacher will demonstrate the skills and ability to use English Language Development (ELD) methods and strategies by developing a series of lessons using his or her district-adopted materials and assessment data from his or her English Learners (ELs). Additionally, many of the schools and districts in Monterey County are Program Improvement schools and districts and, as mentioned previously, teachers in these districts are also participating in SB 472 training. The lesson series and ELD accommodations are documented in the IIP documents including the observation document used by the support provider. Reflection on this induction standard is documented on the collaborative log ([E-3-6a ConversationGuide](#)) and self-assessment documents found in the FACT toolbox ([E-2-6aInductionStandardSelfAssessment](#)).

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Differentiated Instruction: Primary Language, English Proficiency Levels, Students' Culture, Level of Acculturation, and Prior Schooling

6a.5 Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

Module A (CSDC) of FACT provides an opportunity for participating teachers to identify a student's culture, level of acculturation, and prior schooling. The Module E Conversation Guide E-3-6a, provides the participating teacher and support provider an opportunity to reflect, discuss and build upon the participating teacher's knowledge regarding these mitigating factors. This knowledge base will serve as a foundation from which the participating teachers may plan instruction for their focus student(s) identified in FACT Module C. Participating teachers will use information from the CSDC in FACT Module A to develop appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences. Additionally, the MCOE FACT lesson plan specifically asks the teachers to make connections between their students' lives and the curriculum. Each participating teacher will self-assess his/her effectiveness in providing an equitable learning environment that encourages students to express meaning in a variety of ways. The participating teachers will be assisted by their support providers at weekly meetings, and through reflective conversations, and observation evidence.

In [FACT Module B](#) (Assessment of Teaching Practice) and C (IIP-Designing a Lesson Series) participating teachers will apply their understandings of how cultural, experiential, cognitive and pedagogical factors, and individual student's needs affect first and second language development. They will plan and deliver appropriate instruction (ELD or SDAIE), which will be documented through the written lesson plans, support provider observations and reflective conversations, student work samples, and self-assessment on the Continuum of Teaching Practice.

In FACT Module C, the participating teacher may focus on initial, progress monitoring and summative assessment of his/her English Learner(s). In these events the participating teacher analyzes the characteristics of the EL focus student(s) in order to accurately design appropriate assessment. In Module C, participating teachers develop lessons that include academic content standards aligned to the state-adopted academic content standards and the *California Standards for the Teaching Profession* (CSTP). The participating teacher will analyze student work samples and adjust the instructional strategies, activities, and materials to make the content accessible and relevant.

Program Standard 6b: Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs. Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations. Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Program and Implementation Plan

6b.1 To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services.

Standard 6b requires that induction programs build on the knowledge, skills and abilities acquired during professional preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. This standard addresses important content regarding teaching special populations. The Monterey County Office of Education Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) fully implements the Formative Assessment for California Teachers (FACT). The elements of Standard 6b are addressed as the participating teacher completes FACT inquiries where a selected student with special needs is the topic of study. Along with guidance from their support provider, the work in FACT and the content of the seminars will guide the teacher in the acquisition of evidence of meeting each element of Standard 6b including the identification and referral process of students for special services.

Sponsoring districts and our local Institutes of Higher Education (IHEs; Brandman University, CSUMB, SJSU) assist MCOE-TCP/BTSA in identifying community resources and expert personnel who provide support for the participating teacher to grow in his or her professional ability to teach students with diverse needs to learn optimally, specifically students with

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disabilities, students who are at risk, and students who are gifted and talented. Personnel trained in these three fields are presenters at MCOE-TCP/BTSA seminars, and district workshops. Topics discussed are built upon the requirements of teachers of students with special needs, to understand and adhere to their legal and ethical obligations.

6b.2 Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Participating teachers will demonstrate knowledge of meeting this standard through the following ways:

- Special Education speakers at seminars – Regional seminars annually provide professional development to participating teachers in regard to the legal obligation of the teacher to participate/implement an Individualized Education Plan (IEP). Attendance at seminars is documented on the seminar sign-in sheets.
- Individualized Education Plan (IEP) – Each school site has an IEP process, which the teacher learns about during collaboration with his/her support provider. In the IEP process the participating teacher demonstrates recognition of assessment strengths and current levels of functioning of students with disabilities. The student's strengths are discussed and recorded at the Student Study Team meetings, IEP, and/or 504 meetings. The IEP process includes consultation with parents and teachers.
- Conducting an inquiry utilizing the contents of Standard 6b as a guide - Specifically, it is a guide to the participating teachers legal and ethical obligations for a full range of special populations, identification and referral processes, district policies, utilization of special services personnel, student-assessed needs, and instruction and modifications for a full range of special populations using adopted standards-aligned instructional materials and resources.
- Completion of FACT Modules A, B and C. Completion of FACT Module A (identifies resource personnel) and B (access to prior knowledge) are documented on the [Mid-year Review checklists](#), and Module C on the [End-of-year Review](#) checklists (dependent on which year the teacher is, in the program – [YR2 mid](#), [YR2 end](#)).
- [Collaborative Logs](#) – Each participating teacher's use of positive behavior support is revisited through collaborative reflection with his/her support provider,
- The participating teacher's practice is documented on the Continuum of Teaching Practice (CTP). Specifically, CSTP 2 is where initial placement and growth is documented during the two years by entering the date and evidence showing the change in expertise.
- Students with Special Needs are identified on the Class Profile ([FACT document A-1](#)), which is revisited throughout the two years as well as reviewed during the mid-year and end-of-the-year checks.

6b.3 Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

The participating teacher is encouraged to create an environment that engages and integrates all students into the academic and social fabric of the classroom including the academically disabled student and the gifted and talented student. The support provider observes the participating teacher twice to ensure that he/she meets the elements of CSTP Standard 2, which includes: 2.1 Creating a physical environment that engages all students; 2.2 Establishing a climate that promotes fairness and respect; and 2.3 Promoting social development and group responsibility. With the guidance and evidence collected by the support provider the participating teacher determines to what extent his/her practice has integrated the disabled and gifted student into the social fabric of the classroom and discerns how to best implement a strengths-based approach to learning and classroom management.

6b.4 Participating teachers implement district policies regarding support services for special populations.

Participating Teachers will also demonstrate and apply induction standard 6b via reflective conversation/action with their support provider responding to district policy on the following:

- Differentiated instruction in lesson plans including modification and/or accommodations
- Attendance at IEP or 504 meetings and documentation
- Parent conferences
- Weekly conversations with support providers recorded on the Collaborative Logs
- Reflective conversations documented on the FACT conversation guides (Module E)
- Professional readings
- Student Study Team Form / Attendance at Student Study Team Meetings
- Student referrals
- District seminars and SELPA workshops
- Analysis of student work (SPED)
- Notes from meeting with resource/speech/SPED teacher
- FACT Modules A and B
- FACT Module C (Inquiries)
- Observations
- Student Study Team Form
- Analysis of student work (SPED)
- Identification of strategies
- Results of implementation of strategies appropriate to students with special needs (FACT IIP; [E-2-6b](#), [E-3-6b](#))
- Selection and the results of implementation of the most appropriate resources for the identified Special Needs Student

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- Names and roles of resource people, equipment, materials, strategies, technologies, and supplies used (FACT Module A)
- Student Study Team Form
- Grade level/Department planning meeting notes

Sources of Evidence for the Participating Teacher and Support Provider to Consider

Opportunities for each participating teacher to demonstrate his/her ability to create a positive, inclusive climate for all students are built into BTSA and FACT. Each participating teacher will demonstrate recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented within the FACT process. The MCOE-TCP/BTSA requires that during the course of the two-year program each participating teacher selects three focus students per year, which must include one English Learner student (if there is one in the class) and/or one student who has an Individualized Education Plan (IEP). The third student will be one that provides a learning challenge to the participating teacher. For each Lesson Plan Series (Module C – IIP), each participating teacher designs an instruction plan that includes specific accommodations, interventions, acceleration or enrichment to meet the learning needs of the focus students. Each participating teacher also demonstrates collaboration with caregivers, special education teachers, and support persons of the special education student through the Individualized Education Plan (IEP) process. In the event the participant does not have one of these populations (EL or SPED) in their classroom, they are encouraged to observe a classroom that does and reflect on the observation using FACT documentation. They may also request to demonstrate application of the standard in other creative ways, as a form of equivalency. For example, doing a EL demonstration lesson using SIOP (sheltered instruction observation protocol) methodology.

Through informal and formal assessment each participating teacher will complete an analysis of student behavior. Participating teachers will also be supported in the utilization of the Lee Canter Classroom Management Video Series. This series was produced and developed by MCOE especially for MCOE-TCP/BTSA participants and will be available to all via the instructional technology portal on the MCOE website beginning during the 2011-12 school year. Using the strategies learned in the Lee Canter Video series, the participating teacher may select the appropriate behavioral support strategies. Some of the positive behavioral strategies learned include, but are not limited to, the following: symbols, recognition and praise, enjoyable activities and material incentives. The participating teachers learn which behavioral support strategies are most appropriate for a specific student behavior. Each participating teacher will document his/her use of positive behavioral support strategies.

Each participating teacher's use of positive behavior support is revisited through collaborative reflection with his or her support provider, and the participating teacher's practice is documented on the Continuum of Teacher Practice (CTP). Opportunities are built into the MCOE-TCP/BTSA for each participating teacher to demonstrate his/her knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom. MCOE-TCP/BTSA components include:

- Module C: essential components for instruction, entry level assessment resource, focus students, observations, analysis of student work

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- Continuum of Teaching Practice (CTP) for Standard 2 of the *California Standards for the Teaching Profession* (CSTP), particularly the following elements:
 - 2.1 Creating a physical environment that engages all students
 - 2.2 Establishing a climate that promotes fairness and respect
 - 2.3 Promoting social development and group responsibility

With the guidance from the support provider, the participating teacher determines the placement of his or her practice for each of the elements of Standard 2 using the descriptors, and together they plan the participating teacher's next steps for professional growth.

Participating teachers identify and keep a record of resource contact people in FACT Module A and demonstrate the use of resources within the school and local community for assessing and educating students with individual needs in the lesson plan series and in the CTP (CSTP 3.4: Developing student understanding through instructional strategies that are appropriate to the subject matter). In addition, each participating teacher demonstrates collaboration with caregivers, special education teachers, and support persons of the special education student through the Individualized Education Plan (IEP) process (or 504 meetings or Student Study Team meetings). The IEP process includes student study team meetings and team meetings to facilitate the transition of the special education student to the least restrictive environment, whether it is to the next grade or school. Some high school participating teachers will be involved in the Individual Transition Plan (ITP) process, which is in place for the transition of the special education students to post-school employment.

During the Individualized Education Plan (IEP) identification and referral process, each participating teacher demonstrates recognition and assessment of the strengths and current levels of functioning of students with disabilities. The student's strengths and needs are discussed and recorded at the student study team meetings and IEP meetings. The student's social and academic needs as well as how to plan instructional and/or social activities to further develop these strengths are determined and recorded at the student study team meetings and IEP meeting.

6b.5 Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Each participating teacher has opportunities to select from a focused list of opportunities and activities that promote the deepening of knowledge, skills and abilities within the CSTP and the Induction Program standards, to instruct special populations:

- Creating and maintaining effective environments for student learning
- Creating a healthy environment for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- State-adopted academic content standards and performance levels for students
- Engaging and supporting all students in learning
- Supporting equity and diversity
- Teaching special student populations

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- Using computer technology to support student learning
- Assessing student learning
- Developing as a professional educator

These opportunities and activities are imbedded within the required hours each year of individualized coaching, self-assessment, professional development and the events from the Formative Assessment for California Teachers. With guidance and collaboration with their support provider, participants will develop an IIP that uses varying curriculum depth and complexity. They will also discuss on how best to manage paraeducators and incorporate the use of assistive and other technologies to support instruction and student learning. The IIP is developed from the evidence and self-assessment of the participating teacher's practice as measured by the *California Standards for the Teaching Profession*, state curriculum frameworks and instructional materials, and the K-12 state-adopted student content standards.

Accountability

- The lines of accountability begin first with the participating teacher, who documents the evidence of application of knowledge and skills for each of the elements on the Induction Completion Checklists.
- The second line of accountability lies with the support provider and program advisor who verify on the Induction Completion Checklists that the participating teacher has fully met each element.

Education Specialist Standard 6

Education Specialists demonstrate proficiency in the Teaching Special Populations portion of Standard 6 through the context of practices within the scope of special education service delivery at the site, district, and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation, and co-teaching with general education teachers in the Least Restrictive Environment.

In addition to following the guidelines set-forth in the above narrative, education specialist candidates' unique needs will be addressed in a variety ways. At the beginning of the year, Education Specialist candidates will research and document the scope of special education services at their site and district ([A-3](#), [A-5](#)). With the context in mind, and with the guidance of their support provider, the candidate will explore SELPA services ([Link to MCOE SELPA](#)) that will best support the candidate's growth, and needs of the candidate's students. The candidate will also address this standard alongside their multiple subject/single subject (MS/SS) colleagues by participating in a minimum of four seminars with them. During the seminars, facilitators will create opportunities for all teachers to collaborate, consult, and discuss successful co-teaching strategies. The outcomes of these conversations will be documented on the [seminar evaluation](#) and the [E-3-6b Self-assessment](#). In addition, Education Specialist candidates document and gather evidence of their ability to set expectations based on their knowledge of typical and

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atypical development and to implement behavior support plans and accommodations to support inclusion within the general education setting. In addition to documentation on the previously linked documents, candidates will also build their [Individual Induction Plan \(Module C\)](#) and lesson plan series (within Module C) on this knowledge.

FACT is responsive to the service delivery model(s) within which the new teacher is assigned to operate. The FACT modules are conducted within the special education context (collaborative relationships, Plan-Teach-Reflect-Apply, observation, examining student work, reflective conversation and self assessment) and are designed to help the candidate document proficiency in the Teaching Special Populations induction standard.

Also in the seminars, dedicated time will be utilized to facilitate discussion with regard to adhering to legal and ethical obligations relative to the full range of special education students. Break-out sessions will provide the Education Specialist candidate opportunities to interact and to share their skills in working with special needs students with the general education teacher. Collaboration with the MCOE SELPA and district Special Education departments across the consortium will ensure current information is shared and utilized. Documentation of these collaborations and consultations will occur through the use of the [Collaborative Log](#), and on the self-assessment reflections.

Education Specialists work with their general education colleagues to plan lessons for ELD and for academic content based on cognitive, pedagogical, and individual factors affecting students' language acquisition. Candidates will receive the same professional development surrounding these issues, as their general education colleagues and may elect to co-teach lessons as a demonstration of providing education to special education students in the Least Restrictive Environment. In addition, candidates use curriculum materials that are aligned with either the State Content Standards or the CAPA (California Alternate Performance Assessment) Blueprints. As is mandated by the state, candidates will have been trained in their preservice experience, as to how to implement SDAIE (or other approved EL instruction model) for delivering instruction to EL identified students. Goals for EL Special Education students are aligned with the California State Language Development Standards and reflect the performance level of the EL students, their culture, level of acculturation and prior schooling. Documentation of the candidate's growth in this area will be documented on the Toolbox self-assessments and reflections mentioned above, and also on the [Continuum of Teaching Practice](#).