

## SPECIALIZED KNOWLEDGE

### Masters in Education - Counseling, Education Leadership and Teaching and Learning: Advanced and Other Professional Credentials

<p>* Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields.</p>	<p><b>GED 672 Philosophies of Education Signature Assessment</b> - Candidates apply the different educational philosophies to their own ideas about teaching, professional standards and current issues in education. How do your beliefs and the philosophies intersect with effective instructional practice? Analyze how your beliefs about the way people come to know and understand information has changed based on studying the philosophies.</p> <p><b>GED662 Signature Assessment</b> - Candidates determine the advantages of theoretical integration and delineate their understanding of two theories (including their key constructs that act as a catalyst to change) and how they would apply an integrative perspective to help a client produce a desired, positive, cognitive, affective, and/or behavioral change</p>
<p>* Assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances.</p>	<p><b>GED 616 Signature Assessment</b> - Student create a unit of instruction the demonstrates their knowledge of 15 Models of Instruction that depict the major methodologies and practices in their field. The unit is demonstrated as an exhibit the student must describe and explain to other students.</p>
<p>* Articulates a full range of challenges involved in practicing the field; elucidates the leading edges of the field; and delineates the current limits of theory, knowledge and/or practice in the field by independently initiating, assembling, arranging and reformulating ideas, concepts, designs and/or techniques in carrying out a project directed at a challenge in his or her field that lies outside conventional boundaries.</p>	<p><b>GED 668 Signature Assessment</b> - Evaluate equity issues related to the achievement gap and the characteristics and instructional needs of long-term English learners; identify SDAIE course offerings at the secondary level.</p>

## Master of Arts in Teaching: Preliminary Credentials

<p>* Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields.</p>	<p><b>EDU 600 Signature Assessment-</b> Curriculum and innovation reflection and written discussion of candidate knowledge of the research-based theories and principles of human learning and development acquired during the course including description of how theories and principle affect classroom practice as well as personal beliefs about how students learn and develop.</p>
<p>* Assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances.</p>	<p><b>EDU 600 Signature Assessment -</b> Curriculum and innovation reflection and written discussion of candidate knowledge of the research-based theories and principles of human learning and development acquired during the course including description of how theories and principle affect classroom practice as well as personal beliefs about how students learn and develop.</p>
<p>* Articulates a full range of challenges involved in practicing the field; elucidates the leading edges of the field; and delineates the current limits of theory, knowledge and/or practice in the field by independently initiating, assembling, arranging and reformulating ideas, concepts, designs and/or techniques in carrying out a project directed at a challenge in his or her field that lies outside conventional boundaries.</p>	<p><b>GED 672 Signature Assessment -</b> Written responses to a series of on-demand writing prompts designed to demonstrate understanding and development of a personal philosophy of education by description of personal philosophy of education; description addresses how ideas about what they believe about education and understanding about students changed as learning increased about personal philosophy; analysis of how beliefs about the way people come to know and understand information has changed based on studying the philosophies; application of different philosophies to ideas about teaching, professional standards or current issues in education; description of how beliefs and the philosophies intersect with effective instructional practice.</p>

## Masters in Special Education: Advanced Credentials

<p>* Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields.</p>	<p><b>GED 656 School Scan Project Assignment</b> -Examination, collection and utilization of artifacts and informational elements from a school/district with a focus on policies and procedures of IDEA, analysis of available resources, and personal reflection.</p>
<p>* Assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances.</p>	<p><b>GED 650 Research Presentation Project - Research and reflection on a selected current special education topic/issue related to equity and universal access. Written document and oral presentation is required.</b></p>
<p>* Articulates a full range of challenges involved in practicing the field; elucidates the leading edges of the field; and delineates the current limits of theory, knowledge and/or practice in the field by independently initiating, assembling, arranging and reformulating ideas, concepts, designs and/or techniques in carrying out a project directed at a challenge in his or her field that lies outside conventional boundaries.</p>	<p><b>GED 672 Signature Assessment</b> - Written responses to a series of on-demand writing prompts designed to demonstrate understanding and development of a personal philosophy of education by description of personal philosophy of education; description addresses how ideas about what they believe about education and understanding about students changed as learning increased about personal philosophy; analysis of how beliefs about the way people come to know and understand information has changed based on studying the philosophies; application of different philosophies to ideas about teaching, professional standards or current issues in education; description of how beliefs and the philosophies intersect with effective instructional practice.</p> <p><b>GED 656 Special Education Law Case Study Analysis Assignment</b> - Utilization of the collaborative process; conduction of analysis and oral presentation of 5 case studies addressing key issues emphasized in IDEA and the impact on due process and compliance</p>

## BROAD INTEGRATIVE KNOWLEDGE

<b>Masters in Education - Counseling, Education Leadership and Teaching and Learning Advanced and Other Professional Credentials</b>	
<p>* Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program, command of the techniques and principles of research and the ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Designs and executes an applied, investigative or creative work that draws on the perspectives and/or methods of other fields, and assesses the resulting gains and/or difficulties of including fields other than his or her own.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program, command of the techniques and principles of research and the ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.</p>	<p><b>GED 641 Culturally Responsive Essay Signature Assessment</b> – Written 2-4 page essay describing how one has created a culturally responsive/inclusive environment in the classroom or counseling center. Inclusive of a description of five aspects of educational equity discussed in the readings. Also addresses how one has set high expectations for all students; created a climate of respect for all cultures and language groups; how one values the home culture of students; how one has established a proactive approach to cultural conflicts and have openly discussed topics such as bullying, racism, prejudice, discrimination, stereotypes, etc.</p>

## Master of Arts in Teaching: Preliminary Credentials

<p>* Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program, command of the techniques and principles of research and the ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Designs and executes an applied, investigative or creative work that draws on the perspectives and/or methods of other fields, and assesses the resulting gains and/or difficulties of including fields other than his or her own.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program, command of the techniques and principles of research and the ability to form valid generalizations from the data used. A written document and oral presentation is required.</p> <p><b>EDU 602 Cooperative Group Disability Presentation Assignment-</b> Research, discussion, presentation within a cooperative work group process giving an overview of key aspects and characteristics of disability under IDEIA, instructional strategies for differentiation of content appropriate for a student with the disability, and transition planning issues and appropriate community resources. A written document and oral presentation is required.</p>
<p>* Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.</p>	<p><b>EDU 602 TPA Task 1 State Required Assessment</b> - Subject Specific Pedagogy Signature Assessment: Demonstration of ability to connect learning about students to developmentally appropriate pedagogy, assessment practices, adaptation of content for English Learners, and adaptation of content for students with special needs. A written document and any supporting artifacts are required.</p>

## Masters in Special Education: Advanced Credentials

<p>* Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program, command of the techniques and principles of research and the ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Designs and executes an applied, investigative or creative work that draws on the perspectives and/or methods of other fields, and assesses the resulting gains and/or difficulties of including fields other than his or her own.</p>	<p><b>GED 656 Due Process Research Project Assignment</b> - Research and review of one recent due process case found in specific special education websites and journals. PowerPoint presentation identifies key points of the case and how the legal issues were resolved.</p>
<p>* Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.</p>	<p><b>GED 656 Family Perspectives Interview Assignment</b> - Conduction of an 8 question interview with a parent/guardian of an individual with a disability and address the special education process, the role of the parent, the role of the school. Identification of the circumstances and strategies the led towards the successes and frustrations. A written document is required to details of the questions and responses and a summative professional response to the interview findings</p>

## INTELLECTUAL SKILLS

### Masters in Education - Counseling, Education Leadership and Teaching and Learning Advanced and Other Professional Credentials

<p>* Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.</p>	<p><b>GED 677 Qualitative Analysis of School Support Structures Signature Assessment</b> - Students conduct a Qualitative Analysis of support structures at a given school site (e.g., Student Study Team, IEP Team, 504 Planning Team, Response to Intervention Team, Behavior Support Plan Team, Transition Planning Team). The Analysis includes a comparison of at least three of the aforementioned school support structures. The Analysis requires descriptions of how each process operates at the school site and compare and contrast the three support structures as intervention processes for special populations.</p> <p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program, the command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.</p>	<p><b>GED 677 Effective Teaching Strategies &amp; Accommodations Signature Assessment</b>- Students provide a compilation of teaching strategies, techniques and accommodations which have been shown by the research to be especially effective in supporting students with disabilities in the classroom. The compilation of effective teaching strategies and accommodations will be gathered and organized into a Professional Resource Database.</p>
<p>* Addresses a core issue in his/her field of study from the perspective of either a different point in time, or a different culture, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies — all demonstrated</p>	<p><b>GED 677 Facilitating Family Involvement Signature Assessment – Parent Interview</b> - Students conduct an informal interview with a parent/caregiver of a child with a disability. Embedded within the interview should be a look into the particular circumstances that have led towards the successes and/or frustrations in working with school</p>

<p>through a project, paper, or performance.</p>	<p>professionals, as well as obtaining appropriate specialized services for the child.</p> <p><b>GED 641 Research Project on a Cultural Group Signature Assessment</b> - Working with a partner, report on one cultural group present in your school district. In the multimedia presentation, include research on each one of these areas: a) values, b) religious observances/holidays, c) learning styles, d) educational goals and purposes, e) parental role in education, f) child rearing traditions, g) most appropriate ways to praise and discipline the children in school, h) communication styles (verbal and non-verbal, if applicable), and i) how this alternative perspective depart from current norms. The multimedia presentation must include a minimum of six (6) in-text citations from at least three (3) different sources.</p>
<p>* Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance.</p>	<p><b>GED 641 Demographics Assignment</b> - Study the statistics and graphs of student ethnicity percentages over the past three years in your district and local county. Write a brief analysis comparing and contrasting the trends at all levels. Include line graphs at the end of your paper, one for your district and one for the county. Your instructor will show you how to access this data on the CDE website--dataquest. Prepare an oral presentation to be shared in a small group setting.</p> <p><b>GED 606 Budget Assignment</b> - Use the student achievement data and the budget template provided by the instructor to create a \$250,000 Title I budget directly aimed at enhancing student achievement. Using research about systems management and organizational development, provide a written justification for the alignment of dollars to your instructional priorities as well as the process you would use to collaboratively problem solve with relevant stakeholders (i.e. staff, School Site Council) to enhance buy-in and enable the successful implementation of your plan. Ensure compliance with the funding regulations and guidelines.</p>
<p>* Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b>- Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>



## Master of Arts in Teaching: Preliminary Credentials

<p>* Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of a wide familiarity with the literature in the field of the program the command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.</p>	<p><b>EDU 603 Assessment and Lesson Plan Assignment</b> - Development and design of a lesson plan using a CA Common Core Content Standard (CA CCSS) from a self-selected grade level that is assessed by one or more SBAC practice test items. A clear instructional learning target is identified and a comprehensive assessment plan is developed to address assessment activities before, during and after learning. After the assessment plan is developed, candidates write a detailed lesson plan for teaching a lesson on the identified instructional learning target, integrating the elements of the SBAC practice test item(s) and the Assessment Plan components into the lesson. A written document is required.</p>
<p>* Addresses a core issue in his/her field of study from the perspective of either a different point in time, or a different culture, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies — all demonstrated through a project, paper, or performance.</p>	<p><b>EDU 602 TPA Task 1 Signature Assignment</b> - Subject Specific Pedagogy Signature Assessment: Demonstration of ability to connect learning about students to developmentally appropriate pedagogy, assessment practices, adaptation of content for English Learners, and adaptation of content for students with special needs. A written document and any supporting artifacts are required.</p>

<p>* Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment-</b> Demonstration of a wide familiarity with the literature in the field of the program, the command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment -</b> Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>

<p><b>Masters in Special Education: Advanced Credentials</b></p>	
<p>* Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment-</b> Demonstration of a wide familiarity with the literature in the field of the program, the command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.</p>	<p><b>GED 622 Comprehensive Philosophy and Action Plan of Assessment and Behavioral Support Signature Assessment -</b> Written document addressing philosophy of 1) approach to assessment and behavior interventions, 2) rules, norms, and expectations of the classroom as well as natural consequences, 3) instruction of rules, norms, and expectations, and 4) guidelines for individual behavior needs, procedures, and supports.</p>

<p>* Addresses a core issue in his/her field of study from the perspective of either a different point in time, or a different culture, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies — all demonstrated through a project, paper, or performance.</p>	<p><b>GED 650 Research Presentation Project Signature Assignment -</b> Research and reflection on a selected current special education topic/issue related to equity and universal access. Written document and oral presentation is required.</p>
<p>* Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment -</b> Demonstration of a wide familiarity with the literature in the field of the program, the command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment -</b> Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>

## APPLIED AND COLLABORATIVE LEARNING

### Masters in Education - Counseling, Education Leadership and Teaching and Learning: Advanced and Other Professional Credentials

<p>* Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).</p>	<p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p> <p><b>GED611 Principal Simulation Assignment</b> - Candidates paired as co-principals, experience a day's worth of tasks principals experience. Completing 27 activities, including a teacher observation, a parent meeting, analysis of assessment and emergency situations. Candidates complete each task in a designated amount of time. Following the simulation and the debriefing activity, candidates articulate in an in-depth writing assignment an analysis of the tasks, an evaluation of the resolutions and the creation of solutions to the challenging issues.</p> <p><b>GED662 Signature Assessment</b> - Candidates demonstrate their understanding of a legal and/or ethical dilemma or issue(s) and state "why" or "what the potential for harm" could be if the legal and/or ethical dilemma/issue is not considered in advance of interaction with a counseling client. Be sure to cite the law(s) or ethical code(s).</p>
<p>* Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates.</p>	<p><b>GED668 Signature Assessment</b> - Candidates implement multiple scaffolding strategies and effective questioning techniques with students in classrooms as well as strategies for monitoring comprehension and promoting active practice of academic vocabulary in the delivery of content lessons.</p> <p><b>GED609 Fieldwork Project Assignment</b> - Attend and participate in a minimum of three parent conferences with an administrator. In your summary, analyze the administrator's role in the conferences, how he/she facilitates the meetings, opens and concludes the meetings, responds to parent's concerns, diffuses hostility or frustration, and guides a productive resolution of problems.</p> <p><b>GED 689 Culminating Action Research Project Signature Assessment</b> - Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>

## Master of Arts in Teaching: Preliminary Credentials

\* Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).

**EDU 603 Assessment and Lesson Plan Assignment** - Utilization of CA Common Core Content Standards (CA CCSS) from a self-selected grade level that is assessed by one or more SBAC practice test items, development of a clear instructional learning target and identification of the most effective, efficient method for assessing student mastery of that learning target; development of a comprehensive assessment plan to address assessment activities before, during and after learning; advanced writing of a detailed lesson plan for teaching a lesson on the identified instructional learning target, integrating the elements of the SBAC practice test item(s) and the Assessment Plan components into the lesson. A written document is required.

\* Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates.

**EDU 602 TPA Task 1 Signature Assessment** - Subject Specific Pedagogy Signature Assessment: Demonstration of ability to connect learning about students to developmentally appropriate pedagogy, assessment practices, adaptation of content for English Learners, and adaptation of content for students with special needs. A written document and any supporting artifacts are required.

## Masters in Special Education: Advanced Credentials

\* Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).

**GED 650 Universal Design for Learning Lesson Signature Assessment** - Design of a standards-based curricular lesson for unit of study representative of differentiated strategies (content, product, process), forming a powerful core standards-aligned lesson responsive to the needs of diverse learners.

**GED 622 Collaboration Blueprint Assignment** - Development of a written blueprint for collaboration at a school site to include approaches for evolving the Professional Learning Community, promoting seamless transitions of student with special needs across ages, environments, and services, and team members, and a shared decision-making tree to assist the PLC in supporting all students.

**GED 622 Case Management Inventory Assignment** - Conduction of an extensive inventory of the roles and responsibilities of a case manager for individuals with disabilities. A rubric and formative self-assessment will identify next steps in continued professional development.

\* Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates.

**GED 650 Case Studies Assignment** - Demonstration of advanced knowledge and skills to effectively assess, plan, and provide social and academic supports for students across settings/environments through the analysis and written presentation of 2 case studies.

**GED 622 Skill Strategy Presentation Assignment** - Development and presentation of a 10 minute video of a student with disabilities having behavioral issues. Videos will address the areas of behavior and intervention to include the impact of behavior on social/emotional functioning, the function of the behavior, implications for developing replacement behaviors, and discussion of the quality of life objectives.

**GED 622 Comprehensive Philosophy of Assessment and Behavior Support Signature Assessment** - Candidates will develop a written statement ( 2-3 pages) that addresses their personal beliefs and philosophy about their approach to assessment and behavior interventions/supports, identifies of a viable set of rules and expectations based on this philosophy for their classroom



## CIVIL AND GLOBAL LEARNING

### **Masters in Education - Counseling, Education Leadership and Teaching and Learning: Advanced and Other Professional Credentials**

Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.

**GED668 Signature Assessment** - Candidates develop a position on the federal and state policies, historical and legal foundations, requirements and various types of bilingual programs for English learners and parents' rights concerning requesting a bilingual program.

### **Master of Arts in Teaching: Preliminary Teaching Credentials**

Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.

**EDU 603 Assessment and Lesson Plan** - Utilization of CA Common Core Content Standards (CA CCSS) from a self-selected grade level that is assessed by one or more SBAC practice test items, development of a clear instructional learning target and identification of the most effective, efficient method for assessing student mastery of that learning target; development of a comprehensive assessment plan to address assessment activities before, during and after learning; advanced writing of a detailed lesson plan for teaching a lesson on the identified instructional learning target, integrating the elements of the SBAC practice test item(s) and the Assessment Plan components into the lesson. A written document is required.



## Masters in Special Education: Advanced Credentials

Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.

**GED 656 School Scan Project Signature Assessment-** Examination, collection and utilization of artifacts and informational elements from a school/district with focus on policies and procedures of IDEA, analysis of available resources, and personal reflection.

**GED 650 Resource Directory Signature Assignment -** Research and examination of various resources (inclusive of local community services and technology-based resources to support differentiated instruction/universal access in a specialized area of focus and development of an annotated research directory to be shared with candidates.