California State University
SAN MARCOS | School of Education

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EDMX 573 Section 1
Education Specialist - Clinical Practice: Moderate/Severe Disabilities
CRN #20805
Days: Arranged
Time: Arranged
Course Location: Arranged
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

I. COURSE DESCRIPTION
Observation and teaching of students with moderate and severe disabilities under the supervision of a credentialed special education teacher and university supervisor. Includes seminars. Graded Credit/No Credit.

Course Prerequisite
Successful completion of program prescribed coursework.

II. CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

Candidates will:
- assess and instruct students of various ages (Kindergarten to 22 years of age) and cultural/linguistic backgrounds with moderate/severe disabilities including students eligible for special education because of diagnosed moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blindness, multiple disabilities, emotional disturbance, and autism spectrum disorders.
- demonstrate successful performance of the Moderate/Severe Education Specialist Teaching Performance Expectations as assessed using the *Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations* observation form.

Student learning outcome assessment methods:
Observations by university supervisor of clinical performance objectives and the 2010 California Commission on Teacher Credentialing (CCTC) Moderate/Severe Education Specialist Program Standards and the Moderate/Severe Education Specialist Teaching Performance Expectations (ES TPEs).

Observations by the school-based cooperating teacher of clinical performance objectives and the CCTC Moderate/Severe ES TPEs.

Completion of assignments for EDMX 573:
- Functional Behavior Assessment and Positive Behavior Support Plan (Weeks 1-6, Due Week 6)
- Lesson Plans (Week 2-6, 3 Total Observations)
- Clinical Practice Instruction and Progress Monitoring (IEP at a Glance) (Week 2 or 3)
- Scheduling and Planning (Week 3 or 4)
- Individualized Transition Development Plan (ITDP) (Week 7)

Completion of an Individualized Transition Development Plan (ITDP) summarizing strengths and needs for continued professional growth regarding the Moderate/Severe ES TPEs. The ITDP is developed with input from the candidate's university supervisor and cooperating teacher and is approved and signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee.

III. MATERIALS NEEDED FOR CLASS

Because this is a supervised clinical experience, the materials for this class include the *Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations* observation form and other forms related to Clinical Practice Assignments.

IV. SUPERVISION REQUIREMENTS

1. Each candidate engages in a minimum of 35 days (7 weeks) of supervised clinical practicum hours in one or more school and/or community setting in which students with moderate and severe disabilities are being educated.
2. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the *Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations* observation form.
3. Each candidate completes the required assignments of Clinical Practice including: Lesson Plans, Instruction and Progress Monitoring (IEP at a Glance), Scheduling and Planning, and a Functional Behavior Assessment/Positive Behavior Support Plan.
4. Each candidate is formally observed by and meets with a Clinical Practice University Supervisor at least four times inclusive of the exit interview to discuss clinical experiences and progress toward meeting Education Specialist Teaching Performance Expectations. The University Supervisor will observe formal lessons; review, evaluate, and discuss each clinical practice assignment; and conduct the final formal exit interview.
5. Each candidate meets with the Cooperating Teacher to initially examine and discuss TPE elements and how they could/will be met in clinical practice. Throughout clinical practice, the candidate is expected to collect a portfolio of artifacts (e.g., samples of assessments and assessment reports, lessons, IEP plans) to evidence TPE performance. Further in-depth conversations with the Cooperating regarding TPEs is prompted by the *TPE Weekly Conversations and Planning* form located on page 29 of the syllabus. The candidate meets weekly with the Cooperating Teacher to reflect upon clinical experiences and progress toward meeting TPEs. As part of this meeting, the candidate prepares and e-mails to both the Cooperating Teacher and the Teacher Candidate the *Clinical Practice Weekly Reflection and Planning* form on page 28 of this syllabus. Meetings between the Cooperating Teacher and the candidate are noted weekly on the *Education Specialist Clinical Practice Professional Collaboration Log* found on pages 30 and 31 of the syllabus.
6. Each candidate is formally observed by the Cooperating Teacher a minimum of three times. The University Supervisor and Cooperating Teacher determine with the candidate the content focus of these observations, so that they complement the University Supervisor's teaching, assessment, and IEP formal observations. A formal observation and follow-up conference may focus on instruction, assessment, IEP-related planning and implementation activities, and any other job-related responsibilities in which TPEs may be observed (e.g., training/supervising of paraeducators). These observations are noted at each visitation on the *Education Specialist Clinical Practice Professional Collaboration Log* found on pages 30 and 31 of the syllabus.
7. Each candidate produces an *Individualized Transition Development Plan* that summarizes strengths and areas of need for continued professional growth and that is signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee.

V. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written plans for treatment and assessment. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and submit all clinical experience documentation on the due dates for full credit. If you have extraordinary circumstances that impact timely submission, inform the university supervisor. Any time that you have questions or concerns, please contact the university supervisor immediately.
4. Profession behavior is expected at all school and community sites with educational and program personnel, students, families, and supervisory personnel.

5. Academic Honesty Policy and Plagiarism. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

VI. ASSIGNMENTS AND GRADING SCALE

Functional Behavior Assessment and Positive Behavior Intervention Plan (Weeks 1- 6)
Each Teacher Candidate conducts a functional behavior assessment for one student within the clinical practice environment and uses that data to prepare a positive behavior intervention plan. The assignment begins the first week of clinical practice and concludes the sixth week of clinical practice. Please use the Functional Behavior Assessment and Positive Behavior Intervention Plan on pages 12 - 15 of this syllabus as a template for this assignment.

- Weeks 1-2: Candidates select a student from their clinical practice setting to conduct this assignment. Candidates complete Part I General Information (on page 12 of this syllabus), which includes: general information, behavior of concerns, reasons for developing the behavior support plan, background information, assessment techniques used to examine and analyze behavior. In addition, candidates begin to gather data for the functional behavior assessment. Data collection continues throughout clinical practice. All components of the form must be complete and detailed.
- Weeks 2-3: Candidates complete Part II (A) Functional Behavior Assessment (on pages 13 of this syllabus), which includes: Behavior of concern, setting events/antecedents, definition of specific behavior (inclusive of baseline data), consequences, and the function of the behavior. All components of the form must be complete and detailed.
- Weeks 3-4: Candidates complete Part II (B) Functional Behavioral Assessment: Rationale for Hypothesized Function of Behavior (on page 14 of this syllabus). All components of the form must be complete and detailed.
- Weeks 4-5: Candidates complete Part III Positive Behavior Intervention Plan Development (on page 14 of this syllabus), which include: Setting event strategies, antecedent strategies, teaching and reinforcement of replacement behaviors/skills, strategies to alter consequences, and strategies to improve quality of life. All components of the form must be complete and detailed.
- Week 6: Candidates meet with both their Cooperating Teacher and University Supervisor to review this assignment and make plans for implementing this plan for the student. University Supervisors grade this assignment as either a pass or no pass and use it as an artifact for:

Lesson Plans (3 Total Across CP)
Teacher candidates are required to prepare three detailed lesson plans for the times their University Supervisor or Cooperating Teacher will observe. Please provide a hardcopy of the lesson plan to the University Supervisor or Cooperating Teacher on the time/date of the observation. See Lesson Plan Template on page 16 of this syllabus.

Instruction and Progress Monitoring (IEP at a Glance) (Weeks 2-3)
Teacher candidate must prepare and attach an IEP-at-a-Glance for a minimum of five (5) students assigned to their caseload. Each document must include:
- Positive Student Profile
- IEP Goals at a Glance
- IEP Goals Progress Monitoring Method/Schedule
- Support Needs and Other Important Information
- Matrix that indicates where/when each IEP goal will be addressed
See IEP Matrix and Example on pages 17-20 of this syllabus.

Scheduling and Planning (Weekly Schedule) (Weeks 3-4)
Teacher Candidate must prepare and attach a weekly schedule. Schedule must include:
- Education Specialist Teacher Schedule
- Paraeducator Schedule
- Student Schedule
- Related Service Professionals Therapy/Support Time

Individualized Transition Development Plan (Week 7)
Prior to the completion of a Preliminary Education Specialist program, each Education Specialist candidate must complete an Individualized Transition Development Plan (ITDP) that summarizes the candidate's strengths, areas of need for continued professional growth, and possible future professional development activities, inclusive of up to 12 semester units of university coursework. The plan is based upon the candidate's reflections on performance in coursework and assessed performance on the Education Specialist Teacher Performance Expectations in clinical practice. The ITDP is developed with input from the candidate's university supervisor and cooperating teacher and must be approved and signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee. The ITDP is used by the candidate to assist in the development of an Individualized Induction Plan (IIP) that will guide advanced preparation and application of knowledge and skills in the candidate's Clear Credential preparation program.

Grading: Credit/No Credit
The candidate's university supervisor, in collaboration with the cooperating teacher, prepares a Clinical Practice Summary report and completes the ES TPE assessment based upon observations and clinical practice cooperating teacher feedback. The rubric on pages 7 and 8 of this syllabus provide guidance for assigning a performance score on the clinical practice assessment document. These documents are presented to the teacher candidate at the exit meeting and all participants sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a candidate for a credential at the end of the program.

1. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for clinical practice experiences by the university supervisor. If a credential candidate has not successfully met the Education Specialist Teacher Performance Expectations at an appropriate level (approaching in CP I, met in CP II), the candidate may be required to extend or repeat the experience.
2. If a candidate is unsuccessful in a clinical practice experience, a grade of NO CREDIT will be given. Granting of an additional opportunity for clinical practice will be made based on the circumstances under which the original NO CREDIT was given.
3. Should a candidate be in the potential situation of receiving NO CREDIT for clinical practice, the university supervisor and cooperating teacher must complete a Statement of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
4. Should a second clinical practice experience be recommended, the candidate must re-register for the clinical practice course prior to the new placement being made.

Conditions for Removal from School Site
A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if a candidate:

1. endangers students or others;
2. violates recognized codes of conduct, e.g. CSUSM Student Code of Conduct, CSUSM Academic Honesty Policy NEA Code of Ethics, CA Education Code Section 44932; and/or
3. is dismissed from the classroom or school site by the Cooperating Teacher or site or district administrator.

RUBRIC

The following rubric describes the timeframe, conditions, and expected evaluated behaviors and artifacts for each of the 4 performance levels on the *CSUSM Moderate/Severe Education Specialist TPE Clinical Practice Assessment* instrument. It clarifies the performance standard or criteria represented by the Does Not Meet (1), Approaching (2), Meets (3), and Exceptional (4) clinical rating for a TPE element on the 4-point rating scale. The University Supervisor and Cooperating Teacher can independently use this rubric and then confer as to the appropriate rating on a TPE element for a candidate they both are mentoring. A candidate must earn at least a Meets (3) score on each TPE element to get credit for the element in clinical practice.

Does Not Meet (1) (the standard)	Approaching (2) (meeting the standard)	Meets (3) (the standard)	Exceptional (4)
Requires significant more understanding, instruction, and/or experience	Understands but requires additional coaching or clarification	Meets the standard as stated in the ES TPE at the level of a novice teacher	Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, **either** or **both** the University Supervisor and/or Cooperating Teacher's **assess** via their observations and/or examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element leads to the conclusion that the candidate: 1) has demonstrates the knowledge and/or practice articulated in the TPE element criterion with little frequency and will require extensive modeling, coaching, instruction, and clinical experience to potentially achieve the criterion performance 2) has provided few or no evidences that are assessed as (a) relevant examples, (b) appropriate to the content of the TPE element, or (c) adequate to demonstrate the criterion as stated in the TPE element	Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, **either** or **both** the University Supervisor and/or Cooperating Teacher **assess** via their observations and/or examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that the candidate: 1) has demonstrated, but **not yet consistently**, the knowledge and/or practice articulated in the TPE element criterion and requires and will benefit from further modeling, coaching, and/or clarification to achieve the criterion performance 2) has provided **some**, but not yet sufficient, evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element	Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, **both** the University Supervisor and Cooperating Teacher **assess** via their observations and examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that there is **adequate** evidence to conclude that the candidate: 1) has **consistently** demonstrated the knowledge and/or practice articulated in the TPE element criterion with minimal need for further modeling, coaching or clarification 2) has provided evidences that are (a) **relevant** examples, (b) **appropriate** to the content of the TPE element, and (c) **adequate** to demonstrate the criterion as stated in the TPE element	Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, **both** the University Supervisor and Cooperating Teacher **assess** via their observations and examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that there is **ample** evidence to conclude that the candidate: 1) has **consistently** demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification 2) has provided **multiple** evidences that are **clearly** (a) **relevant** examples, (b) **appropriate** to the content of the TPE element, and (c) **adequate** to demonstrate the criterion as stated in the TPE element

3) even when provided with prompting and direct questioning, has difficulty identifying ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion	3) requires some prompting, when asked to describe and explain ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion	3) can **describe and explain**, with **little to no prompting**, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion	3) can independently (without prompting) **describe and explain** in detail ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion

VII. COURSE SCHEDULE

Week 1	• Arrange a time with university supervisor (US) to meet cooperating teacher (CT), principal, special educators, and support personnel on site. Share course syllabi and ES TPEs with your CT. • Gather info on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures). • Work in accordance with your CT's **contract hours.** Be available before and after school. Attend faculty/staff meetings and in-service events, and participate in other appropriate professional activities that do not conflict with your evening credential courses. **If you must be absent or leave early, inform your CT in advance.** • In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities. • Confer with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the **Moderate/Severe Education Specialist TPEs**, and c) assumption of full teaching and other special education job responsibilities during your clinical experience. • Be sure you, the CT, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies on the **Moderate/Severe Education Specialist TPE Clinical Practice Assessment**. • Begin working on Functional Behavior Assessment and Positive Behavior Support Plan.
Weeks 2-3	• **1st Observation from University Supervisor:** Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit. • **Instruction and Progress Monitoring Assignment (Program-at-a-Glance) DUE to University Supervisor.** • Meet with your US and CT to note progress on the **M/S ED TPEs.** • Confer with CT regarding your performance, lesson planning, and other appropriate topics.
Weeks 3-5	• Take over all special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT. • **2nd Observation from University Supervisor:** Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit. • **Scheduling and Planning Assignment DUE to University Supervisor.** • Meet regularly with your US and CT to note progress on the **M/S ES TPEs.** • Complete with the US and CT, appropriate items on the **Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment** at or following each visit. Review the form regularly. **The goal is for each item to be addressed by the end of the clinical practice experience.**
Week 5-6	• **3rd Observation from University Supervisor:** Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit. • **Week 6 Functional Behavior Assessment and Positive Behavior Intervention Plan DUE to University Supervisor.**
Week 7	• Your US will arrange for a 3-way "exit interview" with you and the CT. Your US and CT will sign off on the **Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment** and Teacher Candidate Summary, which along with your **Moderate/Severe Individualized Transition Development Plan** serve as your recommendation for the credential

VIII. COURSE FEATURES

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Students with Disabilities Requiring Reasonable Accommodations
Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Academic Writing Requirement
This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standard.

CSUSM Academic Honesty Policy
Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Teacher candidates are responsible for honest completion of their work. There will be no tolerance for infractions. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As educators, teacher candidates will do their own work and contribute equally to group projects and processes. Plagiarism and cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website, http://library.csusm.edu/plagiarism/index.html. For questions about academic honesty, please consult the University catalog.

School of Education Attendance Policy – Clinical Practice
All teacher candidates are expected to be present at their assigned school site as scheduled by program requirements and the specific school site calendar and teaching contract. Should the teacher candidate have extenuating circumstances, s/he should contact the University Supervisor and Program Coordinator as soon as possible.

Electronic Communication Protocol
Electronic correspondence is part of your professional interactions. If you need to contact an instructor, cooperating teacher, on-site liaison, university supervisor, or classmate, email is often the easiest way to do so. Please be reminded that electronic correspondences are a very specific form of communication with their own nuances, meaning, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang often communicate more than the sender originally intended. With that said, please be mindful of all electronic messages and craft them with professionalism and care.

Things to consider in electronic communication:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

TaskStream Enrollment and Postings
The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013* - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter *edspecialist* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

IX. FORMS TO BE USED BY CANDIDATE, SUPERVISORS, AND COOPERATING TEACHERS

See on the following pages the forms referenced in the schedule and course and grading scale above that are used by the candidate, supervisors, and cooperating teachers to complete required clinical assignments and observations.

California State University
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Functional Behavior Assessment and Positive Behavior Support Plan

Part I – General Student and Team Information

Student
Name _____ DOB/Age _____ Grade _____ Date: _____
Team
Members: _____   _____

_____   _____

_____   _____

_____   _____

BEHAVIOR OF CONCERN (Briefly Stated):

REASON FOR DEVELOPING BEHAVIOR SUPPORT PLAN

Behavior interferes with student's learning? _____

Behavior interferes with other students' learning? _____

Behavior led to student being removed from class or suspended? _____

Other (specify) _____

"GLOBAL" CONTEXTUAL BACKGROUND INFORMATION

Brief Schooling History? _____

Academic Achievement? _____

Social/Peer Relationships? _____

Special Education Eligibility? (Category) _____

Discipline History? _____

Medical Condition(s)/Prescribed Medication? _____

Concerns of Family? _____

Powerful Reinforcer(s) & Motivators? _____

Previous Interventions Attempted? _____

Current Observations? _____

Current Student Interview Information? _____

ASSESSMENT TECHNIQUES USED TO EXAMINE AND ANALYZE BEHAVIOR

- Observation or Video/Audio Tape _____

  __A-B-C __Frequency __Duration __Intensity __Permanent Product __Other

- Interview: Student   Teacher   Parent   Administrator
- (Circle all conducted) Other(s) _____
- Specify Behavior Checklist/Rating Scale _____
- Specify Other(s) _____

Part II (A) – Functional Behavioral Assessment (FBA)

Behavior of Concern _____

Setting Events/Antecedents	Specific Behavior	Consequences	Function of Behavior
(Typical situation(s), setting, or time *before* the behavior)	(Exactly what the student does or does not do)	(Events typically *following* the behavior)	(Hypothesized *purpose* of behavior *position* it represents)
□ unstructured time in	(Describe in observable & measurable words the "operational" definition of the behavior) What does the behavior look like and sound like? How often does the behavior occur? How long does the behavior last when it does occur? What is the intensity/level of danger of the behavior?	□ teacher attention	GET/OBTAIN
□ academic instruction in		□ peer attention	□ choice
□ when directed to		□ verbal warning/ reprimand	□ **attention**, relationship
□ when close to		□ loss of privilege (what?)	□ objects, including $
□ when unable to		□ time away/out (where?)	□ meaningful instruction
□ when provoked by		□ removal from class	□ play, fun
□ other		□ planning in planning room	□ replication of chain of events
□ other		□ planning with adult (who?)	□ justice/fairness
□ other		□ detention (how long?)	□ **control**/power
		□ in school suspension (how long?)	□ sensory stimulation/**energy**
			AVOID/ESCAPE
		□ other	□ **failure** at task or demand
		□ other	□ person or group
			□ **boredom**/lack of meaning
			□ internal event (e.g., anxiety)
			□ sensory input
			ANGER/PROTEST
			□ past actions
			□ lack of choice/control
			□ lack of perceived fairness
			UNIFORMED
			OTHER?_____

Part II (B) – Functional Behavioral Assessment:
What are the two most probable functions of the behavior?

#1 Function of Behavior (Describe)	#2 Function of Behavior (Describe)

What is the rationale (i.e., data-based evidence) for selecting this function? What from knowledge of student global background information, setting events, antecedent triggers, consequences following the behavior, and how the student's disability or other characteristics or variables influence the behavior suggests that this is why the behavior occurs?

Rationale for Function #1:	Rationale for Function #2:

PART III – POSITIVE BEHAVIOR SUPPORT INTERVENTION PLAN DEVELOPMENT

Description of Behavior:

Hypothesized Function(s) Addressed by this Intervention Plan:

Goal #1: Make behavior IRRELEVANT *Prevent behavior by changing environment, curriculum, immediate antecedents, etc.?		Goal #2: Make behavior INEFFICIENT and replacement behavior EFFECTIVE *Alter consequences? *Teach & reinforce use of alternate replacement behavior/skills?		Goal #3: Improve quality of life *Address foundational issues – health, predictability, choice, social relations, communication skills - that cut across routines?
Setting Event Strategies	*Antecedent Strategies*	*Strategies to Alter Consequences*	*Teaching & Reinforcing Replacement Behavior(s)/Skill(s)*	*Strategies to Improve Quality of Life*
How does each strategy address the hypothesized function?	*How does each strategy address the hypothesized function?*	*How do the changes in consequences address the hypothesized function?*	*How do the replacement behavior(s)/skill(s) address the hypothesized function?*	*How does each strategy address the hypothesized function?*

Evaluation and Monitoring System:
(Data collection and summary forms, contracts, and other monitoring tools)

Persons Involved and Responsibilities of Each Person:

Follow-Up Timeline (e.g., next team meeting) for Checking on Behavior Change and Progress:

Lesson Plan Components

Teacher Candidates are expected to have a lesson plan prepared for each visit from the University Supervisor. Please have a hardcopy printed for your University Supervisor.

The lesson plan is required to have the following components. For more information about these components please see Chapter 4 of the Snell and Brown text.

Information about students:
> *Provide a brief description of each student. Please include both strengths and challenges.*

Materials and Universal Design:
> *Describe teaching materials used. Be sure that the materials are matched to the learner's ability and are age-appropriate. Describe how curriculum is made accessible through universal design.*

The Instructor(s)
> *Describe who will be providing instruction and support to each student. Will roles be shared, rotated, etc.? Co-teaching? Collaborative Planning? Collaborative Reflection?*

Schedule for Instruction
> *Describe what will be taught and why (IEP goals, CAPA standards, CORE). Describe where and when instruction will be delivered and why. Describe how data will be collected during this observation period.*

Teaching Arrangement
> *How will instruction and support be delivered? One-to-One? Small Group? Describe how and why groups were created.*

Prevention Strategies
> *Describe how you use positive behavior support strategies to teach, model, and reinforce expected behavior. What preventive strategies are in place to reduce the probability of inattentive and disruptive behavior.*

Peer-Mediated Instruction and Peer Support
> *Describe how peers might intervene and assist with the teaching of skills to their classmates with disabilities.*

Individualized Adaptations: Accommodations and Modifications
> *Describe the individualized adaptations that will take place during this observation period.*

Adapted from Snell & Brown (2011)

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IEP-at-a-Glance

Student Name: _____

Date:_____

Positive Student Profile

IEP Goals and Progress Monitoring at a Glance

Support Needs and Other Important Information

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Sample IEP-at-a-Glance

Student Name: Danika (3rd grader)   **Date: September 13th**

Positive Student Profile
- Kinesthetic learner
- Confident
- Active
- Learns well with hands-on activities
- Musical
- Vocal
- Assertive about her wants
- Happy

IEP Goals and Progress Monitoring at a Glance
- Share materials (data sheet, weekly)
- Take turns in group activities (data sheet, weekly)
- Transition independently from one activity or environment to another using a picture schedule (data sheet, daily)
- Put away materials (data sheet, daily)
- Write her name (work sample, weekly)
- Use functional daily living words (data sheet, weekly)
- Recognize numbers 1 – 20 (data sheet, weekly)
- Use sign language or picture communication system to: (data sheet, daily)
  - Initiate interactions with peers
  - Request a partner for play or work
  - Answer yes/no questions
  - Answer "what" questions
  - Indicate need to use the bathroom

Support Needs and Other Important Information

- Use Positive Behavior Support Plan strategies to calm her when upset or angry: take breaks, use sensory strategies, go for a walk, write it out, refer to social stories
- Nurse administer medication at lunchtime
- Assistance (lifting) to use bathroom

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IEP Goal Matrix

Student: _____   Date: _____

IEP Goals	Class Schedule and Location																
Support Needs																	

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SAMPLE IEP Goal Matrix

Student: Danika   Date: September 13th

IEP Goals	Arrival/Schedule (Gen Ed)	LA (Sped Ed)	Science (Gen Ed)	Art (Gen Ed)	Music (Gen Ed.)	PE (Gen Ed.)	Lunch (Gen Ed.)	Recess (Gen Ed.)	LA RT (Sped Ed)	Math (Sped Ed)	Writing (Sped Ed.)	Social Studies	Tech Lab	Bus Exit
Share materials		X	X	X	X	X		X				X	X	
Take turns in groups		X	X	X	X	X		X	X	X				
Transition between activities/environments	X	X	X	X	X		X	X	X		X	X	X	X
Put away materials	X	X	X	X	X	X	X		X	X	X	X	X	X
Write her name		X	X	X						X	X	X	X	
Recognize numbers 1 – 20	X		X		X	X				X			X	
Use daily living words	X	X	X						X		X			
Initiate peer interacts *	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Request partner for play or work*		X	X	X		X	X	X	X		X	X	X	
Answer yes/no questions*	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Answer "what" questions*	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Indicate need to use bathroom*	X					X	X	X						X
Support Needs														
PBS strategies to calm when in distress	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Medication at lunchtime							X							
Lifting assistance in bathroom	X					X	X	X						X

* Using sign language or picture communication system

Clinical Practice Assessment Tool for Functional Behavior Assessment and Positive Behavior Intervention Plan

Teacher Candidate		**Date**
School Site		**Setting**
Supervisor		

Does the FBA/PBSP have these features?

1. _____ Student Information Identified
2. _____ Behavior of Concern Briefly Stated
3. _____ Reasons for Developing Behavior Support Plan Identified
4. _____ "Global" Contextual Background Information is Complete
5. _____ Assessment Techniques and Methods are Determined
6. _____ Setting Events/Antecedents are Identified
7. _____ Specific Behavior (Operationally Defined) and Baseline Data Identified
8. _____ Consequences Identified
9. _____ Hypothesized Purpose of Behavior Identified
10. _____ Rationale for Hypothesized Function of Behavior is Identified
11. _____ Intervention/Prevention Strategies (make problem behavior irrelevant)
    - _____ Setting Event Strategies
    - _____ Setting Event Strategies Address Hypothesized Function
    - _____ Antecedent Strategies
    - _____ Antecedent Strategies Address Hypothesized Function
12. _____ Intervention/Prevention Strategies (make problem behavior inefficient and replacement behavior effective)
    - _____ Teaching and Reinforcement of Replacement Behavior/Skills Identified
    - _____ Teaching and Reinforcement of Replacement Behavior/Skills Address Hypothesized Function
    - _____ Strategies to Alter Consequences Identified
    - _____ Strategies to Alter Consequences Address Hypothesized Function
13. _____ Intervention/Foundational Issues to Improve Quality of Life
    - _____ Strategies to Improve Quality of Life Identified
    - _____ Strategies to Improve Quality of Life Address Hypothesized Function
14. _____ Evaluation and Monitoring System Identified
15. _____ Persons/Responsibilities Identified
16. _____ Follow-Up Timeline Determined

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

Teacher Candidate Signature　　　　　　　　　　**Date**

University Supervisor's/Cooperating Teacher Signature　　　　**Date**

Date/Time of next observation

Clinical Practice Instructional Observation Form

Teacher Candidate _____   **Date** _____

School Site _____   **Setting** _____

Supervisor _____

TPEs Observed:

___ Instruction of S w/IEPs - TPE 1	___ Develop appropriate teaching - TPE 6	___ Social environment - TPE 11
___ Monitor during instruction - TPE 2	___ Differentiation for ELs - TPE 7	___ Prof, legal, ethical obligations-TPE 12
___ Interpret & use assessment - TPE 3	___ Learning about students - TPE 8	___ Reflective teaching & growth - TPE 13
___ Making content accessible - TPE 4	___ Instructional planning - TPE 9	
___ Student engagement - TPE 5	___ Instructional time - TPE 10	

TPE 5, 10 & 11: Rapport and Room Environment: (Check observed, add others as seen)
___ Courteous, positive, active learning   ___ Clearly stated expectations
___ Respectful interactions   ___ Aware and responsive to students needs
Comments:

TPE 1, 4, 8, 9, & 10: Instructional Planning: (Check observed, add others as seen)
___ Works as a collaborative team member to plan instruction   ___ Lessons are based upon Common Core and/or other standards/frameworks
___ Instruction based upon assessed knowledge of student(s)
Comments:

TPE 1, 4, 5, 6, 7 & 10: Lesson Presentation/Implementation of Support: (Check observed, add others as seen)
___ Uses universal strategies that are effective with a wide range of students   ___ Provides individualized accommodations, modifications, and supports
___ Effective use of instructional time   ___ Instruction/feedback/support is clear and consistent
___ Materials are organized and used effectively
Comments:

TPE 1, 6, 9, & 11: Student Motivation and Behavioral Support: (Check observed, add others as seen)
___ Implements student's positive behavior support/intervention plan   ___ Motivates students by connecting to their interests
___ Encourages involvement and excellence   ___ Provides feedback to student
___ Uses reinforcement and other positive strategies   ___ Collects and analyses data related to positive behavior support/intervention plan
Comments:

TPE 2 & 3: Assessment and Progress Monitoring: (Check observed, add others as seen)
___ Uses formal and informal assessments appropriately   ___ Consideration of appropriateness for diverse population
___ Utilizes formative and summative assessments   ___ Collects and analyzes ongoing data
Comments:

TPE 4 & 5: Cognitive Outcome: (Check observed, add others as seen)

___ Encourages and models critical thinking and problem-solving skills   ___ Fosters analysis and synthesis

Comments:

TPE 4, 5, 6, 11: Affective Outcome: (Check observed, add others as seen)

___ Encourages collaborative and independent learning   ___ Promotes community, self-esteem, and cooperation

___ Provides meaningful and relevant curriculum

Comments:

TPE 1, 7, 8: Effective Outcome: (Check those observed, add others as seen)

___ Respectfully teaches and communicates with students from diverse populations

___ Demonstrates understanding, appreciation, sensitivity for cultural heritage and community values

___ Plans lessons that encourage respect for human diversity

Comments:

TPEs 12 and 13: Professional Behavior: (Check those observed, add others as seen)

___ Effective communication with families, administrators, paraeducators, supervisors and colleagues

___ Respects issues of confidentiality   ___ Reflective practitioner

___ Able and willing to accept constructive critical feedback   ___ Actively participates in school community

___ Seeks professional development opportunities

Comments:

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

Teacher Candidate Signature	**Date**

University Supervisor's/Cooperating Teacher Signature	**Date**

Date/Time of next observation

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Clinical Practice Instruction and Progress Monitoring Form

Teacher Candidate _____   **Date** _____

School Site _____   **Setting** _____

Supervisor _____

Instruction and Progress Monitoring:

Teacher candidate must prepare and attach a IEP-at-a-Glance for a minimum of five (5) students assigned to their caseload. Each document must include:

- *Positive Student Profile*
- *IEP Goals at a Glance*
- *IEP Goals Progress Monitoring Method/Schedule*
- *Support Needs and Other Important Information*
- *Matrix that indicates where/when each IEP goal will be addressed*

Evaluation:

___ Profile is positive and thorough   ___ IEP Goals summarized

___ Progress Monitoring method/schedule relates
to IEP goal   ___ _Matrix includes each IEP goal
Comments:

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

_____
Teacher Candidate Signature   **Date**

_____
University Supervisor's/Cooperating Teacher Signature   **Date**

Date/Time of next observation   _____

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Clinical Practice Scheduling and Planning Form

Teacher Candidate _____ **Date** _____

School Site _____ **Setting** _____

Supervisor _____

Teacher Candidate must prepare and attach a weekly schedule. Schedule must include:
- *Education Specialist Teacher Schedule*
- *Paraeducator Schedule*
- *Student Schedule*
- *Related Service Professionals Therapy/Support Time*

Evaluation:

__ Posted/Available for all to access   __ Clear and easy to understand

__ Updated when necessary

Comments:

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

_____

Teacher Candidate Signature   **Date**

_____

University Supervisor's/Cooperating Teacher Signature   **Date**

Date/Time of next observation [_____]

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What Does Co-Teaching Look Like? Four Approaches

Co-teaching has many faces. In a national survey, teachers experienced in teaching in a diverse classroom reported that they used four approaches to co-teaching – supportive, parallel, complementary, and team co-teaching (National Center for Educational Restructuring and Inclusion, 1995).

SUPPORTIVE
Supportive co-teaching is when one teacher takes the lead instructional role and the other(s) rotates among the students providing support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other co-teacher continues to direct the lesson. Teachers new to co-teaching or who are short of planning time often begin with this approach.

PARALLEL
Parallel co-teaching is when two or more people work with different groups of students in different sections of the classroom. Co-teachers may rotate among the groups; and, sometimes there may be one group of students that works without a co-teacher for at least part of the time. Teachers new to co-teaching often begin with this approach. Key to parallel co-teaching is that each co-teacher eventually works with every student in the class.

COMPLEMENTARY
Complementary co-teaching is when co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example one co-teacher might paraphrase the other co-teacher's statements or model note-taking skills on a transparency. Sometimes, one of the complementary co-teaching partners pre-teaches the small group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the lesson taught by the other co-teacher. As co-teachers gain in their confidence and acquire knowledge and skills from one another, complementary co-teaching becomes a preferred approach.

TEAM CO-TEACHING
Team co-teaching is when two or more people do what the traditional teacher has always done – plan, teach, assess, and assume responsibility for all of the students in the classroom. Team co-teachers share leadership and responsibility.

Team co-teachers share lessons in ways that allow students to experience each teacher's expertise. For example, for a lesson on inventions in science, one co-teacher with interests is history explains the impact on society. The other, whose strengths are with the mechanisms involved, explains how inventions work.

In team co-teaching, co-teachers simultaneously deliver lessons and are comfortable alternately taking the lead and being the supporter. The test of a successful team teaching partnership is that the students view each teacher as equally knowledgeable and credible.

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Suggested Timeline for the Systematic Release of Responsibility in Co-Teaching Clinical Practice

Timeline	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
Beginning of Clinical Practice	**Planning and Reflection** CT leads planning and reflection conversations in all areas of instruction. **Instruction and Instructional Role(s)** CT takes the lead *Supportive*: CT in lead role *Parallel*: CT teaches own plans *Complementary:* CT leads *Team:* Likely not yet employed	**Planning and Reflection** TC actively participates in all planning and reflection conversations. **Instruction and Instructional Role(s)** TC follows lead of CT *Supportive*: TC in support role *Parallel*: TC teaches CT plans *Complementary*: TC complements, as directed *Team:* Likely not yet employed
Early in Clinical Practice	**Planning and Reflection** CT leads and prompts TC contributions to planning and reflection conversations. **Instruction and Instructional Role(s)** CT leads most of the time. *Supportive*: CT leads and supports *Parallel*: CT teaches own plans *Complementary:* CT usually leads *Team*: CT prompts TC role	**Planning and Reflection** TC begins leading at least one part of the planning conversations in one or more areas of instruction and contributes to reflection conversations. **Instruction and Instructional Role(s)** TC begins taking the lead periodically. *Supportive*: TC supports, may lead *Parallel*: TC sometimes designs and teaches own plans *Complementary*: TC complements with guidance, as needed *Team:* TC teaches with guidance
Middle of Clinical Practice	**Planning and Reflection** CT and TC shares leadership of planning and reflection conversations. **Instruction and Instructional Role(s)** The CT equally shares taking the lead in the Co-Teaching approaches. *Supportive:* CT in lead and support roles *Parallel*: CT teaches own plans for groups *Complementary*: CT leads, complements *Team:* CT and TC jointly instruct	**Planning and Reflection** TC and CT shares leadership of planning and reflection conversations. **Instruction and Instructional Role(s)** The TC equally shares taking the lead in the Co-Teaching approaches. *Supportive*: TC in lead and support roles *Parallel*: TC designs and teaches own plans for groups *Complementary*: TC leads, complements *Team:* CT and TC jointly instruct
End of Clinical Practice	**Planning and Reflection** CT participates in planning and reflection conversations. May lead some. **Instruction and Instructional Role(s)** The CT follows the TC's lead (or shares the lead, in team co-teaching). *Supportive*: CT supports *Parallel*: CT teaches own group(s) *Complementary*: CT complements *Team*: CT and TC jointly instruct	**Planning and Reflection** TC leads most or all planning and reflection conversations. **Instruction and Instructional Role(s)** The TC takes the lead (or shares the lead, in team co-teaching) in co-teaching roles. *Supportive*: TC in lead role *Parallel*: TC teaches own plans/groups *Complementary*: TC leads *Team*: CT and TC jointly instruct

Clinical Practice Weekly Reflection and Planning

Directions: On Friday of each week of clinical practice, please complete and send this form to your University Supervisor and Cooperating Teacher. Be sure to discuss the content of the reflection with your Cooperating Teacher in your weekly reflection and planning meeting.

Name _____   Week _____   Date _____

1. This week the TPEs that I focused on were:

2. An "aha" moment in my teaching this week was:

3. I felt most confident and competent with my skills when:

4. My biggest challenge this week was:

5. The co-teaching approaches my Cooperating Teacher (CT) and I used this week were:

_____ **Supportive**	☐ I led	☐ CT led	
_____ **Parallel**	☐ I led planning	☐ We jointly planned	☐ My CT planned
_____ **Complementary**	☐ I led, my CT complemented	☐ My CT led, I complemented	
_____ **Team**	☐ Guided by CT	☐ We jointly planned & delivered instruction	

Questions I have; help I would like: _____

Requested focus of next observation/meeting:

_____ TPEs (specify):_____

_____ Co-teaching planning &/or implementation   _____ Instructional strategies

_____ Classroom management/support   _____ Differentiation of instruction

_____ Individualized Accommodations and Modifications

_____ Supporting/Co-teaching with Paraeducators   _____ Positive Behavior Supports

_____ Other (specify):_____

Teacher Candidate and Cooperating Teacher TPE Weekly Conversations and Planning

Teacher Candidate:	
Cooperating Teacher:	
University Supervisor:	

TPE Instructions: To ensure that both the candidate and the cooperating teacher have a clear and shared understanding of each TPE expectation and that they expressly discuss how each TPE could be demonstrated by the candidate in the clinical setting, the following timetable is recommended for examining and discussing TPE items on the *Education Specialist TPE Clinical Practice Assessment Moderate/Severe.* Please indicate the week and date of clinical practice that each set of TPEs is examined. Please pay particular attention to the noted TPE elements, which have been identified as high-priority topics for research, discussion, and application in clinical practice.

TPE Discussed	Suggested Week	Week/Date
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction TPE 9: Instructional Planning	Week 1	
TPE 2: Monitoring Student Learning During Instruction	Week 2	
TPE 3: Interpretation and Use of Assessments TPE 8: Learning About Students	Week 2	
TPE 4: Making Content Accessible	Week 3	
TPE 5: Student Engagement	Week 3	
TPE 6: Developmentally Appropriate Teaching Practices TPE 11: Social Environment	Week 4	
TPE 7: Teaching English Learners (with M/S Disabilities)	Week 4	
TPE 10: Instructional Time	Week 5	
TPE 12: Professional, Legal, and Ethical Obligations	Week 5	
TPE 13: Professional Growth	Week 6	

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Education Specialist Mild Moderate AND Moderate/Severe Clinical Practice Weekly Professional Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Cooperating Teacher (CT), and University Supervisor (US) to guide the TC to successful Teacher Performance Expectation (TPE) and Professional Dispositional (PD) performance through observations, coaching meetings, written feedback, and relevant activities, interactions, and communications. The log shall be confidentially maintained (in digital or hard copy format) and accessible to all parties throughout the Clinical Practice (CP). Log entries are completed, reviewed, and signed by the TC and CT weekly and by the US at each visitation. The log is collected by the US at the completion of CP.

Teacher Candidate (Name):	Cooperating Teacher (Name):	University Supervisor (Name):
Teacher Candidate Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14th – 18th, Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the CT.	**Cooperating Teacher Responsibilities:** Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.	**University Supervisor Responsibilities:** Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.

Week & Days of CP	Teacher Candidate Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	Cooperating Teacher Directions: CHECK ALL collaboration that occurs during the designated time period. Document weekly reflective and planning meetings and a minimum of 4 formal observations.		University Supervisor Directions: Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.	
		☐ Informal Observation(s) of:	(Activities, TPEs)	Date:	Signature:
		☐ **Formal Observation** of:	(Activities, TPEs)	☐ Observation of:	(Note Activities, TPEs)
		☐ Meeting(s) re:	(Topics, TPEs)	☐ Conference w/TC re:	
		☐ Modeling/Coaching re:	(Activities, TPEs)	☐ Met with CT	(Activities, TPEs)
		☐ Other (Briefly describe):		☐ Phone, e-mail, other communications:	
		Signature of CT:	Signature of TC:		(Activities)
		☐ Informal Observation(s) of:	(Activities, TPEs)	Date:	Signature:
		☐ **Formal Observation** of:	(Activities, TPEs)	☐ Observation of:	(Note Activities, TPEs)
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		☐ Other (Briefly describe):		☐ Phone, e-mail, other communications:	
		Signature of CT:	Signature of TC:		(Activities)
		☐ Informal Observation(s) of:	(Activities, TPEs)	Date:	Signature:
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		☐ Other (Briefly describe):		☐ Phone, e-mail, other communications:	
		Signature of CT:	Signature of TC:		(Activities)

Teacher Candidate (Name):		Cooperating Teacher (Name):		University Supervisor (Name):	
Teacher Candidate Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14th – 18th, Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the CT.		**Cooperating Teacher Responsibilities:** Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.		**University Supervisor Responsibilities:** Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.	
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		☐ Other (Briefly describe):		☐ Phone, e-mail, other communications:	
		Signature of CT:	Signature of TC:		(Activities)
		☐ Informal Observation(s) of:	(Activities, TPEs)	Date:	Signature:
		☐ **Formal Observation** of:	(Activities, TPEs)	☐ Observation of:	(Note Activities, TPEs)
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		Signature of CT:	Signature of TC:		(Activities)

Teacher Candidate (Name): **Cooperating Teacher (Name):** **University Supervisor (Name):**

Teacher Candidate Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14th – 18th, Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the CT.	Cooperating Teacher Responsibilities: Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.	University Supervisor Responsibilities: Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.

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		☐ Informal Observation(s) of: (Activities, TPEs)	Date: / Signature:
		☐ **Formal Observation** of: (Activities, TPEs)	☐ Observation of: (Note Activities, TPEs)
		☐ Meeting(s) re: (Topics, TPEs)	☐ Conference w/TC re:
		☐ Modeling/Coaching re: (Activities, TPEs)	☐ Met with CT (Activities, TPEs)
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		☐ Meeting(s) re: (Topics, TPEs)	☐ Conference w/TC re:
		☐ Modeling/Coaching re: (Activities, TPEs)	☐ Met with CT (Activities, TPEs)
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Teacher Candidate (Name):	Cooperating Teacher (Name):	University Supervisor (Name):

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Week & Days of CP	Teacher Candidate Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	Cooperating Teacher Directions: CHECK ALL collaboration that occurs during the designated time period. Document weekly reflective and planning meetings and a minimum of 4 formal observations.		University Supervisor Directions: Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.	
		☐ Informal Observation(s) of:	(Activities, TPEs)	Date:	Signature:
		☐ **Formal Observation** of:	(Activities, TPEs)	☐ Observation of:	(Note Activities, TPEs)
		☐ Meeting(s) re:	(Topics, TPEs)	☐ Conference w/TC re:	
		☐ Modeling/Coaching re:	(Activities, TPEs)	☐ Met with CT	(Activities, TPEs)
		☐ Other (Briefly describe):		☐ Phone, e-mail, other communications:	(Activities)
		Signature of CT:	Signature of TC:		

Definition of Terms: For the purposes of this log, the term, *informal*, means that communication with the TC is primarily verbal and formative in nature. The term, *formal*, means that communication with the TC is in written as well as verbal form and that it also is evaluative (e.g., provides feedback on progress) in nature. Please find formal observation and meeting forms at http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html