California State University
SAN MARCOS

School of
Education

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EDMX 572
Education Specialist – Clinical Practice: Special Education Setting
CRN #27669
Days: Arranged
Time: Arranged
Course Location: Arranged
Spring 2014

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

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COURSE DESCRIPTION

Observation and teaching in special education setting in selected schools under the supervision of a credentialed special education teacher and university supervisor. Includes participation in a student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Prerequisite: Successful completion of program prescribed coursework.*

Required Texts

Because this is a supervised clinical experience, the materials for this class include the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form.

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.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

Candidates will:
- assess and instruct students of various ages (Kindergarten to 22 years of age) and cultural/linguistic backgrounds with mild/moderate disabilities including students eligible under the federal disability categories of autism spectrum disorder, specific learning disabilities, mild to moderate mental retardation, serious emotional disturbance, and other health impairments (e.g., attention deficit disorder).
- demonstrate successful performance of the Mild/Moderate Education Specialist Teaching Performance Expectations as assessed using the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form.
- complete the EDMX 572 assignments related to TPE demonstration:
- Design and delivery of a least 3 formal lesson plans (TPE 1, 2, 4 – 11)
- Conduct a formal assessment (TPE 3, TPE 8.1)
- Conduct an IEP meeting (TPE 1.3, TPE 3, TPE 4.1, 12.1)
- Develop a weekly schedule for the Education Specialist, students, paraeducators, and related services and other support personnel (TPE 9.3, TPE 10.1
- Analyze a PBSP/BIP for at least one student and describe involvement in plan delivery (and design) (TPE 6.2, 6.3, 11.4, 12.2)

Student learning outcome assessment methods:
Observations and assessment by university supervisor (with cooperating teacher collaboration) of clinical performance objectives, the Mild/Moderate Education Specialist Teaching Performance Expectations (ES TPEs), and the EDMX 572 assignments designated above.

Completion of an Individualized Transition Development Plan (ITDP) summarizing strengths and needs for continued professional growth regarding the Mild/Moderate 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 and the Education Specialist credential program coordinator or designee.

COURSE REQUIREMENTS

Supervision Requirements

1. Each candidate in this clinical practice meets with a university clinical practice supervisor at least five times (inclusive of exit interview) to discuss clinical experiences in order expand the candidate's knowledge of various assessment and intervention techniques and to practice leading an Individual Educational Program plan meetings.
2. Each candidate engages in a minimum of 50 days (10 weeks) of supervised clinical practicum hours in one or more school setting in which students with mild and moderate disabilities are being educated and engagement in an observation of a community-based leisure time.
3. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form.
4. Each candidate produces a directed clinical practice portfolio that includes samples of assessments, lessons, IEP meeting participation, and other educational experiences supporting students with mild and moderate disabilities.
5. Each candidate is observed by the University Supervisor a) delivering formal lessons b) conducting a formal assessment, and c) conducting an IEP meeting. The candidate also analyzes a PBS plan and explains involvement in its delivery for at least one student and submits a weekly Education Specialist, student, paraeducator, and related service personnel and schedule. (See supervisor observation and FBA/PBS forms on pages 4 – 13 of this syllabus.)
6. 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. This document is delivered to and assessed by the instructor of the EDMX 575 Education Specialist - Transition Development Plan Seminar.

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 Signature:		**Date:**	
Date/Time Next Observation:			

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Organizational/Setting Data:

Teacher Candidate:		**Date/Time:**
School Site:		**Grade Level:**
Supervisor:		

Type of Instrument: (e.g. Woodcock-Johnson III, WIAT, Brigance etc.)

Content/Level: (Math, Reading Comprehension, other)

_____Initial/Annual/Triennial/Transition/Other_____

Purpose of Assessment: (screening, identification, progress monitoring, etc.):

Setting of Assessment: (Describe where administered, physical room conducive for test environment)

Observation of Assessment Administration Skills:
Materials/Tools Present for Assessment: □ Test   Timer □ Paper □ Pencil □ Other items

Time: (Begin – End) _____
Critical teaching behaviors observed during administration of assessment: □ Explanation of test components □ Divide test into sections □ Inform student of next question □ Visual/noise/activity distractions minimized

Professional/Affective Demeanor with student: □Places student at ease □ Describes the structure of test
□ Engage in observation of student during assessment □Monitored breaks as needed □ Provides timeframe

Interpretation of Assessment Skills:
Scoring/Compilation of data: □Understands measurement components   □Scores w/o bias □Plots scores correctly

Written Analysis of Results: □Accurate, complete, objective language used □Avoids jargon □Includes strengths

Synthesizing data from this test with other assessment(s) elements into to written report for IEP form:
• Accuracy of all findings • Includes ELL when indicated • Thoughtful interpretation • Follows logical sequence
• Sensitive to legal aspects • Includes possible limitations of assessment

Reflection and Skill Refinement Recommendations:
Potential Goals for candidate:

Additional Supervisor Remarks:

Review/Debrief Meeting Verification Signatures:

Teacher Candidate Signature:		**Date:**
University Supervisor Signature:		**Date:**

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Observation Setting Data:

Teacher Candidate:		**Date/Time of Mtg.:**
School Name:		**District:**
Observer Name/Position:		

Type of meeting: ☐ Initial   ☐ Annual   ☐Triennial   ☐ Other Type/Specify: _____

IEP Team Attendees (List names / positions of each):

- _____
- _____
- _____

Introduction & Agenda Details Observed (as handled by candidate):

• Introductions of all and description of purpose of meeting described   • Copy of Agenda provided to all • Time parameters reviewed   • Procedural Safeguards discussed   • Copy of assessment results available for parent(s) • Reviewed page 1 w/parent(s) /teachers for accurate information   • Used jargon-free language throughout • Maintained eye contact w all members of IEP team   • Interpreter seated at next to parent(s) to translate as needed

Observations/Recommendations:

- _____
- _____
- _____

Meeting Component Delivery Observations (as handled by candidate):

   Assessment Review   • Present levels of performance reviewed and interpreted w/o jargon. • Assessments described and interpreted for understanding by all   • Questions regarding assessment process encouraged/answered

Comments/Recommendations:

- _____
- _____
- _____

Recommendations Developed by Team   • Description of Supplementary aids and services as needed •
Measurable annual goals established and agreed upon by all present. • Benchmarks and/or progress monitoring
methods established • Student inclusion discussed in areas of   • general education inclusion • extracurricular
activities • non-academic activity recommendations

Comments/Recommendations:

-
-
-

Service Delivery Model & Placement   • Assessment accommodations provided/described if needed •
Supplemental Aids/assistive technology described/provided if needed • Other supplemental services described
as needed • Group decision regarding placement • Clear descriptions of services provided in specific placement
options • All information in IEP accurately explained • Checked for parental understanding throughout meeting •
Parent(s) part of IEP Team discussion, not spectator(s)

Comments/Recommendations:

-
-
-

Next Steps & Closing Signatures • Description of timeline for service delivery to begin; where and how managed • Team Meeting Notes read back to parent(s) prior to obtaining signatures • Offer of FAPE included and documented in Team Meeting Notes page • All signatures obtained at close of meeting • Parent(s) provided copy of IEP documents at close of meeting (not next day)

Comments/Recommendations:

- _____
- _____
- _____

Overall IEP Team Meeting Administration & Management Observations:

Facilitation of meeting • confidence level • knowledge of material • professional demeanor • sensitivity to confidential concerns • Handled ethical points of concern appropriately • Placed IEP team members at ease

Comments/Recommendations:

- _____
- _____
- _____

Candidate strengths/competencies demonstrated during meeting:

- _____
- _____
- _____

Cooperating Teacher or other IEP Team Professional Observations/Comments:

- _____
- _____
- _____

Verification of IEP Competency Signatures:

_____   _____   _____
Credential Candidate/Print Name   Credential Candidate Signature   Date

_____   _____   _____
Cooperating Teacher/Print Name   Cooperating Teacher Signature   Date

_____   _____   _____
University Supervisor/Print Name   University Supervisor Signature   Date

===

*Next Observation of IEP Meeting as required by School or Supervisor: Date_____ Time_____

Specific administration and delivery steps and competencies to be addressed:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Preliminary Education Specialist Documentation of Analysis of
Functional Behavior Assessment and Positive Behavior Support Plan

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

The candidate identifies and describes the following features of a FBA/PBS/BIP plan for a student in clinical practice and explains his/her involvement in the delivery of supports for that student.

PART I - GENERAL STUDENT AND TEAM INFORMATION
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 Use to Examine and Analyze Behavior are Determined

PART II - FUNCTIONAL BEHAVIORAL ASSESSMENT
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

PART III - POSITIVE BEHAVIOR SUPPORT INTERVENTION PLAN DEVELOPMENT
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 Involved and Responsibilities Identified
16. _____ Follow-Up Timeline Determined

Teacher Candidate Involvement in PBSP/BIP Delivery:

Supervisor Observations and Remarks:

Teacher Candidate Signature:		**Date:**	
University Supervisor Signature:		**Date:**	
Date/Time of Next Observation/Visitation:			

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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 □ academic instruction in □ when directed to □ when close to □ when unable to □ when provoked by □ other □ other □ other	(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 □ peer attention □ verbal warning/ reprimand □ loss of privilege (what?) □ time away/out (where?) □ removal from class □ planning in planning room □ planning with adult (who?) □ detention (how long?) □ in school suspension (how long?) □ other □ other	GET/OBTAIN □ choice □ **attention**, relationship □ objects, including $ □ meaningful instruction □ play, fun □ replication of chain of events □ justice/fairness □ **control**/power □ sensory stimulation/**energy** AVOID/ESCAPE □ **failure** at task or demand □ 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?_____ Note: Bolded functions are the 7 positions from the *Win Win Discipline* text

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 for this hypothesized Function of Behavior?

What is the rationale (i.e., data-based evidence) for selecting this function? What from knowledge of the 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:

Candidate: **Cooperating Teacher (CT):**   **University Supervisor (US):**

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.* 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.

	Suggested Week	Week/Date Examined
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	Week 1	_____
TPE 2: Monitoring Student Learning During Instruction	Week 1	_____
TPE 3: Interpretation and Use of Assessments	Week 2	_____

TPE 3.1 Know how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability

TPE 4: Making Content Accessible	Week 2	_____
TPE 5: Student Engagement	Week 2	_____
TPE 6: Developmentally Appropriate Teaching Practices	Week 3	_____
TPE 7: Teaching English Learners	Week 3	_____

TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students' primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content

TPE 8: Learning about Students	Week 3	_____
TPE 9: Instructional Planning	Week 4	_____

TPE 9.3 Effectively trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals

TPE 10: Instructional Time	Week 4	_____
TPE 11: Social Environment	Week 4	_____

TPE 11.4 Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes

TPE 12: Professional, Legal, and Ethical Obligations	Week 5	_____

TPE 12.3 Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment

TPE 13: Professional Growth	Week 5	_____

Weekly Reflection Instructions: Weekly, discuss with and e-mail your CT and US responses to the following:

1. An affirming or "aha" moment in my teaching this week was…
   Based upon the learning and responses of students, what I am most proud of this week is…

2. My biggest challenge this week was…
   Based upon the learning and responses of students, if I could repeat this week, what I would do differently is…

3. Co-teaching approaches my CT (and others, such as paraeducator) 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

Notes to Self:
   4. A question I have….   Help I would like…   A requested focus of the next observation….   is:

What Does Co-Teaching Look Like? The Four Approaches

Co-teaching has many faces. Teachers experienced in teaching in diverse classrooms report using four approaches to co-teaching – supportive, parallel, complementary, and team.

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 and 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 confidence and acquire knowledge and skills from one another, complementary co-teaching becomes a preferred approach.

TEAM

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 in planning. When instruction, they simultaneously deliver lessons and are comfortable alternately taking the lead and being in the support or complementary role. 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 might guide students to examine the impact of inventions on *society* at the time. The other, whose strengths are with the mechanisms involved, might explain and guide students in learning *how* the inventions work.

REMEMBER: The test of any successful co-teaching partnership is that the students view each teacher as equally knowledgeable and credible.

FROM: Villa, Thousand, & Nevin (2013). A *guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* Thousand Oaks, CA: Corwin Press.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Down Syndrome" rather than "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.

Grading Standard

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 Clinical Practice* assessment based upon observations and clinical practice cooperating teacher feedback. The rubric on pages 10 and 11 of this syllabus provide guidance for assigning a performance score on the clinical practice assessment document. These Clinical Practice Summary report and *ES TPE Clinical Practice* 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 recommend a candidate for a credential at the end of the program.

1. A grade of CREDIT (CR) or NO CREDIT (NC) is 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, 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 professional or site or district administrator.

The following rubric describes the timeframe, conditions, and expected evaluated behaviors and artifacts for each of the 4 performance levels on the CSUSM Mild/Moderate ES 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 20 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:	Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 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:	Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 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:	Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 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:
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	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	has **consistently** demonstrated the knowledge and/or practice articulated in the TPE element criterion with minimal need for further modeling, coaching or clarification	has **consistently** demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification
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	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	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	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
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	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	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	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

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

All University 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.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. 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 grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

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 an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or 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. If there are questions about academic honesty, please consult the University catalog.

Use of Technology
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- 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?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.