



**EDMX 573**  
**Education Specialist - Clinical Practice: Moderate/Severe Disabilities**  
**CRN #27732**  
**Days: Arranged**  
**Time: Arranged**  
**Course Location: Arranged**  
**Spring 2014**

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*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
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**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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## **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. Enrollment Requirement: Enrollment in or successful completion of EDMX 634.*

## **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 Mild/Moderate 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 1-4)
- Lesson Plans (Week 2-4)
- Clinical Practice Instruction and Progress Monitoring (IEP at a Glance) (Week 2)
- Scheduling and Planning (Week 3)
- Individualized Transition Development Plan (ITDP) (Week 4)

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 in this clinical practice meets with a university clinical practice supervisor at least four times to discuss clinical experiences in order to expand participants' knowledge of various assessment and intervention techniques and to practice participation in Individual Educational Program meetings.
2. Each candidate engages in a minimum of four 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 and engagement in an observation of a community-based leisure time.
3. Each candidate provides documentation of the clinical experiences described in the course objectives through notations on the Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations observation form.
4. Each candidate completes the required assignments of Clinical Practice including: Weekly Lesson Plans, Instruction and Progress Monitoring (IEP at a Glance), Scheduling and Planning, and a Positive Behavior Support Plan.
5. 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 Support Plan (Weeks 1- 4)**

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 support plan. The assignment begins the first week of clinical practice and concludes the final week. Please use the Functional Behavior Assessment and Positive Behavior Support Plan on pages 12 - 15 of this syllabus as a template for this assignment.

- Week 1: 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.
- Week 2: 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.

- Week 3: 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.
- Week 4: Candidates complete Part III Positive Behavior Support 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.

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:

M/S TPE 6/11.4 Knows how to design and implement a Positive Behavior Support Plan and interventions based upon functional behavior assessments

### **Lesson Plans (Week 2, 3, and 4)**

Teacher candidates are required to prepare detailed lesson plans for the times their University Supervisor will observe. Please provide a hardcopy of the lesson plan to the University Supervisor 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) (Week 2)**

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) (Week 3)**

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 4)**

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 professional or site or district administrator.

## RUBRIC |CSUSM Moderate/Severe Education Specialist TPE Clinical Practice Assessment

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.

<b>Does Not Meet (1)</b> (the standard)  Requires significant more understanding, instruction, and/or experience	<b>Approaching (2)</b> (meeting the standard)  Understands but requires additional coaching or clarification	<b>Meets (3)</b> (the standard)  Meets the standard as stated in the ES TPE at the level of a novice teacher	<b>Exceptional (4)</b>  Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
<p>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, <b>either</b> or <b>both</b> the University Supervisor and/or Cooperating Teacher's <b>assess</b> 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:</p> <p>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 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 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</p>	<p>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, <b>either</b> or <b>both</b> the University Supervisor and/or Cooperating Teacher <b>assess</b> 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:</p> <p>has demonstrated, but <b>not yet consistently</b>, 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 provided <b>some</b>, 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 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</p>	<p>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, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> 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 <b>adequate</b> evidence to conclude that the candidate:</p> <p>has <b>consistently</b> demonstrated the knowledge and/or practice articulated in the TPE element criterion with minimal need for further modeling, coaching or clarification has provided evidences that are (a) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element can <b>describe and explain</b>, with <b>little to no prompting</b>, 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</p>	<p>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, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> 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 <b>ample</b> evidence to conclude that the candidate:</p> <p>has <b>consistently</b> demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification has provided <b>multiple</b> evidences that are <b>clearly</b> (a) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element can independently (without prompting) <b>describe and explain</b> 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</p>

## VII. COURSE SCHEDULE

<p><b>Week 1</b></p>	<p>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).</p> <p>Work in accordance with your CT's <b>contract hours</b>. 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. <b>If you must be absent or leave early, inform your CT in advance.</b></p> <p>In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities.</p> <p>Confer with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the <b>Moderate/Severe Education Specialist TPEs</b>, and c) assumption of full teaching and other special education job responsibilities during your clinical experience.</p> <p>Be sure you, the CT, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies on the <b>Moderate/Severe Education Specialist TPE Clinical Practice Assessment</b>.</p> <p>Begin working on Functional Behavior Assessment and Positive Behavior Support Plan.</p>
<p><b>Weeks 2</b></p>	<p><b>1<sup>st</sup> Observation from University Supervisor:</b> Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit.</p> <p><b>Instruction and Progress Monitoring Assignment (Program-at-a-Glance) DUE to University Supervisor.</b></p> <p>Meet with your US and CT to note progress on the <b>M/S ED TPEs</b>.</p> <p>Confer with CT regarding your performance, lesson planning, and other appropriate topics.</p>
<p><b>Weeks 3</b></p>	<p>Take over <u>all</u> special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT.</p> <p><b>2<sup>nd</sup> Observation from University Supervisor:</b> Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit.</p> <p><b>Scheduling and Planning Assignment DUE to University Supervisor.</b></p> <p>Meet regularly with your US and CT to note progress on the <b>M/S ES TPEs</b>.</p> <p>Complete with the US and CT, appropriate items on the <b>Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment</b> at or following each visit. Review the form regularly. <b>The goal is for each item to be addressed by the end of the clinical practice experience.</b></p>
<p><b>Week 4</b></p>	<p><b>3<sup>rd</sup> Observation from University Supervisor:</b> Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit.</p> <p><b>Functional Behavior Assessment and Positive Behavior Support Plan DUE to University Supervisor.</b></p> <p>Your US will arrange for a 3-way “exit interview” with you and the CT.</p> <p>Your US and CT will sign off on the <b>Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment</b> and Teacher Candidate Summary, which along with your <b>Moderate/Severe Individualized Transition Development Plan</b> (completed for EDMX 635 and EDMX 573) serve as your recommendation for the credential.</p>



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

### **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.

### **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.

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.

### **School of Education Attendance Policy – Clinical Practice**

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).*

### **This course:**

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 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.

### **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](http://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.

**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** \_\_\_\_\_

<b>Setting Events/Antecedents</b>	<b>Specific Behavior</b>	<b>Consequences</b>	<b>Function of Behavior</b>
(Typical situation(s), setting, or time <i>before</i> the behavior)	(Exactly what the student does or does not do)	(Events typically <i>following</i> the behavior)	(Hypothesized <i>purpose</i> of behavior <i>position</i> it represents )
<input type="checkbox"/> unstructured time in	(Describe in observable & measurable words the “operational” definition of the behavior)	<input type="checkbox"/> teacher attention	<b>GET/OBTAIN</b> <input type="checkbox"/> choice <input type="checkbox"/> <b>attention</b> , relationship <input type="checkbox"/> objects, including \$ <input type="checkbox"/> meaningful instruction <input type="checkbox"/> play, fun <input type="checkbox"/> replication of chain of events <input type="checkbox"/> justice/fairness <input type="checkbox"/> <b>control/power</b> <input type="checkbox"/> sensory stimulation/ <b>energy</b> <b>AVOID/ESCAPE</b> <input type="checkbox"/> <b>failure</b> at task or demand <input type="checkbox"/> person or group <input type="checkbox"/> <b>boredom</b> /lack of meaning <input type="checkbox"/> internal event (e.g., anxiety) <input type="checkbox"/> sensory input <b>ANGER/PROTEST</b> <input type="checkbox"/> past actions <input type="checkbox"/> lack of choice/control <input type="checkbox"/> lack of perceived fairness <b>UNIFORMED</b> OTHER? _____
<input type="checkbox"/> academic instruction in		<input type="checkbox"/> peer attention	
<input type="checkbox"/> when directed to		<input type="checkbox"/> verbal warning/ reprimand	
<input type="checkbox"/> when close to		<input type="checkbox"/> loss of privilege (what?)	
<input type="checkbox"/> when unable to		<input type="checkbox"/> time away/out (where?)	
<input type="checkbox"/> when provoked by		<input type="checkbox"/> removal from class	
<input type="checkbox"/> other		<input type="checkbox"/> planning in planning room	
<input type="checkbox"/> other		<input type="checkbox"/> planning with adult (who?)	
<input type="checkbox"/> other		<input type="checkbox"/> detention (how long?)	
<input type="checkbox"/> other		<input type="checkbox"/> in school suspension (how long?)	
	<input type="checkbox"/> other		
	<input type="checkbox"/> other		
	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?		
			Note: Bolded functions are the 7 positions from the <i>Win Win Discipline</i> 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:



## Preliminary Moderate/Severe Education Specialist | 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)

**IEP-at-a-Glance**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Positive Student Profile**

**IEP Goals and Progress Monitoring at a Glance**

**Support Needs and Other Important Information**



## 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



### SAMPLE IEP Goal Matrix

Student: Danika

Date: September 13<sup>th</sup>

IEP Goals	Class Schedule and Location														
	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	
<b>Support Needs</b>															
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



**Preliminary Moderate/Severe Education Specialist  
Clinical Practice Assessment Tool for  
Functional Behavior Assessment and Positive Behavior Support Plan**

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**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 Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date/Time of next observation:** \_\_\_\_\_



Preliminary Moderate/Severe Education Specialist  
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:**

<b>Teacher Candidate</b>		
<b>Signature:</b>	_____	<b>Date:</b> _____
<b>University Supervisor</b>		
<b>Signature:</b>	_____	<b>Date:</b> _____
<b>Date/Time Next</b>	_____	
<b>Observation:</b>	_____	



Preliminary Moderate/Severe Education Specialist  
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 Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Date/Time Next Observation: \_\_\_\_\_



**Preliminary Moderate/Severe Education Specialist  
Clinical Practice Scheduling and Planning Form**

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**Teacher Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School Site:** \_\_\_\_\_ **Setting:** \_\_\_\_\_  
**Supervisor:** \_\_\_\_\_

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



## What Does Co-Teaching Look Like? Four Approaches

Co-teaching has many faces. In a national survey, teachers experienced in teaching in a diverse classrooms 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 in 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.

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

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

## Co-Teaching Clinical Practice Weekly Reflection

Name: \_\_\_\_\_ Week \_\_\_\_\_ Date \_\_\_\_\_

1. When was an affirming or “aha” moment in my teaching this week? When did I feel most confident and competent with my skills?
2. What was my biggest challenge this week? When did I feel disconnected or discouraged?
3. If I could repeat this week, what would I do differently based upon the learning and responses of my students?
4. What am I most proud of this week based upon the learning and responses of my students?
5. Which co-teaching approaches did my Cooperating Teacher (CT) and I use this week?

\_\_\_ **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. (Be sure to have a lesson plan available.)

\_\_\_ 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 \_\_\_\_\_