

California State University San Marcos
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES
School of Education

COURSE: EDMX 572
Education Specialist – Clinical Practice: Special Education Settings
(7 credit units)

I. COURSE DESCRIPTION and MISSION STATEMENT

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 seminar. *This course is aligned with California's SB 2042 Standards. Graded Credit/No Credit. Prerequisite: Successful completion of program prescribed coursework.*

Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

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 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 on the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form.

Student learning outcome assessment methods:

Observations by university supervisor of clinical performance objectives and the Mild/Moderate Education Specialist Teaching Performance Expectations (ES TPEs), inclusive of an (a) observation of assessment administration and interpretation, and (b)

participation in and conduct of and Individual Education Program meeting (see attached observation forms)

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

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, 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:

- a) the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form,
- b) the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Individualized Transition Development Plan* form,
- c) the Observation of Assessment Administration and Interpretation form, and
- d) the Observation of Individual Education Program Meeting form

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 eight 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 provides documentation of the clinical experiences described in the course objectives through notations on the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form.
4. 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.

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. GRADING SCALE

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. 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, 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 State 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.

VII. COURSE FEATURES

Authorization to Teach English Learners

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

Students with Disabilities Requiring Reasonable Accommodations

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

Academic Writing Requirement

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

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Teacher candidates are

responsible for honest completion of their work. There will be no tolerance for infractions. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

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

School of Education Attendance Policy – Clinical Practice

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

Electronic Communication

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

Things to consider in electronic communication:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?



Observation of Individualized Education Program Meeting

Observation Setting Data:

Candidate Name: Observer Name/Position:

School Name: District: Date/Time of Meeting:

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

IEP Team Attendees (list names // position 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:



Observation of *Individualized Education Program Meeting* (continued)

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: _____



California State University San Marcos
School of Education
Education Specialist Credential Candidate

Observation of Assessment Administration and Interpretation

Organizational/Setting Data:

Supervisor _____ Teacher Candidate _____ Date/Time _____
School _____ Grade Level _____
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, requalification, 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 _____ Date: _____
University Supervisor _____ Date: _____