

Course Number	EDMX 671/672
Course Title	Education Specialist – Clinical Practice for Interns (7 units)
CRN Number	EDMX 671: 40830 and EDMX 672: 40831
Days	To be arranged
Time	To be arranged
Course Location	Off Campus
Semester / Year	Fall 2015
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Hours	By Appointment

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

Intern teaching in a special education setting in selected K-12 schools under the supervision of a credentialed special education teacher (Intern Support Provider) and university supervisor. This includes participation in a student teaching seminar. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 572. Graded Credit/No Credit.*

Credit Hour Policy Statement

This Clinical Practice course is comprised of doing fieldwork at either elementary, middle or high school settings, under the supervision of an Intern Support Provider and a University Supervisor.

- Students are expected to spend a minimum of 7 to 10 hours per week outside of the field experience in preparation to teach students.

CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

The credential candidate will, while employed as an Education Specialist intern:

- assess and instruct students of various ages (kindergarten to 22 years of age) and cultural/linguistic backgrounds with mild/moderate disabilities (autism spectrum disorders, specific learning disabilities, mild to moderate intellectual disability, emotional disturbance, and other health impairments or moderate/severe disabilities (autism spectrum disorders, moderate/severe/profound intellectual disability, physical health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance).
- demonstrates 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* or the *Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations Clinical Practice Assessment* observation form.

Student learning outcome assessment methods:

Observations by university supervisor and intern support provider of clinical performance objectives and the California Commission on Teacher Credentialing (CCTC) Education Specialist Program Standards and Education Specialist Teaching Performance Expectations (ES TPEs).

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

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Mild/Moderate or Moderate/Severe Credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following Mild/Moderate or Moderate/Severe TPEs in this course:

Mild/Moderate:

- Specific Pedagogical Skills for Subject Matter Instruction
- Monitoring Student Learning During Instruction
- Interpretation and Use of Assessments
- Making Content Accessible
- Student Engagement
- Developmentally Appropriate Teaching Practices
- Teaching English Learners
- Learning About Students

- Instructional Planning
- Social Environment
- Professional, Legal and Ethical Obligations
- Professional Growth

Moderate/Severe:

- Specific Pedagogical Skills for Subject Matter Instruction TPE 9: Instructional Planning
- Monitoring Student Learning During Instruction
- Making Content Accessible
- Student Engagement
- Developmentally Appropriate Teaching Practices
- Teaching English Learners (with Moderate/Severe Disabilities)
- Instructional Time
- Professional, Legal and Ethical Obligations
- Professional Growth

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.

MATERIALS NEEDED FOR CLASS

The appropriate Cal State San Marcos Teaching Performance Expectations Clinical Practice Assessment and Individualized Transition Development Plan observation forms, and enrollment in TaskStream.

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.

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 to expand the candidate's knowledge of various assessment and intervention techniques and to practice leading an Individual Educational Program plan meeting(s).
2. Each candidate engages and assumes the job responsibilities of an Education Specialist in the intern's school district over the course of the observed semester(s) of internship.
3. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the *Cal State San Marcos Teaching Performance Expectations Clinical Practice Assessment* observation form.
4. Each candidate is observed by the University Supervisor: a) delivering formal lessons (at least 2), b) conducting a formal assessment, and c) conducting an IEP meeting. The candidate also designs/analyzes a PBS plan and explains involvement in its delivery. (See these observation forms on pages 6-12 of this syllabus.) The UNIVERSITY and DISTRICT together shall provide a minimum of **144** hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies.
5. Each candidate meets with the Intern Support Provider (ISP) to initially examine and discuss TPE elements and how they could be met during intern teaching. Over the semester, the intern support provider conducts and debriefs, on the average, two formal observations per month of the candidate engaged in instruction, assessment, IEP-related planning or implementation activities, and/or other job-related activities in which TPEs may be observed (e.g., training/supervision of paraeducators). See page 14 for a timeline and forms for documenting discussions and observations. The candidate meets weekly with the intern support provider to reflect upon clinical experiences and progress toward meeting TPEs. As part of this meeting, the candidate prepares and e-mails to both the intern support provider and the University Supervisor the *Clinical Practice Weekly Reflection and Planning* form on page 15 of this syllabus. Meetings between the intern support provider and the candidate are noted weekly on the *Education Specialist Clinical Practice Professional Collaboration Log* found on pages 17-20 of the syllabus.
6. Each candidate in conjunction with the Intern Support Provider and University Supervisor documents collaborative activities among the Education Specialist Teacher Candidate (TC), Intern Support Provider (ISP) and University Supervisor (US) to guide the TC to the successful completion of the Teacher Performance Expectations (TPE) and Professional Dispositional (PD) performance through observations, coaching meetings, written feedback, relevant activities, interactions, and communications. The *Education Specialist Clinical Practice Weekly Professional Collaboration Log* (found on pages 17-20 of the syllabus) shall be confidentially maintained (in digital or hard copy format) and accessible to all parties throughout the Clinical Practice (CP). Log entries are completed, reviewed, and signed by the TC and ISP weekly and by the US at each visitation. The log is collected by the US at the completion of CP.
7. Each candidate produces an *Individualized Transition Development Plan* that summarizes strengths and areas of need for continued professional growth and that is signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee. This document is delivered to and assessed by the instructor of the EDMX 575 Education Specialist - Transition Development Plan Seminar.

OBSERVATION FORMS, PAGES 6-15



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Preliminary Education Specialist Clinical Practice Lesson Planning and Delivery Observation Form

Teacher Candidate: _____ Date: _____
School Site: _____ Setting: _____
Supervisor: _____

TPEs Observed:

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

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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Education Specialist Credential Candidate Observation of Assessment Administration and Interpretation

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: _____
University Supervisor
Signature: _____

Date: _____
Date: _____



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Education Specialist Credential Candidate Observation of Individualized Education Program Meeting

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):

- Three bullet points with blank lines for listing attendees.

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:

- Three bullet points with blank lines for observations and 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:

- Three bullet points with blank lines for comments and 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:

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



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Preliminary Education Specialist Clinical Practice Assessment Functional Behavior Assessment and Positive Behavior Support Plan

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

Does the FBA/PBSP have these features?

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 PBS Design and Delivery:

Supervisor Observations and Remarks:

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

Candidate and Intern Support Provider TPE Weekly Conversations and Planning

Teacher Candidate: _____

Intern Support Provider: _____

University Supervisor: _____

Education Specialist Mild/Moderate Clinical Practice

**Teacher Candidate and Intern Support Provider
TPE Weekly Conversations and Planning**

Candidate: Intern Support Provider (SP): University Supervisor (US):

TPE Instructions: To ensure that both the candidate and the intern support provider 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	<u>Week 1</u>	_____
TPE 2: Monitoring Student Learning During Instruction	<u>Week 1</u>	_____
TPE 3: Interpretation and Use of Assessments	<u>Week 2</u>	_____
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	<u>Week 2</u>	_____
TPE 5: Student Engagement	<u>Week 2</u>	_____
TPE 6: Developmentally Appropriate Teaching Practices	<u>Week 3</u>	_____
TPE 7: Teaching English Learners	<u>Week 3</u>	_____
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	<u>Week 3</u>	_____
TPE 9: Instructional Planning	<u>Week 4</u>	_____
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	<u>Week 4</u>	_____
TPE 11: Social Environment	<u>Week 4</u>	_____
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	<u>Week 5</u>	_____
TPE 12.3 Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment		
TPE 13: Professional Growth	<u>Week 5</u>	_____



Teacher Candidate Clinical Practice Weekly Reflection and Planning

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

Name: Week Date

- 1. This week the TPEs that I focused on were:
2. An "aha" moment in my teaching this week was:
3. I felt most confident and competent with my skills when:
4. My biggest challenge this week was:
5. The co-teaching approaches my Cooperating Teacher (CT) and I used this week were:

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

Questions I have; help I would like:

Requested focus of next observation/meeting:

- TPEs (specify):
Co-teaching planning &/or implementation Instructional strategies
Classroom management/support Differentiation of instruction
Individualized Accommodations and Modifications
Supporting/Co-teaching with Paraeducators Positive Behavior Supports
Other (specify):

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 in 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.

EDMX 572 / EDMX 573 EDUCATION SPECIALIST CLINICAL PRACTICE WEEKLY PROFESSIONAL COLLABORATION LOG

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

Teacher Candidate (Name):		Support Provider (Name):	University Supervisor (Name):
Teacher Candidate Responsibilities:	Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14 th – 18 th , Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the SP.	Support Provider Responsibilities:	Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.
University Supervisor Responsibilities:	Orient CT and SP to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and SP regarding the TC's PDs & progress toward TPE achievement.	Teacher Candidate Directions:	Briefly list/describe clinical activities as suggested above and TPE foci during this time period.
Support Provider Directions:	CHECK ALL collaboration that occurs during the designated time period. Document weekly reflective and planning meetings and a minimum of 4 formal observations.	University Supervisor Directions:	Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.
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Definition of Terms: For the purposes of this log, the term, *informal*, means that communication with the TC is primarily verbal and formative in nature. The term, *formal*, means that communication with the TC is in written as well as verbal form and that it also is evaluative (e.g., provides feedback on progress) in nature. Please find formal observation and meeting forms at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>

Additional Note: This log is designed to accommodate a 10-week (50-day) period, For the weeks of clinical practice that exceed 10 weeks, please record activities for the additional weeks on a copy of page 2 of this log.

RUBRIC

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) Requires significant more understanding, instruction, and/or experience	Approaching (2) (meeting the standard) Understands but requires additional coaching or clarification	Meets (3) (the standard) Meets the standard as stated in the ES TPE at the level of a novice teacher	Exceptional (4) 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, 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:</p> <p>1) has demonstrates the knowledge and/or practice articulated in the</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, 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:</p> <p>1) has demonstrated, but not yet consistently, the knowledge and/or practice articulated in the TPE element</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, 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:</p> <p>1) has consistently demonstrated the knowledge and/or practice articulated in</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, 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:</p> <p>1) has consistently demonstrated the knowledge and/or practice articulated in</p>

<p>TPE element criterion with little frequency and will require extensive modeling, coaching, instruction, and clinical experience to potentially achieve the criterion</p> <p>2) has provided few or no evidences that are assessed as (a) relevant examples, (b) appropriate to the content of the TPE element, or (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) even when provided with prompting and direct questioning, has difficulty identifying ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>and will benefit from further modeling, coaching, and/or clarification to achieve the criterion</p> <p>2) has provided some, but not yet sufficient, evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) requires some prompting, when asked to describe and explain ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>the TPE element criterion with minimal need for further modeling, coaching or clarification</p> <p>2) has provided evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) can describe and explain, with little to no prompting, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>the TPE element criterion without need for further modeling, coaching or clarification</p> <p>2) has provided multiple evidences that are clearly (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) can independently (without prompting) describe and explain in detail ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>
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GRADING STANDARDS

Credit/No Credit

1. The candidate's University Supervisor, in collaboration with the Intern Support Provider, prepares a Summary Form for EDMX Clinical Practice 671/672, based on observations and clinical practice experiences. This also includes the Intern Support Provider's and may include the teacher candidate's feedback. The Teacher Performance Expectations are submitted to the Intern Support Provider and University Supervisor by the teacher candidate. The University Supervisor and Intern Support Provider collaborate and score the completed TPEs. When completed, the TPEs 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.
2. 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.
3. 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/internship will be made based on the circumstances under which the original NO CREDIT was given.
4. Should a candidate be in the potential situation of receiving NO CREDIT for clinical practice, the University Supervisor and Intern Support Provider 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.
5. Should a second clinical practice/internship experience be recommended, the candidate must re-register for the clinical practice course prior to the new placement being made.

Final Exam Statement

EDMX 671/672 does not include a final examination. Ongoing assessment of the teacher candidate is completed by the University Supervisor.

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.

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.

GENERAL CONSIDERATIONS

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)*

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.

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 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.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. 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.

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.

Course Format

Clinical Practice is conducted in a Field-based environment. Teacher Candidates must be present in an Internship setting five days a week, full contract hours. This exceeds requirements for 7 units.

Necessary Technical Competency Required of Students

This course requires Teacher Candidates to submit assignments electronically using Taskstream.

Contact Information for Technical Support Assistance

Customer support for *TaskStream* is available online, as well as the CSUSM Help Desk.

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.