



EDMX 572
Education Specialist – Clinical Practice: Special Education Settings
Section 1 CRN #48769
Days and Time
Arranged
Off Campus
Fall 2014

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

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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

Observations 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. *May not be taken for credit by students who have received credit for EDMX 562 OR EDMS 571. Prerequisite: Successful completion of program prescribed coursework.*

Course Objectives

Candidates will:

- assess and instruct students of various ages (Kindergarten to 22 years of age) and cultural/linguistic backgrounds with mild/moderate disabilities including students eligible under the federal disability categories of autism spectrum disorder, specific learning disabilities, mild to moderate mental retardation, serious emotional disturbance, and other health impairments (e.g., attention deficit disorder).
- demonstrate successful performance of the Mild/Moderate Education Specialist Teaching Performance Expectations as assessed using the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form.

Student learning outcome assessment methods:

Observations by university supervisor of clinical performance objectives and the 2010 California Commission on Teacher Credentialing (CCTC) Mild/Moderate Education Specialist Program Standards and the Mild/Moderate Education Specialist Teaching Performance Expectations (ES TPEs).

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.

Required Materials

Because this is a supervised clinical experience, the materials for this class include the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* observation form and the *Cal State San Marcos Preliminary Education Specialist Moderate/Severe Individualized Transition Development Plan* that may be found on the School of Education website for clinical practice, along with the other forms used in clinical practice.

TaskStream Enrollment and Postings

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

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. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

STUDENT LEARNING OUTCOMES

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program recognizes 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 disposition, there are four levels of performance - *unacceptable*, *approaches target*, *meets target*, and *meets advanced target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Based upon assessment feedback, each candidate set dispositional goals in the *Individualized Transition Development Plan*. Candidates are expected to meet the level of *meets target* during the program. Please find the Education Specialist Profession Dispositions at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This Clinical Practice:

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

Students with Disabilities Requiring Reasonable Accommodations

Students 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. 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.

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

Use of Technology

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

Electronic Communication Protocol

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

Things to consider:

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

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

COURSE REQUIREMENTS

Supervision Requirements

1. Each candidate engages in a minimum of 50 days (10 weeks) of supervised clinical practicum hours in one or more school setting in which students with mild and moderate disabilities are being educated.
2. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment observation form.
3. Each candidate in this clinical practice is formally observed by and meets with a clinical practice University Supervisor at least five times (inclusive of exit interview) to discuss clinical experiences and progress toward meeting Education Specialist Teaching Performance Expectations (TPEs). Each candidate is observed by the University Supervisor a) delivering formal lessons (at least 3), b) conducting a formal assessment, and c) conducting an IEP meeting. The candidate also designs/analyzes a PBS plan and explains involvement in its delivering. (See these observation forms on pages 3 – 8 of this syllabus.)
4. Each candidate meets with the Cooperating Teacher to initially examine and discuss TPE elements and how they could/will be met in clinical practice. Throughout clinical practice, the candidate is expected to collect a portfolio of artifacts (e.g., samples of assessments and assessment reports, lessons, IEP plans) to evidence TPE performance. Further in-depth conversations with the Cooperating Teacher regarding TPEs is prompted by the TPE Weekly Conversations and Planning form located on page 9 of this syllabus. The candidate meets weekly with the Cooperating Teacher to reflect upon clinical experiences and progress toward meeting TPEs. As part of this meeting, the candidate prepares and e-mails to both the Cooperating Teacher and the University Supervisor the Clinical Practice Weekly Reflection and Planning form on page 10 of this syllabus. Meetings between the Cooperating Teacher and the candidate are noted weekly on the Education Specialist Clinical Practice Professional Collaboration Log found on pages 12 and 13 of the syllabus.
5. Each candidate is formally observed by the Cooperating Teacher a minimum of four times. The University Supervisor and Cooperating Teacher determine with the candidate the content focus of these observations, so that they complement the University Supervisor's teaching, assessment, and IEP formal observations. A formal observation and follow-up conference may focus on instruction, assessment, IEP-related planning and implementation activities, and any other job-related responsibilities in which TPEs may be observed (e.g., training/supervising of paraeducators).
6. Each candidate in conjunction with the Cooperating Teacher and University Supervisor document collaborative activities among the Education Specialist Teacher Candidate (TC), Cooperating Teacher (CT), and University Supervisor (US) to guide the TC to successful Teacher Performance Expectation (TPE) and Professional Dispositional (PD) performance through observations, coaching meetings, written feedback, and relevant activities, interactions, and communications. The Education Specialist Clinical Practice Weekly Professional Collaboration Log (found on pages 12 and 13 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 CT 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 (ITDP) that summarizes strengths and areas of need for continued professional growth. It is signed by the candidate, the candidate's University Supervisor, and the Education Specialist Program Coordinator or designee.

Supervisor and cooperating teacher observation forms appear on pages 8 – 18 of this syllabus. Additional forms that may be used by the University Supervisor and Cooperating Teacher are posted on the Education Specialist Clinical Practice website: <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>

Professional and Administrative Requirements

1. **“Person first” language.** 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. **Written Work.** 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. **Timeliness.** 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.** Professional behavior is expected at all school and community sites with educational and program personnel, students, families, and supervisory personnel.

Grading Standards

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.

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.

<p>Does Not Meet (1) (the standard)</p> <p>Requires significant more understanding, instruction, and/or experience</p>	<p>Approaching (2) (meeting the standard)</p> <p>Understands but requires additional coaching or clarification</p>	<p>Meets (3) (the standard)</p> <p>Meets the standard as stated in the ES TPE at the level of a novice teacher</p>	<p>Exceptional (4)</p> <p>Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice</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'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 TPE element criterion with little frequency and will require extensive modeling, coaching,</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 criterion and requires and will benefit from further modeling, coaching,</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 the TPE element criterion with minimal need for further</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 the TPE element criterion without need for further</p>

<p>instruction, and clinical experience to potentially achieve the criterion performance</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/or clarification to achieve the criterion performance</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>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>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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**Education Specialist
Clinical Practice Lesson Planning and Delivery Observation Form**

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

TPEs Observed:

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

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, including paraeducators
 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 Cooperating Teacher and/or Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for Next Observation:

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

**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, 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: _____

Date: _____

University Supervisor/

Cooperating Teacher: _____

Date: _____

**Education Specialist Credential Candidate
Observation of Individualized Education Program Meeting**

Observation Setting Data:

Teacher Candidate: _____ 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 the Teacher 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 the Teacher Candidate):

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

Comments/Recommendations:

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

Comments/Recommendations:

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

Comments/Recommendations:

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

Comments/Recommendations:

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 University Supervisor:**

Date_____ Time_____

Specific administration and delivery steps and competencies to be addressed:

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

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

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

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 Involved and Responsibilities Identified
16. ___ Follow-Up Timeline Determined

Teacher Candidate Involvement in PBS Design and Delivery:

Supervisor Observations and Remarks:

Teacher Candidate: _____ **Date:** _____
**University Supervisor/
Cooperating Teacher:** _____ **Date:** _____

Date/Time of next Observation: _____

**Education Specialist Mild/Moderate Clinical Practice
Candidate and Cooperating Teacher TPE Weekly Conversations and Planning**

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

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

	Suggested Week	Week/Date Examined
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	<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 7.1 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 Cooperating Teacher. Be sure to discuss the content of the reflection with your Cooperating Teacher in your weekly reflection and planning meeting.

Teacher Candidate: _____

Date: _____

Week: _____

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:

<input type="checkbox"/> Supportive	<input type="checkbox"/> I led	<input type="checkbox"/> CT led
<input type="checkbox"/> Parallel	<input type="checkbox"/> I led planning	<input type="checkbox"/> We jointly planned <input type="checkbox"/> My CT planned
<input type="checkbox"/> Complementary	<input type="checkbox"/> I led, my CT complemented	<input type="checkbox"/> My CT led, I complemented
<input type="checkbox"/> Team	<input type="checkbox"/> Guided by CT	<input type="checkbox"/> 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.

Teacher Candidate (Name):

Cooperating Teacher (Name):

University Supervisor (Name):

<p>Teacher Candidate Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14th – 18th, Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the CT.</p>		<p>Cooperating Teacher Responsibilities: Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.</p>		<p>University Supervisor Responsibilities: Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.</p>	
<p>Week & Days of CP</p>	<p>Teacher Candidate Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.</p>	<p>Cooperating Teacher Directions: CHECK ALL collaboration that occurs during the designated time period. Document weekly reflective and planning meetings and a minimum of 4 formal observations.</p>		<p>University Supervisor Directions: Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.</p>	
		<input type="checkbox"/> Informal Observation(s) _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)		
		<input type="checkbox"/> Informal Observation(s) _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)		
		<input type="checkbox"/> Informal Observation(s) _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)		
		<input type="checkbox"/> Informal Observation(s) _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)		
		<input type="checkbox"/> Informal Observation(s) _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)		

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. If the weeks needed to complete the required number of clinical practice days exceeds 10 weeks, please record activities for the additional weeks on a copy of page 2 of this log.