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**EDMX 573**  
**Education Specialist – Clinical Practice: Moderate/Severe Disabilities (6 credit units)**  
**CRN #48878**  
**Days: Arranged**  
**Time: Arranged**  
**Course Location: Arranged**  
**Fall 2014**

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

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Professor:  
Phone:  
E-Mail:  
Office:  
Hours:

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## Table of Contents

I.	COURSE DESCRIPTION and MISSION STATEMENT.....	3
	Course Prerequisite.....	3
II.	CLINICAL PRACTICE STUDENT LEARNING OUTCOMES .....	3
	Student Learning Outcome Assessment Methods.....	3
III.	MATERIALS NEEDED FOR CLASS .....	3
IV.	SUPERVISION REQUIREMENTS.....	4
V.	PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS .....	4
VI.	ASSIGNMENTS AND GRADING SCALE.....	5
	Functional Behavior Assessment and Positive Behavior Support Plan (Weeks 1- 6) .....	5
	Lesson Plans (3 Total Across CP) .....	5
	Instruction and Progress Monitoring (IEP at a Glance) (Weeks 2-3) .....	5
	Scheduling and Planning (Weekly Schedule) (Weeks 3-4).....	6
	Grading: Credit/No Credit.....	6
	Conditions for Removal from School Site.....	6
VII.	COURSE SCHEDULE .....	9
	Week 1.....	9
	Weeks 5-6.....	9
	Week 7.....	9
VIII.	COURSE FEATURES.....	10
	Authorization to Teach English Learners .....	10
	Students with Disabilities Requiring Reasonable Accommodations .....	10
	Academic Writing Requirement.....	10
	CSUSM Academic Honesty Policy.....	10
	Plagiarism .....	10
	School of Education Attendance Policy – Clinical Practice.....	10
	Electronic Communication.....	10
	TaskStream Enrollment and Postings .....	11
IX.	FORMS TO BE USED BY CANDIDATE, SUPERVISORS, AND COOPERATING TEACHERS ..	11
	FUNCTIONAL BEHAVIOR ASSESSMENT AND POSITIVE BEHAVIOR SUPPORT PLAN .....	12
	Preliminary Moderate/Severe Education Specialist Lesson Plan Components.....	16
	IEP-at-a-Glance.....	17
	Sample IEP-at-a-Glance.....	18
	IEP Goal Matrix .....	19
	IEP Goal Matrix .....	20
	Clinical Practice Assessment Tool for Functional Behavior Assessment and Positive Behavior Support Plan.....	21
	Preliminary Moderate/Severe Education Specialist .....	22
	Clinical Practice Instructional Observation Form.....	22
	Preliminary Moderate/Severe Education Specialist .....	24
	Clinical Practice Instruction and Progress Monitoring Form .....	24
	Preliminary Moderate/Severe Education Specialist .....	25
	Clinical Practice Scheduling and Planning Form .....	25
	What Does Co-Teaching Look Like? Four Approaches.....	26
	Suggested Timeline for the Systematic Release of Responsibility in Co-Teaching Clinical Practice.....	27
	Clinical Practice Weekly Reflection and Planning.....	28
	Teacher Candidate and Cooperating Teacher TPE Weekly Conversations and Planning.....	29
	Education Specialist Mild Moderate AND Moderate/Severe Clinical Practice Weekly Professional Collaboration Log .....	30

## I. COURSE DESCRIPTION AND MISSION STATEMENT

Observation and teaching of students with moderate and severe disabilities under the supervision of a credentialed special education teacher and university supervisor. Includes seminars. Graded Credit/No Credit.

### Course Prerequisite

Successful completion of program prescribed coursework.

## II. CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

### Candidates will:

- assess and instruct students of various ages (Kindergarten to 22 years of age) and cultural/linguistic backgrounds with moderate/severe disabilities including students eligible for special education because of diagnosed moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blindness, multiple disabilities, emotional disturbance, and autism spectrum disorders.
- demonstrate successful performance of the Moderate/Severe Education Specialist Teaching Performance Expectations as assessed using the Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations observation form.

### Student Learning Outcome Assessment Methods

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

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

Completion of assignments for EDMX 573:

- Functional Behavior Assessment and Positive Behavior Support Plan (Weeks 1-6, Due Week 6)
- Lesson Plans (Week 2-6, 3 Total Observations)
- Clinical Practice Instruction and Progress Monitoring (IEP at a Glance) (Week 2 or 3)
- Scheduling and Planning (Week 3 or 4)
- Individualized Transition Development Plan (ITDP) (Week 7)

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

## III. MATERIALS NEEDED FOR CLASS

Because this is a supervised clinical experience, the materials for this class include the *Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations* observation form and other forms related to Clinical Practice Assignments.

#### IV. SUPERVISION REQUIREMENTS

1. Each candidate engages in a minimum of 35 days (7 weeks) of supervised clinical practicum hours in one or more school and/or community setting in which students with moderate and severe disabilities are being educated.
2. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the *Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations* observation form.
3. Each candidate completes the required assignments of Clinical Practice including: Lesson Plans, Instruction and Progress Monitoring (IEP at a Glance), Scheduling and Planning, and a Functional Behavior Assessment/Positive Behavior Support Plan.
4. Each candidate is formally observed by and meets with a Clinical Practice University Supervisor at least four times inclusive of the exit interview to discuss clinical experiences and progress toward meeting Education Specialist Teaching Performance Expectations. The University Supervisor will observe formal lessons; review, evaluate, and discuss each clinical practice assignment; and conduct the final formal exit interview.
5. 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 regarding TPEs is prompted by the *TPE Weekly Conversations and Planning* form located on page 29 of the 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 Teacher Candidate the *Clinical Practice Weekly Reflection and Planning* form on page 28 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 30 and 31 of the syllabus.
6. 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). These observations are noted at each visitation on the *Education Specialist Clinical Practice Professional Collaboration Log* found on pages 30 and 31 of the syllabus.
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.

#### V. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written plans for treatment and assessment. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and submit all clinical experience documentation on the due dates for full credit. If you have extraordinary circumstances that impact timely submission, inform the university supervisor. Any time that you have questions or concerns, please contact the university supervisor immediately.
4. Profession behavior is expected at all school and community sites with educational and program personnel, students, families, and supervisory personnel.

5. Academic Honesty Policy and Plagiarism. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

## **VI. ASSIGNMENTS AND GRADING SCALE**

### **Functional Behavior Assessment and Positive Behavior Support Plan (Weeks 1- 6)**

Each Teacher Candidate conducts a functional behavior assessment for one student within the clinical practice environment and uses that data to prepare a positive behavior support plan. The assignment begins the first week of clinical practice and concludes the sixth week of clinical practice. Please use the Functional Behavior Assessment and Positive Behavior Support Plan on pages 12 - 15 of this syllabus as a template for this assignment.

- Weeks 1-2: Candidates select a student from their clinical practice setting to conduct this assignment. Candidates complete Part I General Information (on page 12 of this syllabus), which includes: general information, behavior of concerns, reasons for developing the behavior support plan, background information, assessment techniques used to examine and analyze behavior. In addition, candidates begin to gather data for the functional behavior assessment. Data collection continues throughout clinical practice. All components of the form must be complete and detailed.
- Weeks 2-3: Candidates complete Part II (A) Functional Behavior Assessment (on pages 13 of this syllabus), which includes: Behavior of concern, setting events/antecedents, definition of specific behavior (inclusive of baseline data), consequences, and the function of the behavior. All components of the form must be complete and detailed.
- Weeks 3-4: Candidates complete Part II (B) Functional Behavioral Assessment: Rationale for Hypothesized Function of Behavior (on page 14 of this syllabus). All components of the form must be complete and detailed.
- Weeks 4-5: Candidates complete Part III Positive Behavior Support Plan Development (on page 14 of this syllabus), which include: Setting event strategies, antecedent strategies, teaching and reinforcement of replacement behaviors/skills, strategies to alter consequences, and strategies to improve quality of life. All components of the form must be complete and detailed.
- Week 6: Candidates meet with both their Cooperating Teacher and University Supervisor to review this assignment and make plans for implementing this plan for the student. University Supervisors grade this assignment as either a pass or no pass and use it as an artifact for:

### **Lesson Plans (3 Total Across CP)**

Teacher candidates are required to prepare three detailed lesson plans for the times their University Supervisor will observe. Please provide a hardcopy of the lesson plan to the University Supervisor on the time/date of the observation. See Lesson Plan Template on page 16 of this syllabus.

### **Instruction and Progress Monitoring (IEP at a Glance) (Weeks 2-3)**

Teacher candidate must prepare and attach an IEP-at-a-Glance for a minimum of five (5) students assigned to their caseload. Each document must include:

- Positive Student Profile
  - IEP Goals at a Glance
  - IEP Goals Progress Monitoring Method/Schedule
  - Support Needs and Other Important Information
  - Matrix that indicates where/when each IEP goal will be addressed
- See IEP Matrix and Example on pages 17-20 of this syllabus.

### **Scheduling and Planning (Weekly Schedule) (Weeks 3-4)**

Teacher Candidate must prepare and attach a weekly schedule. Schedule must include:

- Education Specialist Teacher Schedule
- Paraeducator Schedule
- Student Schedule
- Related Service Professionals Therapy/Support Time

### **Individualized Transition Development Plan (Week 7)**

Prior to the completion of a Preliminary Education Specialist program, each Education Specialist candidate must complete an Individualized Transition Development Plan (ITDP) that summarizes the candidate's strengths, areas of need for continued professional growth, and possible future professional development activities, inclusive of up to 12 semester units of university coursework. The plan is based upon the candidate's reflections on performance in coursework and assessed performance on the Education Specialist Teacher Performance Expectations in clinical practice. The ITDP is developed with input from the candidate's university supervisor and cooperating teacher and must be approved and signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee. The ITDP is used by the candidate to assist in the development of an Individualized Induction Plan (IIP) that will guide advanced preparation and application of knowledge and skills in the candidate's Clear Credential preparation program.

### **Grading: Credit/No Credit**

The candidate's university supervisor, in collaboration with the cooperating teacher, prepares a Clinical Practice Summary report and completes the ES TPE assessment based upon observations and clinical practice cooperating teacher feedback. The rubric on pages 7 and 8 of this syllabus provide guidance for assigning a performance score on the clinical practice assessment document. These documents are presented to the teacher candidate at the exit meeting and all participants sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a candidate for a credential at the end of the program.

1. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for clinical practice experiences by the university supervisor. If a credential candidate has not successfully met the Education Specialist Teacher Performance Expectations at an appropriate level (approaching in CP I, met in CP II), the candidate may be required to extend or repeat the experience.
2. If a candidate is unsuccessful in a clinical practice experience, a grade of NO CREDIT will be given. Granting of an additional opportunity for clinical practice will be made based on the circumstances under which the original NO CREDIT was given.
3. Should a candidate be in the potential situation of receiving NO CREDIT for clinical practice, the university supervisor and cooperating teacher must complete a Statement of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
4. Should a second clinical practice experience be recommended, the candidate must re-register for the clinical practice course prior to the new placement being made.

### **Conditions for Removal from School Site**

A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if a candidate:

1. endangers students or others;
2. violates recognized codes of conduct, e.g. CSUSM Student Code of Conduct, CSUSM Academic Honesty Policy NEA Code of Ethics, CA Education Code Section 44932; and/or
3. is dismissed from the classroom or school site by the Cooperating Teacher or site or district administrator.

The following rubric describes the timeframe, conditions, and expected evaluated behaviors and artifacts for each of the 4 performance levels on the *CSUSM Moderate/Severe Education Specialist TPE Clinical Practice Assessment* instrument. It clarifies the performance standard or criteria represented by the Does Not Meet (1), Approaching (2), Meets (3), and Exceptional (4) clinical rating for a TPE element on the 4-point rating scale. The University Supervisor and Cooperating Teacher can independently use this rubric and then confer as to the appropriate rating on a TPE element for a candidate they both are mentoring. A candidate must earn at least a Meets (3) score on each TPE element to get credit for the element in clinical practice.

<b>Does Not Meet (1)</b> (the standard)  Requires significant more understanding, instruction, and/or experience	<b>Approaching (2)</b> (meeting the standard)  Understands but requires additional coaching or clarification	<b>Meets (3)</b> (the standard)  Meets the standard as stated in the ES TPE at the level of a novice teacher	<b>Exceptional (4)</b>  Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>either</b> or <b>both</b> the University Supervisor and/or Cooperating Teacher's <b>assess</b> via their observations and/or examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element leads to the conclusion that the candidate:</p> <p>has demonstrates the knowledge and/or practice articulated in the TPE element criterion with little frequency and will require extensive modeling, coaching, instruction, and clinical</p>	<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>either</b> or <b>both</b> the University Supervisor and/or Cooperating Teacher <b>assess</b> via their observations and/or examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that the candidate:</p> <p>has demonstrated, but <b>not yet consistently</b>, the knowledge and/or practice articulated in the TPE element criterion and requires and will benefit from further modeling, coaching, and/or clarification to achieve</p>	<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> via their observations and examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that there is <b>adequate</b> evidence to conclude that the candidate:</p> <p>has <b>consistently</b> demonstrated the knowledge and/or practice articulated in the TPE element criterion with minimal need for further modeling, coaching or clarification</p>	<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 35 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> via their observations and examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that there is <b>ample</b> evidence to conclude that the candidate:</p> <p>has <b>consistently</b> demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification has provided <b>multiple</b></p>

<p>experience to potentially achieve the criterion performance has provided few or no evidences that are assessed as (a) relevant examples, (b) appropriate to the content of the TPE element, or (c) adequate to demonstrate the criterion as stated in the TPE element even when provided with prompting and direct questioning, has difficulty identifying ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>the criterion performance has provided <b>some</b>, but not yet sufficient, evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element requires some prompting, when asked to describe and explain ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>has provided evidences that are (a) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element can <b>describe and explain</b>, with <b>little to no prompting</b>, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>evidences that are <b>clearly</b> (a) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element can independently (without prompting) <b>describe and explain</b> in detail ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>
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## VII. COURSE SCHEDULE

Week 1	<p>Arrange a time with university supervisor (US) to meet cooperating teacher (CT), principal, special educators, and support personnel on site. Share course syllabi and ES TPEs with your CT.</p> <p>Gather info on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures).</p> <p>Work in accordance with your CT's <b>contract hours</b>. Be available before and after school. Attend faculty/staff meetings and in-service events, and participate in other appropriate professional activities that do not conflict with your evening credential courses. <b>If you must be absent or leave early, inform your CT in advance.</b></p> <p>In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities.</p> <p>Confer with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the <b>Moderate/Severe Education Specialist TPEs</b>, and c) assumption of full teaching and other special education job responsibilities during your clinical experience.</p> <p>Be sure you, the CT, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies on the <b>Moderate/Severe Education Specialist TPE Clinical Practice Assessment</b>.</p> <p>Begin working on Functional Behavior Assessment and Positive Behavior Support Plan.</p>
Weeks 2-3	<p><b>1<sup>st</sup> Observation from University Supervisor:</b> Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit.</p> <p><b>Instruction and Progress Monitoring Assignment (Program-at-a-Glance) DUE to University Supervisor.</b></p> <p>Meet with your US and CT to note progress on the <b>M/S ED TPEs</b>.</p> <p>Confer with CT regarding your performance, lesson planning, and other appropriate topics.</p>
Weeks 3-5	<p>Take over <u>all</u> special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT.</p> <p><b>2<sup>nd</sup> Observation from University Supervisor:</b> Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit.</p> <p><b>Scheduling and Planning Assignment DUE to University Supervisor.</b></p> <p>Meet regularly with your US and CT to note progress on the <b>M/S ES TPEs</b>.</p> <p>Complete with the US and CT, appropriate items on the <b>Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment</b> at or following each visit. Review the form regularly. <b>The goal is for each item to be addressed by the end of the clinical practice experience.</b></p>
Weeks 5-6	<p><b>3<sup>rd</sup> Observation from University Supervisor:</b> Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit.</p> <p><b>Week 6 Functional Behavior Assessment and Positive Behavior Support Plan DUE to University Supervisor.</b></p>
Week 7	<p>Your US will arrange for a 3-way "exit interview" with you and the CT.</p> <p>Your US and CT will sign off on the <b>Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment</b> and Teacher Candidate Summary, which along with your <b>Moderate/Severe Individualized Transition Development Plan</b> serve as your recommendation for the credential</p>

## **VIII. COURSE FEATURES**

### **Authorization to Teach English Learners**

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

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Academic Writing Requirement**

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

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Teacher candidates are responsible for honest completion of their work. There will be no tolerance for infractions. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

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

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

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

### **Electronic Communication**

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

Things to consider in electronic communication:

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

### **TaskStream Enrollment and Postings**

**TaskStream Enrollment and Postings.** The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013* - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter *edspecialist* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

## **IX. FORMS TO BE USED BY CANDIDATE, SUPERVISORS, AND COOPERATING TEACHERS**

See on the following pages the forms referenced in the schedule and course and grading scale above that are used by the candidate, supervisors, and cooperating teachers to complete required clinical assignments and observations.

## FUNCTIONAL BEHAVIOR ASSESSMENT AND POSITIVE BEHAVIOR SUPPORT PLAN

### Part I – General Information

Student Name \_\_\_\_\_ DOB/Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Team Members \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **BEHAVIOR OF CONCERN (Briefly Stated):**

#### **REASON FOR DEVELOPING BEHAVIOR SUPPORT PLAN:**

Behavior interferes with student's learning? \_\_\_\_\_  
Behavior interferes with other students' learning? \_\_\_\_\_  
Behavior led to student being removed from class or suspended? \_\_\_\_\_  
Other (specify) \_\_\_\_\_

#### **"GLOBAL" CONTEXTUAL BACKGROUND INFORMATION**

Brief Schooling History? \_\_\_\_\_  
Academic Achievement? \_\_\_\_\_  
Social/Peer Relationships? \_\_\_\_\_  
Special Education Eligibility? (Category) \_\_\_\_\_  
Discipline History? \_\_\_\_\_  
Medical Condition(s)/Prescribed Medication? \_\_\_\_\_  
Concerns of Family? \_\_\_\_\_  
Powerful Reinforcer(s) & Motivators? \_\_\_\_\_  
Previous Interventions Attempted? \_\_\_\_\_  
Current Observations? \_\_\_\_\_  
Current Student Interview Information? \_\_\_\_\_

#### **ASSESSMENT TECHNIQUES USED TO EXAMINE AND ANALYZE BEHAVIOR**

- Observation or Video/Audio Tape \_\_\_\_\_  
\_\_A-B-C \_\_Frequency \_\_Duration \_\_Intensity \_\_Permanent Product \_\_Other
- Interview: Student Teacher Parent Administrator  
(Circle all conducted) Other(s) \_\_\_\_\_
- Specify Behavior Checklist/Rating Scale \_\_\_\_\_
- Specify Other(s) \_\_\_\_\_

**Part II (A) – Functional Behavioral Assessment (FBA)**  
**Behavior of Concern** \_\_\_\_\_

Setting Events/Antecedents (Typical situation(s), setting, time <i>before</i> the behavior or <i>position</i> (in <b>bold</b> ) it represents)	<b>Specific Behavior</b> <b>Function of Behavior</b> (Exactly what the student (Hypothesized <i>purpose</i> of behavior does or does not do)	<b>Consequences</b> (Events typically <i>following</i> the behavior)
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unstructured time in _____ academic instruction in _____ when directed to _____ when close to _____ when unable to _____ when provoked by _____ other _____ other _____ other _____	(Describe in observable & measurable words the “operational” definition of the behavior)  What does the behavior look like and sound like?  How often does the behavior occur?  How long does the behavior last when it does occur?  What is the intensity/level of danger of the behavior?	teacher attention _____ peer attention _____ verbal warning/reprimand _____ loss of privilege (what?) _____ time away/out (where?) _____ removal from class _____ planning in planning room _____ planning with adult (who?) _____ detention (how long?) _____ in school suspension (how long?) _____ other _____	GET/OBTAIN choice <b>attention</b> , relationship objects, including \$ meaningful instruction play, fun replication of chain of events justice/fairness <b>control/power</b> sensory stimulation/ <b>energy</b> AVOID/ESCAPE <b>failure</b> at task or demand person or group <b>boredom</b> /lack of meaning internal event sensory input <b>ANGER/PROTEST</b> past actions lack of choice/control lack of perceived fairness <b>UNIFORMED</b> OTHER? _____
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**Part II (B) – Functional Behavioral Assessment:  
Rationale for Hypothesized Function of Behavior**

**#1 Function of Behavior (Describe)**

**#2 Function of Behavior (Describe)**

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What is the rationale (i.e., data-based evidence) for selecting this function? What from knowledge of student global background information, setting events, antecedent triggers, consequences following the behavior, and how the student's disability or other characteristics or variables influence the behavior suggests that this is why the behavior occurs?

**Rationale for Function #1:**

**Rationale for Function #2:**

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**PART III – POSITIVE BEHAVIOR SUPPORT - PLAN DEVELOPMENT**

**Description of Behavior:**

**Hypothesized Function(s) Addressed by this Intervention Plan:**

Goal #1: Make behavior IRRELEVANT (Prevent behavior by changing environment, curriculum, immediate antecedents, etc.)		Goal #2: Make behavior INEFFICIENT and replacement behavior EFFECTIVE (Teach & reinforce use of alternate Replacement behavior/skills; Alter consequences		Goal #3: Improve Quality of Life (Foundational Issues that cut across routines – health, predictability, choice, social relations, communication skills)
<i>Setting Event Strategies</i>	<i>Antecedent Strategies</i>	<i>Teaching &amp; Reinforcement of Replacement Behaviors/Skills</i>	<i>Strategies to Alter Consequences</i>	<i>Strategies to Improve Quality of Life</i>
<i>How does each strategy address the hypothesized function?</i>	<i>How does each strategy address the hypothesized function?</i>	<i>How does the replacement behavior address the hypothesized function?</i>	<i>How do the changes in consequences address the hypothesized function?</i>	<i>How does each strategy address the hypothesized function?</i>

**Evaluation and Monitoring System:**

(Data collection and summary forms, contracts, and other monitoring tools)

**Persons Involved and Responsibilities of Each Person:**

**Follow-Up Timeline (e.g., next team meeting) for Checking on Behavior Change and Progress:**

## **Preliminary Moderate/Severe Education Specialist Lesson Plan Components**

**Teacher Candidates are expected to have a lesson plan prepared for each visit from the University Supervisor. Please have a hardcopy printed for your University Supervisor.**

**The lesson plan is required to have the following components. For more information about these components please see Chapter 4 of the Snell and Brown text.**

### **Information about students:**

*Provide a brief description of each student. Please include both strengths and challenges.*

### **Materials and Universal Design:**

*Describe teaching materials used. Be sure that the materials are matched to the learner's ability and are age-appropriate. Describe how curriculum is made accessible through universal design.*

### **The Instructor(s)**

*Describe who will be providing instruction and support to each student. Will roles be shared, rotated, etc.? Co-teaching? Collaborative Planning? Collaborative Reflection?*

### **Schedule for Instruction**

*Describe what will be taught and why (IEP goals, CAPA standards, CORE). Describe where and when instruction will be delivered and why. Describe how data will be collected during this observation period.*

### **Teaching Arrangement**

*How will instruction and support be delivered? One-to-One? Small Group? Describe how and why groups were created.*

### **Prevention Strategies**

*Describe how you use positive behavior support strategies to teach, model, and reinforce expected behavior. What preventive strategies are in place to reduce the probability of inattentive and disruptive behavior.*

### **Peer-Mediated Instruction and Peer Support**

*Describe how peers might intervene and assist with the teaching of skills to their classmates with disabilities.*

### **Individualized Adaptations: Accommodations and Modifications**

*Describe the individualized adaptations that will take place during this observation period.*

Adapted from Snell & Brown (2011)



**IEP-at-a-Glance**

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

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

**Positive Student Profile**

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

**Support Needs and Other Important Information**

## Sample IEP-at-a-Glance

Student Name: Danika (3<sup>rd</sup> grader)

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

### IEP Goals and Progress Monitoring at a Glance

Kinesthetic learner

Confident

Active

Learns well with hands-on activities

Musical

Vocal

Assertive about her wants

Happy

Share materials (data sheet, weekly)

Take turns in group activities (data sheet, weekly)

Transition independently from one activity or environment to another using a picture schedule (data sheet, daily)

Put away materials (data sheet, daily)

Write her name (work sample, weekly)

Use functional daily living words (data sheet, weekly)

Recognize numbers 1 – 20 (data sheet, weekly)

Use sign language or picture communication system to: (data sheet, daily)

Initiate interactions with peers

Request a partner for play or work

Answer yes/no questions

Answer "what" questions

Indicate need to use the bathroom

### Support Needs and Other Important Information

- Use Positive Behavior Support Plan strategies to calm her when upset or angry: take breaks, use sensory strategies, go for a walk, write it out, refer to social stories
- Nurse administer medication at lunchtime
- Assistance (lifting) to use bathroom

# IEP Goal Matrix

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

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

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

### IEP Goal Matrix

Student: Danika

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

IEP Goals	Class Schedule and Location															
	Arrival/Schedule (Gen Ed)	LA (Sped Ed)	Science	Art	Music (Gen Ed)	PE	Lunch (Gen Ed)	Recess	LA RT	Math	Writing	Social	Tech			
Share materials		X	X	X	X	X		X			X	X				
Take turns in groups		X	X	X	X	X		X	X	X						
Transition between activities/environments	X	X	X	X	X		X	X	X		X	X	X	X		
Put away materials	X	X	X	X	X	X	X		X	X	X	X	X	X		
Write her name		X	X	X						X	X	X	X			
Recognize numbers 1 – 20	X		X		X	X				X			X			
Use daily living words	X	X	X						X		X					
Initiate peer interacts *	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Request partner for play or work*		X	X	X		X	X	X	X		X	X	X			
Answer yes/no questions*	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Answer "what" questions*	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Indicate need to use bathroom*	X					X	X	X						X		
<b>Support Needs</b>																
PBS strategies to calm when in distress	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Medication at lunchtime							X									
Lifting assistance in bathroom	X					X	X	X						X		

\* Using sign language or picture communication system



**Preliminary Moderate/Severe Education Specialist**

**Clinical Practice Assessment Tool for Functional Behavior Assessment and Positive Behavior Support Plan**

**Teacher Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Setting:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Does the FBA/PBSP have these features?**

1. \_\_\_\_ Student Information Identified
2. \_\_\_\_ Behavior of Concern Briefly Stated
3. \_\_\_\_ Reasons for Developing Behavior Support Plan Identified
4. \_\_\_\_ "Global" Contextual Background Information is Complete
5. \_\_\_\_ Assessment Techniques and Methods are Determined
6. \_\_\_\_ Setting Events/Antecedents are Identified
7. \_\_\_\_ Specific Behavior (Operationally Defined) and Baseline Data Identified
8. \_\_\_\_ Consequences Identified
9. \_\_\_\_ Hypothesized Purpose of Behavior Identified
10. \_\_\_\_ Rationale for Hypothesized Function of Behavior is Identified
11. Intervention/Prevention Strategies (make problem behavior irrelevant)
  - \_\_\_\_ Setting Event Strategies
  - \_\_\_\_ Setting Event Strategies Address Hypothesized Function
  - \_\_\_\_ Antecedent Strategies
  - \_\_\_\_ Antecedent Strategies Address Hypothesized Function
12. Intervention/Prevention Strategies (make problem behavior inefficient and replacement behavior effective)
  - \_\_\_\_ Teaching and Reinforcement of Replacement Behavior/Skills Identified
  - \_\_\_\_ Teaching and Reinforcement of Replacement Behavior/Skills Address Hypothesized Function
  - \_\_\_\_ Strategies to Alter Consequences Identified
  - \_\_\_\_ Strategies to Alter Consequences Address Hypothesized Function
13. Intervention/Foundational Issues to Improve Quality of Life
  - \_\_\_\_ Strategies to Improve Quality of Life Identified
  - \_\_\_\_ Strategies to Improve Quality of Life Address Hypothesized Function
14. \_\_\_\_ Evaluation and Monitoring System Identified
15. \_\_\_\_ Persons/Responsibilities Identified
16. \_\_\_\_ Follow-Up Timeline Determined

**Other Supervisor Observations and Remarks:**

**Teacher Candidate Goal/Focus for next observation:**

**Teacher Candidate Signature:** \_\_\_\_\_

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

**University Supervisor/Cooperating Teacher**

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

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



**Preliminary Moderate/Severe Education Specialist  
Clinical Practice Instructional Observation Form**

**Teacher Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Setting:** \_\_\_\_\_  
**Supervisor:** \_\_\_\_\_

**TPEs Observed:**

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

**TPE 5, 10 & 11: Rapport and Room Environment:** (Check those 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 those observed, add others as seen)

Works as a collaborative team member to plan instruction       Lessons are based on CAPA Standards  
 Understands how the stage of learning affects instruction

**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 those 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 behavioral data related to positive behavior support/intervention plan

**Comments:**

**TPE 2 & 3: Assessment and Progress Monitoring:** (Check those 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 those 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 those 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 \_\_\_ Has 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/Cooperating Teachers Signature:** \_\_\_\_\_

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

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



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**Preliminary Moderate/Severe Education Specialist  
Clinical Practice Instruction and Progress Monitoring Form**

**Teacher Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Setting:** \_\_\_\_\_  
**Supervisor:** \_\_\_\_\_

**Instruction and Progress Monitoring:**

*Teacher candidate must prepare and attach a IEP-at-a-Glance for a minimum of five (5) students assigned to their caseload. Each document must include:*

- *Positive Student Profile*
- *IEP Goals at a Glance*
- *IEP Goals Progress Monitoring Method/Schedule*
- *Support Needs and Other Important Information*
- *Matrix that indicates where/when each IEP goal will be addressed*

**Evaluation:**

\_\_\_ Profile is positive and thorough \_\_\_ IEP Goals summarized \_\_\_ Progress Monitoring method/schedule relates to IEP goal \_\_\_ Matrix includes each IEP goal

**Comments:**

**Other Supervisor Observations and Remarks:**

**Teacher Candidate Goal/Focus for next observation:**

**Teacher Candidate Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**University Supervisor/Cooperating Teacher  
Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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





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

**Teacher Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Setting:** \_\_\_\_\_  
**Supervisor:** \_\_\_\_\_

*Teacher Candidate must prepare and attach a weekly schedule. Schedule must include:*

- *Education Specialist Teacher Schedule*
- *Paraeducator Schedule*
- *Student Schedule*
- *Related Service Professionals Therapy/Support Time*

**Evaluation:**

\_\_\_ Posted/Available for all to access \_\_\_ Clear and easy to understand \_\_\_ Updated when necessary

**Comments:**

**Other Supervisor Observations and Remarks:**

**Teacher Candidate Goal/Focus for next observation:**

**Teacher Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor/Cooperating Teacher Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

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

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

Co-teaching has many faces. In a national survey, teachers experienced in teaching in diverse classrooms reported that they used four approaches to co-teaching – supportive, parallel, complementary, and team co-teaching (National Center for Educational Restructuring and Inclusion, 1995).

### **SUPPORTIVE**

Supportive co-teaching is when one teacher takes the lead instructional role and the other(s) rotates among the students providing support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other co-teacher continues to direct the lesson. Teachers new to co-teaching or who are short of planning time often begin with this approach.

### **PARALLEL**

Parallel co-teaching is when two or more people work with different groups of students in different sections of the classroom. Co-teachers may rotate among the groups; and, sometimes there may be one group of students that works without a co-teacher for at least part of the time. Teachers new to co-teaching often begin with this approach. Key to parallel co-teaching is that each co-teacher eventually works with every student in the class.

### **COMPLEMENTARY**

Complementary co-teaching is when co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example one co-teacher might paraphrase the other co-teacher's statements or model note-taking skills on a transparency. Sometimes, one of the complementary co-teaching partners pre-teaches the small group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the lesson taught by the other co-teacher. As co-teachers gain in their confidence and acquire knowledge and skills from one another, complementary co-teaching becomes a preferred approach.

### **TEAM CO-TEACHING**

Team co-teaching is when two or more people do what the traditional teacher has always done – plan, teach, assess, and assume responsibility for all of the students in the classroom. Team co-teachers share leadership and responsibility.

Team co-teachers share lessons in ways that allow students to experience each teacher's expertise. For example, for a lesson on inventions in science, one co-teacher with interests in history explains the impact on society. The other, whose strengths are with the mechanisms involved, explains how inventions work.

In team co-teaching, co-teachers simultaneously deliver lessons and are comfortable alternately taking the lead and being the supporter. The test of a successful team teaching partnership is that the students view each teacher as equally knowledgeable and credible.

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

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

## 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.

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): \_\_\_\_\_



**Education Specialist Moderate/Severe Clinical Practice**

**Teacher Candidate and Cooperating Teacher TPE Weekly Conversations and Planning**

**Candidate:** \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**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 Moderate/Severe*. 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.

<b>TPE Discussed</b>	<b>Suggested Week</b>	<b>Week/Date</b>
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction TPE 9: Instructional Planning _____	Week 1	
TPE 2: Monitoring Student Learning During Instruction _____	Week 2	
TPE 3: Interpretation and Use of Assessments TPE 8: Learning About Students _____	Week 2	
TPE 4: Making Content Accessible _____	Week 3	
TPE 5: Student Engagement _____	Week 3	
TPE 6: Developmentally Appropriate Teaching Practices TPE 11: Social Environment _____	Week 4	
TPE 7: Teaching English Learners (with M/S Disabilities) _____	Week 4	
TPE 10: Instructional Time _____	Week 5	
TPE 12: Professional, Legal, and Ethical Obligations _____	Week 5	
TPE 13: Professional Growth _____	Week 6	



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**Education Specialist Mild Moderate AND Moderate/Severe Clinical Practice Weekly Professional Collaboration Log**

**This log is designed to** 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 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 CT weekly and by the US at each visitation. The log is collected by the US at the completion of CP.

**Teacher Candidate (Name):  
Supervisor (Name):**

**Cooperating Teacher (Name):**

**University**

<p><b>Teacher Candidate Responsibilities:</b> Sign in/out on campus daily. By week, note the dates &amp; days of CP (e.g., Nov. 14<sup>th</sup> – 18<sup>th</sup>, 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><b>Cooperating Teacher Responsibilities:</b> 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 &amp; family involvement, PD, &amp; TPE achievement.</p>		<p><b>University Supervisor Responsibilities:</b> 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 &amp; progress toward TPE achievement.</p>	
<p><b>Week &amp; Days of CP</b></p>	<p><b>Teacher Candidate Directions:</b> Briefly list/describe clinical activities as suggested above and TPE foci during this time period.</p>	<p><b>Cooperating Teacher Directions:</b> 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><b>University Supervisor Directions:</b> Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.</p>	
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**Teacher Candidate (Name)  
Supervisor (Name):**

**Cooperating Teacher (Name):**

**University**

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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, 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.