



**EDMX 671 Section 1**  
**Education Specialist – Clinical Practice for Interns I**  
**CRN #20614**  
**Days: Arranged**  
**Time: Arranged**  
**Course Location: Arranged**  
**Spring 2015**

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

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

*Vision*

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

*Mission*

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

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

**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## I. COURSE DESCRIPTION AND SCHOOL OF EDUCATION VISION & MISSION

### Course Description

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

## II. CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

### The Credential Candidate Will, While Employed As An Education Specialist Intern

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

### **Student Learning Outcome Assessment Methods:**

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

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

### **III. MATERIALS NEEDED FOR CLASS**

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

### **IV. SUPERVISION REQUIREMENTS**

1. Each candidate in this clinical practice meets with a university clinical practice supervisor at least five times (inclusive of exit interview) to discuss clinical experiences in order to expand the candidate's knowledge of various assessment and intervention techniques and to practice leading an Individual Educational Program plan meetings.
2. Each candidate engages the job responsibilities of an Education Specialist in the intern's school district over the course of the observed semester of internship.
3. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the Cal State San Marcos Teaching Performance Expectations Clinical Practice Assessment observation form.
4. Each candidate is observed by the University Supervisor a) delivering formal lessons (at least 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.)
5. Each candidate meets with the intern support provider to initially examine and discuss TPE elements and how they could be met in intern teaching. Over the semester, the intern support provider conducts and debriefs, on the average, two formal observations per month of the candidate engaged in instruction, assessment, IEP-related planning or implementation activities, and or other job-related activities in which TPEs may be observed (e.g., training/supervision of paraeducators). See page 9 for a timeline and form for documenting discussions and observations. The candidate meets weekly with the intern support provider to reflect upon clinical experiences and progress toward meeting TPEs. As part of this meeting, the candidate prepares and e-mails to both the intern support provider and the Teacher Candidate the Clinical Practice Weekly Reflection and Planning form on page 10 of this syllabus. Meetings between the intern support provider and the candidate are noted weekly on the Education Specialist Clinical Practice Professional Collaboration Log found on pages 12 and 13 of the syllabus.
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 that summarizes strengths and areas of need for continued professional growth and that is signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee. This document is delivered to and assessed by the instructor of the EDMX 575 Education Specialist - Transition Development Plan Seminar.

### **OBSERVATION FORMS (ON PAGES 4 – 14)**



**Preliminary Education Specialist  
Clinical Practice Lesson Planning and Delivery Observation Form**

<b>Teacher Candidate:</b>	_____	<b>Date:</b>	_____
<b>School Site:</b>	_____	<b>Setting:</b>	_____
<b>Supervisor:</b>	_____		

**TPEs Observed:**

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

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

- Courteous, positive, active learning  Clearly stated expectations  Respectful interactions  
 Aware and responsive to students needs

**Comments:**

**TPE 1, 4, 8, 9, & 10: Instructional Planning:** (Check observed, add others as seen)

- Works as a collaborative team member to plan instruction  Lessons are based upon Common Core and/or other standards/frameworks  Instruction based upon assessed knowledge of student(s)

**Comments:**

**TPE 1, 4, 5, 6, 7 & 10: Lesson Presentation/Implementation of Support:** (Check observed, add others as seen)

- Uses universal strategies that are effective with a wide range of students  Provides individualized accommodations, modifications, and supports  Effective use of instructional time  
 Instruction/feedback/support is clear and consistent  Materials are organized and used effectively

**Comments:**

**TPE 1, 6, 9, & 11: Student Motivation and Behavioral Support:** (Check observed, add others as seen)

- Implements student's positive behavior support/intervention plan  Motivates students by connecting to their interests  Encourages involvement and excellence  Provides feedback to student  Uses reinforcement and other positive strategies  Collects and analyses data related to positive behavior support/intervention plan

**Comments:**

**TPE 2 & 3: Assessment and Progress Monitoring:** (Check observed, add others as seen)  
\_\_\_ Uses formal and informal assessments appropriately \_\_\_ Consideration of appropriateness for diverse population \_\_\_ Utilizes formative and summative assessments \_\_\_ Collects and analyzes ongoing data  
**Comments:**

**TPE 4 & 5: Cognitive Outcome:** (Check observed, add others as seen)  
\_\_\_ Encourages and models critical thinking and problem-solving skills \_\_\_ Fosters analysis and synthesis  
**Comments:**

**TPE 4, 5, 6, 11: Affective Outcome:** (Check observed, add others as seen)  
\_\_\_ Encourages collaborative and independent learning \_\_\_ Promotes community, self-esteem, and cooperation  
\_\_\_ Provides meaningful and relevant curriculum  
**Comments:**

**TPE 1, 7, 8: Effective Outcome:** (Check those observed, add others as seen)  
\_\_\_ Respectfully teaches and communicates with students from diverse populations  
\_\_\_ Demonstrates understanding, appreciation, sensitivity for cultural heritage and community values  
\_\_\_ Plans lessons that encourage respect for human diversity  
**Comments:**

**TPEs 12 and 13: Professional Behavior:** (Check those observed, add others as seen)  
\_\_\_ Effective communication with families, administrators, paraeducators, supervisors and colleagues  
\_\_\_ Respects issues of confidentiality \_\_\_ Reflective practitioner \_\_\_ Able and willing to accept constructive critical feedback \_\_\_ Actively participates in school community \_\_\_ Seeks professional development opportunities  
**Comments:**

**Other Supervisor Observations and Remarks:**

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

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



**Education Specialist Credential Candidate  
Observation of Assessment Administration and Interpretation**

**Organizational/Setting Data:**

<b>Teacher Candidate:</b>	_____	<b>Date/Time:</b>	_____
<b>School Site:</b>	_____	<b>Grade Level:</b>	_____
<b>Supervisor:</b>	_____		

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

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**Interpretation of Assessment Skills:**

Scoring/Compilation of data:  Understands measurement components  Scores w/o bias  Plots scores correctly

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Written Analysis of Results:  Accurate, complete, objective language used  Avoids jargon  Includes strengths

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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:

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Additional Supervisor Remarks:

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***Review/Debrief Meeting Verification Signatures:***

Teacher Candidate  
Signature: \_\_\_\_\_  
University Supervisor  
Signature: \_\_\_\_\_

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



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

**Observation Setting Data:**

<b>Teacher Candidate:</b>	_____	<b>Date/Time of Mtg.:</b>	_____
<b>School Name:</b>	_____	<b>District:</b>	_____
<b>Observer Name/Position:</b>	_____		

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

IEP Team Attendees (List names / positions of each):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Introduction & Agenda Details Observed (as handled by candidate):**

- Introductions of all and description of purpose of meeting described
- Time parameters reviewed
- Procedural Safeguards discussed
- Copy of Agenda provided to all
- Copy of assessment results available for parent(s)
- Reviewed page 1 w/parent(s) /teachers for accurate information
- Used jargon-free language throughout
- Maintained eye contact w all members of IEP team
- Interpreter seated at next to parent(s) to translate as needed

Observations/Recommendations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Meeting Component Delivery Observations (as handled by candidate):**

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

Comments/Recommendations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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

Comments/Recommendations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

Comments/Recommendations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Observation of Individualized Education Program Meeting (continued)**

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

Comments/Recommendations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Overall IEP Team Meeting Administration & Management Observations:**

**Facilitation of meeting** • confidence level • knowledge of material • professional demeanor • sensitivity to confidential concerns • Handled ethical points of concern appropriately • Placed IEP team members at ease

Comments/Recommendations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Candidate strengths/competencies demonstrated during meeting:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Cooperating Teacher or other IEP Team Professional Observations/Comments:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Verification of IEP Competency Signatures:**

_____ Credential Candidate/Print Name	_____ Credential Candidate Signature	_____ Date
_____ Cooperating Teacher/Print Name	_____ Cooperating Teacher Signature	_____ Date
_____ University Supervisor/Print Name	_____ University Supervisor Signature	_____ Date

=====

**\*Next Observation of IEP Meeting as required by School or Supervisor:**    Date\_\_\_\_\_ Time\_\_\_\_\_

Specific administration and delivery steps and competencies to be addressed:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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

<b>Teacher Candidate:</b> _____	<b>Date:</b> _____
<b>School Site:</b> _____	<b>Setting:</b> _____
<b>Cooperating Teacher:</b> _____	<b>Supervisor:</b> _____

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

**PART I - GENERAL STUDENT AND TEAM INFORMATION**

1. \_\_\_ Student Information Identified
2. \_\_\_ Behavior of Concern (Briefly Stated)
3. \_\_\_ Reasons for Developing Behavior Support Plan Identified
4. \_\_\_ "Global" Contextual Background Information is Complete
5. \_\_\_ Assessment Techniques and Methods Use to Examine and Analyze Behavior are Determined

**PART II - FUNCTIONAL BEHAVIORAL ASSESSMENT**

6. \_\_\_ Setting Events/Antecedents are Identified
7. \_\_\_ Specific Behavior (Operationally Defined) and Baseline Data Identified
8. \_\_\_ Consequences Identified
9. \_\_\_ Hypothesized Purpose of Behavior Identified
10. \_\_\_ Rationale for Hypothesized Function of Behavior is Identified

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

11. Intervention/Prevention Strategies (make problem behavior irrelevant)
  - \_\_\_ Setting Event Strategies
  - \_\_\_ Setting Event Strategies Address Hypothesized Function
  - \_\_\_ Antecedent Strategies
  - \_\_\_ Antecedent Strategies Address Hypothesized Function
12. Intervention/Prevention Strategies (make problem behavior inefficient and replacement behavior effective)
  - \_\_\_ Teaching and Reinforcement of Replacement Behavior/Skills Identified
  - \_\_\_ Teaching and Reinforcement of Replacement Behavior/Skills Address Hypothesized Function
  - \_\_\_ Strategies to Alter Consequences Identified
  - \_\_\_ Strategies to Alter Consequences Address Hypothesized Function
13. Intervention/Foundational Issues to Improve Quality of Life
  - \_\_\_ Strategies to Improve Quality of Life Identified
  - \_\_\_ Strategies to Improve Quality of Life Address Hypothesized Function
14. \_\_\_ Evaluation and Monitoring System Identified
15. \_\_\_ Persons Involved and Responsibilities Identified
16. \_\_\_ Follow-Up Timeline Determined

**Teacher Candidate Involvement in PBS Design and Delivery:**

**Supervisor Observations and Remarks:**

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



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

**Candidate:**  
**Intern Support Provider:**  
**University Supervisor:**

**Education Specialist Mild/Moderate Clinical Practice**

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

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

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

	Suggested Week	Week/Date Examined
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	<u>Week 1</u>	_____
TPE 2: Monitoring Student Learning During Instruction	<u>Week 1</u>	_____
TPE 3: Interpretation and Use of Assessments	<u>Week 2</u>	_____
TPE 3.1 Know how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability		
TPE 4: Making Content Accessible	<u>Week 2</u>	_____
TPE 5: Student Engagement	<u>Week 2</u>	_____
TPE 6: Developmentally Appropriate Teaching Practices	<u>Week 3</u>	_____
TPE 7: Teaching English Learners	<u>Week 3</u>	_____
TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students' primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content		
TPE 8: Learning about Students	<u>Week 3</u>	_____
TPE 9: Instructional Planning	<u>Week 4</u>	_____
TPE 9.3 Effectively trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals		
TPE 10: Instructional Time	<u>Week 4</u>	_____
TPE 11: Social Environment	<u>Week 4</u>	_____
TPE 11.4 Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes		
TPE 12: Professional, Legal, and Ethical Obligations	<u>Week 5</u>	_____
TPE 12.3 Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment		
TPE 13: Professional Growth	<u>Week 5</u>	_____



### Teacher Candidate Clinical Practice Weekly Reflection and Planning

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

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

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

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

Questions I have; help I would like: \_\_\_\_\_

Requested focus of next observation/meeting:

\_\_\_\_\_ TPEs (specify): \_\_\_\_\_

\_\_\_\_\_ Co-teaching planning &/or implementation      \_\_\_\_\_ Instructional strategies

\_\_\_\_\_ Classroom management/support      \_\_\_\_\_ Differentiation of instruction

\_\_\_\_\_ Individualized Accommodations and Modifications

\_\_\_\_\_ Supporting/Co-teaching with Paraeducators      \_\_\_\_\_ Positive Behavior Supports

\_\_\_\_\_ Other (specify): \_\_\_\_\_

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

Co-teaching has many faces. Teachers experienced in teaching in diverse classrooms report using four approaches to co-teaching – supportive, parallel, complementary, and team.

### **SUPPORTIVE**

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

### **PARALLEL**

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

### **COMPLEMENTARY**

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

### **TEAM**

Team co-teaching is when two or more people do what the traditional teacher has always done – plan, teach, assess, and assume responsibility for all of the students in the classroom. Team co-teachers share leadership and responsibility in planning. When instruction, they simultaneously deliver lessons and are comfortable alternately taking the lead and being in the support or complementary role. Team co-teachers share lessons in ways that allow students to experience each teacher's expertise. For example, for a lesson on inventions in science, one co-teacher with interests in history might guide students to examine the impact of inventions on *society* at the time. The other, whose strengths are with the mechanisms involved, might explain and guide students in learning *how* the inventions work.

**REMEMBER:** The test of any successful co-teaching partnership is that the students view each teacher as equally knowledgeable and credible.

FROM: Villa, Thousand, & Nevin (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Corwin Press.

## EDMX 572 / EDMX 573 Education Specialist Clinical Practice Weekly Professional Collaboration Log

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

**Teacher Candidate (Name):**

**Support Provider (Name):**

**University Supervisor (Name):**

	<b>Teacher Candidate Responsibilities:</b> Sign in/out on campus daily. By week, note the dates & 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 SP.	<b>Support Provider 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 & family involvement, PD, & TPE achievement.	<b>University Supervisor Responsibilities:</b> Orient CT and SP to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and SP regarding the TC's PDs & progress toward TPE achievement.
<b>Week &amp; Days of CP</b>	<b>Teacher Candidate Directions:</b> Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	<b>Support Provider 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.	<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.
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**Definition of Terms:** For the purposes of this log, the term, *informal*, means that communication with the TC is primarily verbal and formative in nature. The term, *formal*, means that communication with the TC is in written as well as verbal form and that it also is evaluative (e.g., provides feedback on progress) in nature. Please find formal observation and meeting forms at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>

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

## V. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written plans for treatment and assessment. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and submit all clinical experience documentation on the due dates for full credit. If you have extraordinary circumstances that impact timely submission, inform the university supervisor. Any time that you have questions or concerns, please contact the university supervisor immediately.
4. Profession behavior is expected at all school and community sites with educational and program personnel, students, families, and supervisory personnel.
5. Academic Honesty Policy and Plagiarism. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

## VI. GRADING SCALE

### Credit/No Credit

The candidate's university supervisor, in collaboration with the cooperating teacher, prepares a Clinical Practice Summary report and completes the *ES TPE Clinical Practice* assessment based upon observations and clinical practice cooperating teacher feedback. The rubric on pages 10 and 11 of this syllabus provide guidance for assigning a performance score on the clinical practice assessment document. These Clinical Practice Summary report and *ES TPE Clinical Practice* 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 recommend a candidate for a credential at the end of the program.

1. A grade of CREDIT (CR) or NO CREDIT (NC) is 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 Statement of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
4. Should a second clinical practice experience be recommended, the candidate must re-register for the clinical practice course prior to the new placement being made.

### Conditions for Removal from School Site

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

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

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.

<b>Does Not Meet (1)</b> (the standard) Requires significant more understanding, instruction, and/or experience	<b>Approaching (2)</b> (meeting the standard) Understands but requires additional coaching or clarification	<b>Meets (3)</b> (the standard) Meets the standard as stated in the ES TPE at the level of a novice teacher	<b>Exceptional (4)</b> Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>either or 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> <ol style="list-style-type: none"> <li>1) has demonstrates the knowledge and/or practice articulated in the TPE element criterion with little frequency and will require extensive modeling, coaching, instruction, and clinical experience to potentially achieve the criterion performance</li> <li>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</li> <li>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</li> </ol>	<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>either or 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> <ol style="list-style-type: none"> <li>1) has demonstrated, but <b>not yet consistently</b>, the knowledge and/or practice articulated in the TPE element criterion and requires and will benefit from further modeling, coaching, and/or clarification to achieve the criterion performance</li> <li>2) 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</li> <li>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</li> </ol>	<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> via their observations and examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that there is <b>adequate</b> evidence to conclude that the candidate:</p> <ol style="list-style-type: none"> <li>1) 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</li> <li>2) 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</li> <li>3) 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</li> </ol>	<p>Given the timeframe of the clinical practice experience (i.e., 50 days for Mild/Moderate clinical practice and 20 days for Moderate/Severe clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher (Intern Support Provider) and University Supervisor, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> via their observations and examination of the artifacts (e.g., assessment report, observation report, lesson plans) provided by the candidate for the given TPE element that there is <b>ample</b> evidence to conclude that the candidate:</p> <ol style="list-style-type: none"> <li>1) has <b>consistently</b> demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification</li> <li>2) has provided <b>multiple</b> evidences that are <b>clearly</b> (a) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element</li> <li>3) 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</li> </ol>

## VII. COURSE FEATURES

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

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

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

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

### **Academic Writing Requirement**

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

### **CSUSM Academic Honesty Policy**

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

### **Plagiarism**

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

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

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

### **Electronic Communication**

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

Things to consider in electronic communication:

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

### **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.