



EDMX 570
Education Specialist – Clinical Practice in Elementary and Special Settings

Days and Time
Arranged

Fall 2013

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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COURSE DESCRIPTION

Observations and education in selected schools with directed special education field experiences under the supervision of a classroom teacher and university supervisor. Includes seminars. *Graded Credit / No Credit. Enrollment restricted to candidates in the Concurrent Education Specialist and Multiple Subject Program Option.*

Course Objectives:

Candidates will:

- assess and instruct students with and without disabilities in the elementary grades in accordance with the California Commission on Teacher Credentialing Multiple Subject Teaching Performance Expectations and be assessed on the Multiple Subject Teaching Performance Expectations as performing at least at the *approaching* level for a *novice teacher*, as outlined on the Assessment of Multiple Subject Teaching Performance Expectations: EDMX 570 Concurrent Clinical Practice I form.
- engage in at least 30 hours of observation and participation with students with disabilities of various ages (preschool to 22 years of age) and cultural/linguistic backgrounds in a variety of school and or community settings inclusive of:
 - * observation of education planning in collaboration and consultation with classroom teachers and other school personnel
 - * observation of collaborative teaming in IEP, IFSP, and/or ITP development and delivery for students
 - * observation of strength-based assessment to identify effective intervention and support methods and provide students' meaningful participation in the core standards-based curriculum, life skill and/or wellness curricula and progress toward IEP goals and objectives
as evidenced by a minimum of five Special Education Service Field Experience Logs

Student learning outcome objective assessment methods:

Observations by university supervisor of clinical performance objectives indicated in the program's courses objectives and the California Commission on Teacher Credentialing Multiple Subject Teaching Performance Expectations (TPEs).

Observations by the school-based cooperating teacher of clinical performance objectives indicated in the program's courses objectives and the California Commission on Teacher Credentialing Multiple Subject TPEs.

Completion of a minimum of at least 30 hours of directed special education field experiences as assigned and at least five summaries of these experiences using the format outlined in the attached *Special Education Service Field Experience Logs* document.

Required Materials

Because this is a supervised clinical experience, the materials for this class include the following:

- 1) Cal State San Marcos Assessment of Multiple Subject Teaching Performance Expectations EDMX 570 Concurrent Credential Clinical Practice I form,
- 2) Multiple Subject Teaching Performance Expectations with Added CSU San Marcos TPEs (Full Text found at <http://www.csusm.edu/education/ClinicalPractice/HandbookMS.html> and TPE Portfolio Dividers in Multiple Subject Clinical Practice Handbook)
- 3) Education Specialist Special Education Handbook and Teacher Candidate Handbook Agreement (to be signed and submitted to university supervisor). Both are found at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html> Note: Special Education Service Field Experience Logs document is attached to this syllabus.
- 4) Suggested: Suggested Weekly Supervisor/Candidate Reflective Communication form attached to this syllabus

All of the forms above and handbooks are posted online at the School of Education's clinical practice website location as noted.

Authorization to Teach English Learners

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

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

STUDENT LEARNING OUTCOMES

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>. Note that TaskStream enrollment is required for a candidate to submit any of the four TPA assessments.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric.

For the *Multiple Subject Professional Dispositions* rubric, there are three levels of performance for each disposition: “unacceptable,” “approaches,” and “meets.” The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Candidates are expected to meet the level of “meets” during the program. See the rubric on the Education Specialist Clinical Practice website location where the handbook and required forms, rubrics, and observation materials (<http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>).

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE and disposition assessments. Candidates must be enrolled in TaskStream throughout the Multiple Subject Credential program(s).

Enrollment fees are paid by going to www.taskstream.com and registering for at least two years, as candidates use TaskStream for the Multiple Subject and Education Specialist portions of your program. After enrolling, to access the Multiple Subject Full Time Program, from your home page, find the Self-Enrollment area and click the *Enter Code* button. Then enter *msfttc* as the program code. If this is the correct program, click the *Enroll* button. The Multiple Subject Full Time Program (with a daisy logo) now will show up on your TaskStream home page when you log in. Be sure to remember your enrollment name and password.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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

Students with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, lesson plans, reflections, and TPE notebook entries.

CSUSM Academic Honesty Policy

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

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

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

Use of Technology:

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

Electronic Communication Protocol

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

Things to consider:

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

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

Course Requirements

SUPERVISION REQUIREMENTS

1. Each candidate in this clinical practice meets with a university clinical practice supervisor at least five times to discuss clinical experiences in order to expand participants' knowledge of various assessment and intervention techniques and to practice participation in Individual Educational Program meetings.
2. Each candidate engages in a minimum of six weeks of supervised clinical practicum hours in one or more elementary general education school setting.
3. Each candidate completes a minimum of 30 hours of directed special education field experiences and at least five summaries of those experiences using the format outlined in the attached Special Education Service Field Experience Logs.
4. Each candidate attends all team and faculty meetings and executes other professional responsibilities, as assigned.
5. Each candidate may develop a TPE portfolio binder to gather activities associated with each TPE to support their conversations about their progress with their University Supervisor and Cooperating Teacher. TPE binder dividers are located on the School of Education Clinical Practice website. (www.csusm.edu/education/ClinicalPractice/HandbookMS.html)
6. Each candidate reflects upon clinical experiences with his or her university supervisor and cooperating teacher using the "Suggested Weekly Supervisor/Candidate Reflective Communication" form attached to this syllabus or a similar tool agreed upon between the university supervisor and cooperating teacher.

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. Each candidate uses the specific enrollment code to enroll in TaskStream to access evaluation of Professional Dispositions as well as for TPE clinical practice evaluations. The Multiple Subject Full Time program is the program to select and the required code is *msfttc*.
3. Word-process all written plans for treatment and assessment. Keep an electronic copy of all work. You will want these for your records and for future use as professional portfolio entries.
4. 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.
5. Profession behavior is expected at all school and community sites with educational and program personnel, students, families, and supervisory personnel.
6. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy and Plagiarism statements presented below in the VII. Course Features section. 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.

Grading Standards

Credit/No Credit

University Supervisors, in collaboration with the cooperating teacher/s and on-site liaison will prepare a Clinical Practice Summary report and complete the TPE assessment based upon observations, site feedback and TPE Portfolio artifacts. These documents (Summary and TPE assessment) will be presented to the teacher candidate at the exit meeting and all participants will 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 teacher candidate has not successfully met the Teacher Performance Expectations at an appropriate level (approaching in EDMX 570, met in EDMX 571), 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. Please see the Statement of Concern Guidelines at the special education clinical practice website, <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>. 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, should the action plan not be 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 a School Site

A candidate shall be removed from the school site and a Statement of Concern documenting the situation will be written immediately (see Statement of Concern Guidelines and Forms at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html> in the event that 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 the site or district administrator.



EDMX 570

Clinical Practice

Weekly Supervisor / Candidate Reflective Communication

Candidate Name: _____

Week: From: _____ To: _____

1. Prior to delivering a lesson, my lesson plan was completed and reviewed by my cooperating teacher? What adjustments did I make or need to make based on informal assessment and feedback?
2. When was an affirming or “ah-ha” moment in my teaching this week? When did I feel most confident and competent with my skills?
3. What was my biggest challenge this week? When did I feel disconnected or discouraged?
4. If I could repeat this week, what would I do differently based upon the learning and responses of my students?
5. What am I most proud of this week based upon the learning and responses of my students?

If you are in a co-teaching placement, which co-teaching approaches did you use this week?

- | | | | |
|---------------------|---------------------------------|-------------------------------------------------|---------------------|
| _____ 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 | _____ Jointly planned and delivered instruction | |

Questions I have; help I would like: _____

Requested focus of next observation: (Candidates: Be sure to have a lesson plan available.)

- | | |
|----------------------------------------------------------------------|---------------------------------------|
| _____ Interactions with students | _____ Classroom management/discipline |
| _____ Questions strategies | _____ Differentiation of instruction |
| _____ Use of technology in instruction and/or by student in learning | |

Other notes/Recommendations: _____



EDMX 570

Special Education Service Field Experience Logs To Evidence Completion of Preliminary Education Specialist

Common Standard 15:

Field Experience in a Broad Range of Service Delivery Options

Purpose of Field Experience Logs for Credentialing

The logs document candidate participation in experiences and/or interactions across the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The logs further document candidate participation in experiences and/or interactions across the full diversity of grades/ages, federal disability categories, and the continuum of special education services outlined in the Education Specialist authorization.

In addition to general education, these visitations/observations include experiences with parents and families, and experiences with a broad range of service delivery options leading to a culminating placement (i.e., EDMX 572 or EDMX 671/672) in which candidates work toward assuming full responsibility for the provisions of special education services in a school, agency, or program as defined in Education Code Sections 56031, 56360, and 56361 and complete the demonstration of the Mild/Moderate Education Specialist Teacher Performance Expectations and.

Special Education Service Field Experiences: Five Field Experience Logs

Each candidate must complete one reflective log for each field experience. It is advised the visitation reflections be completed as immediately following a field experience, as information “grows cold” very quickly and can lose its impact. A reflection takes far less effort if completed and compiled in a timely manner.

During the semester of the EDMX 570 clinical practice, each candidate is expected to spend at least 30 hours (e.g., six hours per day on five different days) in diverse special education field experiences and settings. With each experience, the candidate is expected to sign in and wear a visitor's badge, if required. A **Special Education Service Field Experience Time Sheet** must be signed for **each experience by the teacher(s)/directors/family members** of the setting visited.

The primary host for the experiences also must complete and return to the candidate a signed **Special Education Service Experience Teacher Evaluation Form**. For each field experience, both the time sheet and the evaluation form must be attached to the log for a candidate to receive credit for the experience.



EDMX 570 / EDMX 575

Assignment Detail for Breadth of Experience Assignment

The purpose of this extended assignment is:

- a) To address and meet Standard 15 of the Education Specialist program requirement, and
- b) To provide candidates with first hand exposure to a broad range of service delivery settings.

Through these pre-arranged, scheduled and structured visitations, candidates are to thoroughly observe the aspects of each setting as outlined on the Field Experience Reflection template.

Thirty (30) hours of observation time are to be noted and verified by the site teacher or administrator on the attached Time Log.

Other courses in the ES program provide observation opportunities/assignments which are appropriate to use as a breadth of experience reflection as well as those arranged through this course. The visitation Time Log and each the Reflections are to be digitally stored over the course of the program, and are due by the close of the EDMX 575 course.

Opportunities provided toward meeting the 30 hour criteria include but are not limited to:

- Special Education/medically fragile Preschool
- Special Education inside a Juvenile Detention Court school
- Special Education in a mid-city/inner city Elementary school
- Special Education/medically fragile/moderate/severe severe high school
- Special Education in a post-secondary transition program school

Candidates may NOT make individual arrangements or choice of school sites to visit. All exceptions to the pre-arranged visits must be approved by the Program Coordinator and the Field Placement Coordinator.

Candidates are to observe all professional protocols when visiting these centers and school campuses. Report to the front office to sign in and make a nametag every time. These university-community partnerships and professional courtesy visits can be ruined for future candidates by one inappropriate experience. As ambassadors of the CSUSM Special Education programs, it is imperative that all candidates observe all professional courtesies, dress and deportment.

Prior to the visits held at the end of the EDMX 511 course, groups shall be formed and candidates will carpool to the sites for visitation during week nine (9), as outlined in the syllabus of the EDMX 570. Be certain that the driver has correct directions and that all arrangements are made amongst group members for a punctual morning arrival and return to meeting place in the afternoon.

EDMX 575 candidates are encouraged to carpool as well; similar arrangements are to be made. Arrival as a group enhances the ease and smoothness of the visit and is more efficient for those escorting guests to campus locations.

EDMX.570.575.Rev 8.2013



Special Education Broad Range of Service Observation – Field Experience Reflection

Instructions to Candidates: Fill in, and then omit all italicized writing prompts prior to submission

Semester of Experience: _____

Candidate Name: _____ Date(s) of Visitation: _____

School: _____ District or City: _____

Special Education Field Site information: _____

Teachers Observed: _____

Special Activities / Settings: _____

Summary of Experience

- Description of the setting(s)** in which you observed and participated.
Start here...
- Description of the children and youth in the setting(s).**
Start here...
- Describe the activities/events of the day:** (Address each item—use a table if easier—see below)
Topic/Student Activities: *Highlight at least one specific activity for each observation day*
Materials: *Highlight one material/curriculum each day (essential element)*
Teaching Methods/Approaches: *Highlight a teaching/assessment approach (e.g. literacy or math instruction, behavior support, social skills, sensory diets, PECs, etc.)*
Specialists (e.g. OT, PT, SLP): *Note and describe your observations of other specialists in action.*

Time Frame	Topic/Activity Content	Instructional Materials	Pedagogy /Differentiation	Student Activity Observations	Specialists # Of Aides
<i>Expand Table As Needed</i>					

- Reflection of Experience:** *Write a 3 - 6 paragraph reflection about experience. Do not skimp on this section.*
 - Summarize your **overall impressions** of your experiences today. What new information did you learn? Did any experience change your thinking or impact you in a particular way?
 - Describe at least two (Education Specialist Mild/Moderate or Moderate/Severe) **Teaching Performance Expectations (TPEs)** that were addressed in your observation, participation, and experience in this setting, classroom, visitation, or experience. Reflect upon two to three standards per visit, reflective of different TPE standards each day. Write one paragraph for each standard you select.
 - What did you **gain from this experience that will impact your teaching** and your ability to deliver services to students with disabilities? What skills and ideas might you apply in your own teaching, based upon these experiences?

The experiences will likely result in about 2-3 full pages of description and thoughtful reflection per visitation.



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Special Education Field Experience Time Sheet

As one component of demonstrating achievement of **Program Standard 15: Field Experience in a Broad Range of Service Delivery Options**, is the requirement to observe and participate in a broad range of special education service field experiences which provide candidates with breadth and depth of exposure and experience in these settings. Candidate commitment to field experience is a minimum of 30 clock hours.

Candidate Name: _____ Semester: _____

1. School Name/District _____ Teacher Name(s) _____

Grade Level: _____ Program Type: _____ Classroom Setting: _____

2. School Name/District _____ Teacher Name(s) _____

Grade Level: _____ Program Type: _____ Classroom Setting: _____

3. School Name/District _____ Teacher Name(s) _____

Grade Level: _____ Program Type: _____ Classroom Setting: _____

4. School Name/District _____ Teacher Name(s) _____

Grade Level: _____ Program Type: _____ Classroom Setting: _____

5. School Name/District _____ Teacher Name(s) _____

Grade Level: _____ Program Type: _____ Classroom Setting: _____

6. School Name/District _____ Teacher Name(s) _____

Grade Level: _____ Program Type: _____ Classroom Setting: _____

Date	Arrival time	Depart time	Total time in class	Teacher's Name & Classroom Activities Observed	Teacher Initials

TOTAL HOURS: _____ Candidate Signature: _____ Date: _____



Special Education Service Field Experience
Host Teacher Evaluation of Candidate Form

A component of the Education Specialist Teaching Credential clinical practice experience is the requirement that each candidate observes and participates in a broad range of special education service field experiences. We thank you for hosting this candidate and allowing him/her to spend time with you and the students you serve. As a host teacher, please take a moment to complete and sign this assessment of the candidate’s observation and participation in your educational setting. Thank you for your professional support of this teacher candidate. The candidate is required to submit this form.

Candidate Name: _____ Date: _____
School: _____ District: _____
Your Name: _____ Grade & Program: _____

Directions: On the scale below, please circle the number that best represents the candidate’s participation at your site.

N/O = Not observed 1 = Needs Improvement 2 = Satisfactory 3 = Strong

1.	Punctual	N/O	1	2	3
2.	Professional in appearance and manner	N/O	1	2	3
3.	Enthusiastic about teaching and the students	N/O	1	2	3
4.	Established rapport with students and staff	N/O	1	2	3
5.	Communicated clearly and effectively	N/O	1	2	3
6.	Worked cooperatively with others	N/O	1	2	3
7.	Took initiative to learn new information	N/O	1	2	3
8.	Other:	N/O	1	2	3

Host Teacher Signature: _____ Date: _____
Candidate Signature: _____ Date: _____