



**EDMX 573**  
**Education Specialist – Clinical Practice: Moderate/Severe Disabilities**

**Days: Arranged**  
**Time: Arranged**  
**Off Campus**  
**Fall 2013**

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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
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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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## COURSE DESCRIPTION

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. Enrollment Requirement: Enrollment in or successful completion of EDMX 634.*

### **Course Prerequisites:**

Successful completion of program prescribed coursework.

### **Required Materials**

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.

### **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.

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

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

## STUDENT LEARNING OUTCOMES

### **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 Mild/Moderate 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:  
Weekly Lesson Plans (Week 2-4)  
Clinical Practice Instruction and Progress Monitoring (IEP at a Glance) (Week 2)  
Scheduling and Planning (Week 3)  
Positive Behavior Support Plan (Week 4)

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.

### **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>

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

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

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

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

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.

### **All University Writing Requirement**

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

### **CSUSM Academic Honesty Policy**

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

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

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

### **Plagiarism:**

As an educator, it is expected that each candidate 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:**

Candidates 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.

### **Supervision Requirements**

Each candidate in this clinical practice meets with a university clinical practice supervisor at least four 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.

Each candidate engages in a minimum of four 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 and engagement in an observation of a community-based leisure time.

Each candidate provides documentation of the clinical experiences described in the course objectives through notations on the Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations observation form.

Each candidate completes the required assignments of Clinical Practice including: Weekly Lesson Plans, Instruction and Progress Monitoring (IEP at a Glance), Scheduling and Planning, and a Positive Behavior Support Plan.

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.

### **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.

### **Course Requirements and Grading Standards**

#### **Lesson Plans (Week 2, 3, and 4)**

Teacher candidates are required to prepare 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 at end of syllabus.

#### **Instruction and Progress Monitoring (IEP at a Glance) (Week 2)**

Teacher candidate must prepare and attach a Program-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 at end of syllabus.

### **Scheduling and Planning (Weekly Schedule) (Week 3)**

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

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

### **Positive Behavior Support Plan (Week 4)**

Teacher Candidate must prepare and attach a positive behavior support/intervention plan. It must include:

- Objective description of behavior
- Baseline data of behavior (Frequency, duration, intensity, etc.)
- Environmental Factors and Necessary Changes (What are predictors for the behavior? What is missing in the environment/curriculum or what is in the environment that needs changing? What environmental changes, structures and supports are needed to remove the student's need to use the behavior? Who will establish? Who will monitor? Frequency?)
- Functional Factors and New Behaviors to Teach and Support (Team believes the behavior occurs because... What team believes the student should do instead of the problem behavior? What teaching strategies/necessary curriculum/materials are needed? Who will establish? Who will monitor? Frequency? What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior? By whom? Frequency?)

### **Individualized Transition Development Plan (Week 4)**

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.

### **Credit/No Credit**

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

1. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for clinical practice experiences by the university supervisor. If a credential candidate has not successfully met the Education Specialist Teacher Performance Expectations at an appropriate level (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 professional or site or district administrator.

## COURSE SCHEDULE

<b>Week 1</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Gather info on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures).</li> <li>• 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></li> <li>• In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities.</li> <li>• 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.</li> <li>• 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>.</li> </ul>
<b>Weeks 2</b>	<ul style="list-style-type: none"> <li>• <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.</li> <li>• <b>Instruction and Progress Monitoring Assignment (Program-at-a-Glance) DUE to University Supervisor.</b></li> <li>• Meet with your US and CT to note progress on the <b>M/S ED TPEs</b>.</li> <li>• Confer with CT regarding your performance, lesson planning, and other appropriate topics.</li> </ul>
<b>Weeks 3</b>	<ul style="list-style-type: none"> <li>• Take over <b>all</b> special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT.</li> <li>• <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.</li> <li>• <b>Scheduling and Planning Assignment DUE to University Supervisor.</b></li> <li>• Meet regularly with your US and CT to note progress on the <b>M/S ES TPEs</b>.</li> <li>• 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></li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• <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.</li> <li>• <b>Positive Behavior Support Plan DUE to University Supervisor.</b></li> <li>• Your US will arrange for a 3-way “exit interview” with you and the CT.</li> <li>• 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> (completed for EDMX 635 and EDMX 573) serve as your recommendation for the credential.</li> </ul>



## 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 the Snell and Brown text Chapter 4.**

#### **Information about students:**

*Provide a brief description about 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.*

**IEP Program-at-a-Glance**

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

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

**Positive Student Profile**

**IEP Objectives at a Glance  
Progress Monitoring at a Glance**

**Support Needs and Other Important Information**

## Sample IEP Program-at-a-Glance

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

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

### Positive Student Profile

- Kinesthetic learner
- Confident
- Active
- Learns well with hands-on activities
- Musical
- Vocal
- Assertive about her wants
- Happy

### IEP Objectives and Progress Monitoring at a Glance

- 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
- Nurse administer medication at lunchtime
- Assistance (lifting) to use bathroom



### 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 (Gen Ed)	Art (Gen Ed)	Music (Gen Ed.)	PE (Gen Ed.)	Lunch (Gen Ed.)	Recess (Gen Ed.)	LA RT (Sped Ed)	Math (Sped Ed)	Writing (Sped Ed.)	Social Studies	Tech Lab	Bus Exit			
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	X		
Medication at lunchtime							X										
Lifting assistance in bathroom	X					X	X	X						X			

\* Using sign language or picture communication system