



**EDMX 570**  
**Education Specialist - Clinical Practice in Elementary and Special Settings**  
**CRN #27731**  
**Days: Arranged**  
**Time: Arranged**  
**Location: Arranged**  
**Spring 2014**

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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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### **I. COURSE DESCRIPTION**

Observation and teaching 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.*

#### **Teacher Candidates Learning Outcomes**

##### **California Teacher Performance Assessment (CalTPA)**

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

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>

## II. CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

### 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 and at least five summaries of these experiences using the format outlined in the attached *Special Education Service Field Experience Logs* document.

## III. MATERIALS NEEDED FOR CLASS

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 and TPE Portfolio Dividers in Multiple Subject Clinical Practice Handbook)*
- 3) Cal State San Marcos *Clinical Practice Assessment - Preliminary Education Specialist (Mild/Moderate and Moderate/Severe) Teaching Performance Expectations* forms
- 4) *Education Specialist Teaching Performance Expectations (Full Text)*
- 5) Cal State San Marcos *Multiple Subject Handbook – Section I: Information for Teacher Candidates* and signed *Teacher Candidate Handbook Agreement*
- 6) *Special Education Service Field Experience Logs* document (attached)

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

#### **IV. 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. Attend all team and faculty meetings and execute other professional responsibilities.
5. Maintain a TPE Binder with evidence for all the appropriate TPEs. TPE artifact suggestions are located in the Education Specialist Special Education Handbook in Appendix H.

#### **V. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

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

## VI. GRADING SCALE

### 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 State of Concern** 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 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 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 the site or district administrator.

## 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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

### Students with Disabilities Requiring Reasonable Accommodations

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

### Academic Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, 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 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.

### **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.

### **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.

## SUGGESTED WEEKLY SUPERVISOR/CANDIDATE REFLECTIVE COMMUNICATION

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 “aha” 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 on 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 & delivered instruction	

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

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

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

## 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 your 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 your 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, experiences 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 you 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 log write-ups be completed as immediately following a field experience, as information “grows cold” very quickly and can lose its impact. A write up 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.



### SPECIAL EDUCATION SERVICE FIELD EXPERIENCE TIME SHEET

One component of the combined EDMX 570 Education Specialist – Clinical Practice in Elementary and Special Settings clinical practice and field experience is the requirement to observe and participate in a broad range of special education service field experiences. Your commitment to field experience is at least 30 clock hours.

Name \_\_\_\_\_ Semester \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Principal \_\_\_\_\_ Teacher \_\_\_\_\_

Placement (Grade and Program) \_\_\_\_\_

Date	Arrival time	Departure time	Total time in experience	Teacher's name & activities observed	Teacher's initials

## SPECIAL EDUCATION SERVICE FIELD EXPERIENCE TEACHER EVALUATION 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 letting this candidate spend time with you and the students you serve. As a host teacher, could you please take a minute to complete and sign this assessment of the candidate's observation and participation with you. Thank you for your professional support of this teacher candidate.

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Your Name \_\_\_\_\_ Grade and 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 Signature: \_\_\_\_\_

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

Candidate Signature: \_\_\_\_\_

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

**Sample Log Cover Page**  
**SPECIAL EDUCATION FIELD EXPERIENCE LOG**  
**[Give the Experience a Name]**  
**[Indicate Semester of Experience]**

**Name:** *Alicia Viana*

**Special Education Service Field Experience Information:**

Building(s): *Lincoln School, Twinning USD*

Dates of Participation: *June 12<sup>th</sup> - 16<sup>th</sup>*

Teachers observed: *Smith, Hawkins, Tabor, and Hardy*

Special Activities/Settings: (PT, OT, Orientation and Mobility, APE)

**Log Format**  
**Required Elements of Summary of Experience**

**(3 – 4 pages per experience)**

1. Description of the setting(s) in which you observed and participated.
  
2. Description of the children and youth in the setting(s).
  
3. Describe the activities/events of the day. (**Be sure to address each item below**).

**Activities:** be sure to highlight a special activity each day

**Materials:** be sure to highlight one material/curriculum each day (essential element)

**Teaching Methods/Approaches:** Be sure to highlight a teaching/assessment approach (e.g. literacy or math instruction, behavior support, social skills, sensory diets, PECs)

**Specialists (e.g. OT, PT, SLP):** Be sure to note observation of specialists.

4. Compose a 4 to 6-paragraph reflection on your experience. **Do not skimp on this section.**
  - (a) 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?
  
  - (b) Describe at least two (Education Specialist Mild/Moderate or Moderate/Severe) Teaching Performance Expectations (TPEs) addressed in your observation, participation, and experience in this setting, classroom, visitation, or experience. Reflect on at least two TPEs per day, reflecting of **different** TPEs each day. Compose at least one paragraph for each TPE, featuring how this experience helped you to understand or implement the TPE in your own teaching.
  
  - (c) What else did you learn from this experience that will impact your teaching and/or delivery of services to students with disabilities? What skills and ideas might you apply in your own assessment, teaching, or program management for students with disabilities?

To clarify the performance standard or criteria represented by the Does Not Meet (1), Approaching (2), and Meets (3) clinical rating for a TPE on the 3-point rating scale, the University Supervisor and Cooperating Teacher along with the candidate are offered the following rubric which describes the timeframe, conditions, and expected evaluated behaviors and artifacts for each of the three (3) performance levels on the *Assessment of Multiple Subject Teaching Performance Expectations* in EDMX 570 and 571 clinical practice general education experiences. The Cooperating Teacher and the University Supervisor can independently use this rubric and then confer as to the appropriate rating on a TPE for a candidate they both are mentoring. A candidate must earn at least a Meets (3) score on each TPE by the end of the second clinical practice (i.e., EDMX 571) to receive credit in clinical practice. See the full text of each TPE in the Cal State San Marcos Multiple Subject and Single Subject Teaching Performance Expectations Statements with Added Cal State San Marcos Local TPEs.

<p><b>Does Not Meet (1)</b> (the standard)</p> <p>Requires significant more understanding, instruction, and/or experience</p>	<p><b>Approaching (2)</b> (meeting the standard)</p> <p>Understands but requires additional coaching or clarification</p>	<p><b>Meets (3)</b> (the standard)</p> <p>Meets the standard as stated in the MS TPE at the level of a novice teacher</p>
<p>Given the timeframe of the general education clinical practice experience (i.e., 35 days for EDMX 570 clinical practice and 40 days for EDMX 571 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., lesson plans and other evidences in the TPE portfolio) provided by the candidate for the given TPE that the candidate:</p> <ol style="list-style-type: none"> <li>1) has demonstrates the knowledge and/or practice articulated in the TPE el 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</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</li> </ol>	<p>Given the timeframe of the general education clinical practice experience (i.e., 35 days for EDMX 570 clinical practice and 40 days for EDMX 571 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., lesson plans and other evidences in the TPE portfolio) provided by the candidate for the given TPE 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 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, and (c) adequate to demonstrate the criterion as stated in the TPE</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</li> </ol>	<p>Given the timeframe of the general education clinical practice experience (i.e., 35 days for EDMX 570 clinical practice and 40 days for EDMX 571 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., lesson plans and other evidences in the TPE portfolio) provided by the candidate for the given TPE 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 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, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE</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</li> </ol>