



Course Number	EDMX 573
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Course Location	Off Campus
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Instructor	Mike Norman
Phone	619.985.8298
E-Mail	dnorman@csusm.edu
Office	N/A
Hours	By Appointment

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 teaching in special education settings in selected schools under the supervision of a credentialed special education teacher and university supervisor. Includes participation in a student teaching seminar. *Prerequisite: Successful completion of program prescribed coursework.*

Credit Hour Policy Statement

This Clinical Practice course is comprised of doing fieldwork at either elementary, middle or high school settings, under the supervision of a Cooperating Teacher and a University Supervisor.

- Clinical Practice in the Moderate/Severe areas is comprised of a minimum of 35 days of which 10 days must be consecutive.
- Students are expected to spend a minimum of 7 to 10 hours per week outside of the field experience in preparation to teach students.

CLINICAL PRACTICE STUDENT LEARNING OUTCOMES

The credential candidate will:

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

Student learning outcome assessment methods:

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

Completion of assignments for EDMX 573:

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

Completion of an Individualized Transition Development Plan (ITDP) summarizing strengths and continued professional growth regarding the 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.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Mild/Moderate or Moderate/Severe Credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

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

MATERIALS NEEDED FOR CLASS

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

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 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.

SUPERVISION REQUIREMENTS

1. Each candidate engages in a minimum of 35 days (7 weeks) of supervised clinical practicum hours in one or more school and/or community setting in which students with moderate and severe disabilities are being educated.
2. Each candidate is observed and provides documentation of the clinical experiences described in the TPEs through notations on the Cal State San Marcos Clinical Practice Assessment Moderate/Severe Teaching Performance Expectations observation form.
3. Each candidate completes the required assignments of Clinical Practice including: Lesson Plans, Instruction and Progress Monitoring (IEP at a Glance), Scheduling and Planning, and a Functional Behavior Assessment/Positive Behavior Support Plan.
4. Each candidate is formally observed by and meets with a Clinical Practice University Supervisor at least four times inclusive of the exit interview to discuss clinical experiences and progress toward meeting Education Specialist Teaching Performance Expectations. The University Supervisor will observe formal lessons; review, evaluate, and discuss each clinical practice assignment; and conduct the final formal exit interview.
5. Each candidate meets with the Cooperating Teacher to initially examine and discuss TPE elements and how they could/will be met in clinical practice. Throughout clinical practice, the candidate is expected to collect a portfolio of artifacts (e.g., samples of assessments and assessment reports, lessons, IEP plans) to evidence TPE performance. Further in-depth conversations with the Cooperating regarding TPEs is prompted by the TPE Weekly Conversations and Planning form located on page 29 of the syllabus. The candidate meets weekly with the Cooperating Teacher to reflect upon clinical experiences and progress toward meeting TPEs. As part of this meeting, the candidate prepares and e-mails to both the Cooperating Teacher and the Teacher Candidate the Clinical Practice Weekly Reflection and Planning form on page 28 of this syllabus. Meetings between the Cooperating Teacher and the candidate are noted weekly on the Education Specialist Clinical Practice Professional Collaboration Log found on pages 30 and 31 of the syllabus.

6. Each candidate is formally observed by the Cooperating Teacher a minimum of three times. The University Supervisor and Cooperating Teacher determine with the candidate the content focus of these observations, so that they complement the University Supervisor's formal observations. A formal observation and follow-up conference may focus on instruction, assessment, IEP-related planning and implementation activities, and any other job-related responsibilities in which TPEs may be observed (e.g., training/supervising of paraeducators). These observations are noted at each visitation on the Education Specialist Clinical Practice Professional Collaboration Log found on pages 30 and 31 of the syllabus.
7. Each candidate produces an Individualized Transition Development Plan that summarizes strengths and areas of need for continued professional growth and that is signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee.

ASSIGNMENTS

Functional Behavior Assessment and Positive Behavior Intervention Plan (Weeks 1- 6)

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

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

Lesson Plans (3 Total Across CP)

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

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

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

- Positive Student Profile
- IEP Goals at a Glance
- IEP Goals Progress Monitoring Method/Schedule
- Support Needs and Other Important Information

- Matrix that indicates where/when each IEP goal will be addressed
See IEP Matrix and Example on pages 17-20 of this syllabus.

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

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

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

Individualized Transition Development Plan (Week 7)

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

GRADING STANDARDS

Credit/No Credit

1. The candidate's University Supervisor, in collaboration with the Cooperating Teacher, prepares a Summary Form for EDMX Clinical Practice 573, based on observations and clinical practice experiences. This also includes the Cooperating Teacher's and may include the teacher candidate's feedback. The Teacher Performance Expectations are submitted to the Cooperating Teacher and University Supervisor by the teacher candidate. The University Supervisor and Cooperating Teacher collaborate and score the completed TPEs. When completed, the TPEs 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.
2. 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, the candidate may be required to extend or repeat the experience.
3. 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.
4. 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 (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.
5. 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.

Final Exam Statement

EDMX 573 does not include a final examination. Ongoing assessment of the teacher candidate is completed by the University Supervisor.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

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

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.

GENERAL CONSIDERATIONS

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)*

School of Education Attendance Policy – Clinical Practice

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

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 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.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled 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, and postings for Education Specialist standard.

Course Format

Clinical Practice is conducted in a Field-based environment. Teacher Candidates must be present in a Clinical Practice setting five days a week, full contract hours for 35 days. This will exceed requirements for 6 units.

Necessary Technical Competency Required of Students

This course requires Teacher Candidates to submit assignments electronically using TaskStream.

Contact Information for Technical Support Assistance

Customer support for *TaskStream* is available online, as well as the CSUSM Help Desk.

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 SCHEDULE

Week 1	<ul style="list-style-type: none"> • 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. • Gather info on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures). • Work in accordance with your CT's contract hours. 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. If you must be absent or leave early, inform your CT in advance. • In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities. • Confer with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the Moderate/Severe Education Specialist TPEs, and c) assumption of full teaching and other special education job responsibilities during your clinical experience. • Be sure you, the CT, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies on the Moderate/Severe Education Specialist TPE Clinical Practice Assessment. • Begin working on Functional Behavior Assessment and Positive Behavior Support Plan.
Weeks 2-3	<ul style="list-style-type: none"> • 1st Observation from University Supervisor: Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit. • Instruction and Progress Monitoring Assignment (Program-at-a-Glance) DUE to University Supervisor. • Meet with your US and CT to note progress on the M/S ED TPEs. • Confer with CT regarding your performance, lesson planning, and other appropriate topics.
Weeks 3-5	<ul style="list-style-type: none"> • Take over <u>all</u> special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT. • 2nd Observation from University Supervisor: Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit. • Scheduling and Planning Assignment DUE to University Supervisor. • Meet regularly with your US and CT to note progress on the M/S ES TPEs. • Complete with the US and CT, appropriate items on the Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment at or following each visit. Review the form regularly. The goal is for each item to be addressed by the end of the clinical practice experience.
Weeks 5-6	<ul style="list-style-type: none"> • 3rd Observation from University Supervisor: Prepare lesson plan for observation period. Be sure to have hardcopy ready at the time of the visit. • Week 6 Functional Behavior Assessment and Positive Behavior Intervention Plan DUE to University Supervisor.
Week 7	<ul style="list-style-type: none"> • Your US will arrange for a 3-way “exit interview” with you and the CT. Your US and CT will sign off on the Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment and Teacher Candidate Summary, which along with your Moderate/Severe Individualized Transition Development Plan serve as your recommendation for the credential

FORMS TO BE USED BY CANDIDATE, SUPERVISORS, AND COOPERATING TEACHERS

FUNCTIONAL BEHAVIOR ASSESSMENT AND POSITIVE BEHAVIOR INTERVENTION PLAN

Part I – General Information

Student Name _____ DOB/Age _____ Grade _____ Date _____

Team Members _____

BEHAVIOR OF CONCERN (Briefly Stated):

REASON FOR DEVELOPING BEHAVIOR SUPPORT PLAN:

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

“GLOBAL” CONTEXTUAL BACKGROUND INFORMATION

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

ASSESSMENT TECHNIQUES USED TO EXAMINE AND ANALYZE BEHAVIOR

- Observation or Video/Audio Tape _____
 __A-B-C __Frequency __Duration __Intensity __Permanent Product __Other
- Interview: Student Teacher Parent Administrator
(Circle all conducted) Other(s) _____
- Specify Behavior Checklist/Rating Scale _____
- Specify Other(s) _____

Part II (A) – Functional Behavioral Assessment (FBA)
Behavior of Concern _____

Setting Events/Antecedents
 (Typical situation(s), setting,
purpose of behavior
 time *before* the behavior)
 represents)

Specific Behavior
 (Exactly what the student
 does or does not do)

Consequences
 (Events typically
 following the behavior)

Function of Behavior
 (Hypothesized
 or *position* (in **bold**) it

<ul style="list-style-type: none"> <input type="checkbox"/> unstructured time in _____ <input type="checkbox"/> academic instruction in _____ <input type="checkbox"/> when directed to _____ <input type="checkbox"/> when close to _____ <input type="checkbox"/> when unable to _____ <input type="checkbox"/> when provoked by _____ <input type="checkbox"/> other _____ <input type="checkbox"/> other _____ <input type="checkbox"/> other _____ 	<p>(Describe in observable & measurable words the “operational” definition of the behavior)</p> <p>What does the behavior look like and sound like?</p> <p>How often does the behavior occur?</p> <p>How long does the behavior last when it does occur?</p> <p>What is the intensity/level of danger of the behavior?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> teacher attention _____ <input type="checkbox"/> peer attention _____ <input type="checkbox"/> verbal warning/reprimand _____ <input type="checkbox"/> loss of privilege (what?) _____ <input type="checkbox"/> time away/out (where?) _____ <input type="checkbox"/> removal from class _____ <input type="checkbox"/> planning in planning room _____ <input type="checkbox"/> planning with adult (who?) _____ <input type="checkbox"/> detention (how long?) _____ <input type="checkbox"/> in school suspension (how long?) _____ <input type="checkbox"/> other _____ 	<p>GET/OBTAIN</p> <ul style="list-style-type: none"> <input type="checkbox"/> choice <input type="checkbox"/> attention, relationship <input type="checkbox"/> objects, including \$ <input type="checkbox"/> meaningful instruction <input type="checkbox"/> play, fun <input type="checkbox"/> replication of chain of events <input type="checkbox"/> justice/fairness <input type="checkbox"/> control/power <input type="checkbox"/> sensory stimulation/energy <p>AVOID/ESCAPE</p> <ul style="list-style-type: none"> <input type="checkbox"/> failure at task or demand <input type="checkbox"/> person or group <input type="checkbox"/> boredom/lack of meaning <input type="checkbox"/> internal event <input type="checkbox"/> sensory input <p>ANGER/PROTEST</p> <ul style="list-style-type: none"> <input type="checkbox"/> past actions <input type="checkbox"/> lack of choice/control <input type="checkbox"/> lack of perceived fairness <p>UNIFORMED</p> <p>OTHER? _____</p>
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**Part II (B) – Functional Behavioral Assessment:
Rationale for Hypothesized Function of Behavior**

#1 Function of Behavior (Describe)

#2 Function of Behavior (Describe)

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

Rationale for Function #1:

Rationale for Function #2:

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PART III – Positive Behavior Intervention Plan Development

Description of Behavior:

Hypothesized Function(s) Addressed by this Intervention Plan:

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

Evaluation and Monitoring System:

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

Persons Involved and Responsibilities of Each Person:

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

PRELIMINARY MODERATE/SEVERE EDUCATION SPECIALIST LESSON PLAN COMPONENTS

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

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

Information about students:

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

Materials and Universal Design:

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

The Instructor(s)

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

Schedule for Instruction

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

Teaching Arrangement

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

Prevention Strategies

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

Peer-Mediated Instruction and Peer Support

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

Individualized Adaptations: Accommodations and Modifications

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

Adapted from Snell & Brown (2011)

IEP-AT-A-GLANCE

Student Name: _____

Date: _____

Positive Student Profile

IEP Goals and Progress Monitoring at a Glance

Support Needs and Other Important Information

Sample IEP-at-a-Glance

Student Name: Danika (3rd grader)

Date: September 13th

Positive Student Profile

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

IEP Goals 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: take breaks, use sensory strategies, go for a walk, write it out, refer to social stories
- Nurse administer medication at lunchtime
- Assistance (lifting) to use bathroom

IEP GOAL MATRIX

Student: _____

Date: _____

IEP Goals	Class Schedule and Location															
Support Needs																

Sample IEP Goal Matrix

Student: Danika

Date: September 13th

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		
Support Needs																
PBS strategies to calm when in distress	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Medication at lunchtime							X									
Lifting assistance in bathroom	X					X	X	X						X		

* Using sign language or picture communication system



**Preliminary Moderate/Severe Education Specialist
CLINICAL PRACTICE ASSESSMENT TOOL FOR FUNCTIONAL BEHAVIOR ASSESSMENT AND
 POSITIVE BEHAVIOR SUPPORT PLAN**

Teacher Candidate: _____ **Date:** _____

School Site: _____ **Setting:** _____
Supervisor: _____

Does the FBA/PBSP have these features?

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

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

Teacher Candidate Signature: _____ **Date:** _____

University Supervisor's Signature: _____ **Date:** _____

Date/Time of next observation: _____



Preliminary Moderate/Severe Education Specialist
CLINICAL PRACTICE INSTRUCTIONAL OBSERVATION FORM

Teacher Candidate: _____ Date: _____
School Site: _____ Setting: _____
Supervisor: _____

TPEs Observed:

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

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

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

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

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

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

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



Preliminary Moderate/Severe Education Specialist
CLINICAL PRACTICE INSTRUCTION AND PROGRESS MONITORING FORM

Teacher Candidate: _____ Date: _____
School Site: _____ Setting: _____
Supervisor: _____

Instruction and Progress Monitoring:

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

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

Evaluation:

___Profile is positive and thorough ___IEP Goals summarized ___Progress Monitoring method/schedule relates to IEP goal ___Matrix includes each IEP goal

Comments:

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

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



**Preliminary Moderate/Severe Education Specialist
CLINICAL PRACTICE SCHEDULING AND PLANNING FORM**

Teacher Candidate: _____ **Date:** _____
School Site: _____ **Setting:** _____
Supervisor: _____

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

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

Evaluation:

___Posted/Available for all to access ___Clear and easy to understand ___Updated when necessary

Comments:

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

Teacher Candidate _____ **Date:** _____
Signature: _____
University Supervisor _____ **Date:** _____
Signature: _____
Date/Time Next _____
Observation: _____

WHAT DOES CO-TEACHING LOOK LIKE? FOUR APPROACHES

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

SUPPORTIVE

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

PARALLEL

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

COMPLEMENTARY

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

TEAM CO-TEACHING

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

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

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

SUGGESTED TIMELINE FOR THE SYSTEMATIC RELEASE OF RESPONSIBILITY IN CO-TEACHING CLINICAL PRACTICE

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



**Preliminary Moderate/Severe Education Specialist
CLINICAL PRACTICE WEEKLY REFLECTION AND PLANNING**

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

Name: _____ Week _____ Date _____

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

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

Questions I have; help I would like: _____

Requested focus of next observation/meeting:

- TPEs (specify): _____
 Co-teaching planning &/or implementation Instructional strategies
 Classroom management/support Differentiation of instruction
 Individualized Accommodations and Modifications
 Supporting/Co-teaching with Paraeducators Positive Behavior Supports
 Other (specify): _____



Education Specialist Moderate/Severe
CLINICAL PRACTICE TEACHER CANDIDATE AND COOPERATING TEACHER TPE WEEKLY
CONVERSATIONS AND PLANNING

Teacher Candidate: _____

Cooperating Teacher: _____

University Supervisor: _____

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

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

RUBRIC

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

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

<p>the criterion performance</p> <p>2) has provided few or no evidences that are assessed as (a) relevant examples, (b) appropriate to the content of the TPE element, or (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) even when provided with prompting and direct questioning, has difficulty identifying ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>but not yet sufficient, evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) requires some prompting, when asked to describe and explain ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) can describe and explain, with little to no prompting, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>	<p>relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element</p> <p>3) can independently (without prompting) describe and explain in detail ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion</p>
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California State University San Marcos • School of Education • **EDMX 572 / EDMX 573**
EDUCATION SPECIALIST MILD MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE WEEKLY PROFESSIONAL COLLABORATION LOG

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

Teacher Candidate (Name):		Cooperating Teacher (Name):	University Supervisor (Name):
Teacher Candidate Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14 th – 18 th , Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the CT.		Cooperating Teacher Responsibilities: Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.	University Supervisor Responsibilities: Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.
Week & Days of CP	Teacher Candidate Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	Cooperating Teacher Directions: CHECK ALL collaboration that occurs during the designated time period. Document weekly reflective and planning meetings and a minimum of 4 formal observations.	University Supervisor Directions: Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ _____ <input type="checkbox"/> Met with CT _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ _____ (Activities)
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ _____ <input type="checkbox"/> Met with CT _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ _____ (Activities)
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ _____ <input type="checkbox"/> Met with CT _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ _____ (Activities)

Teacher Candidate (Name)

Cooperating Teacher (Name):

University Supervisor (Name):

<p>Teacher Candidate Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14th – 18th, Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the CT.</p>		<p>Cooperating Teacher Responsibilities: Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, formal and informal observations, coaching and feedback meetings) supporting the TC's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.</p>	<p>University Supervisor Responsibilities: Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.</p>
<p>Week & Days of CP</p>	<p>Teacher Candidate Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.</p>	<p>Cooperating Teacher Directions: CHECK ALL collaboration that occurs during the designated time period. Document weekly reflective and planning meetings and a minimum of 4 formal observations.</p>	<p>University Supervisor Directions: Document initial orientation, a minimum of 4 formal observations, the post-observation conferences, exit meeting, and additional communications by week.</p>
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ _____ (Activities)
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ _____ (Activities)
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Formal Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ _____ (Activities)

Definition of Terms: For the purposes of this log, the term, *informal*, means that communication with the TC is primarily verbal and formative in nature. The term, *formal*, means that communication with the TC is in written as well as verbal form and that it also is evaluative (e.g., provides feedback on progress) in nature. Please find formal observation and meeting forms at <http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>