Course & Section Nos.	**EDMX 673/674**
Course Title	**Education Specialist – Clinical Practice for Mod/Severe Interns** (6 units)
Class Roster No.	
Course Day(s)	**To be arranged**
Time	**To be arranged**
Course Location	**Off Campus**
Semester / Year	**Fall 2018**
Instructor	**Mike Norman**
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Office	**University Hall 431**
Office 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

COURSE DESCRIPTION

Intern teaching in a special education Moderate/Severe setting in selected K-12 schools and adult transition programs under the supervision of a district intern support provider and university supervisor. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who received credit for EDMX 573. Graded Credit/No Credit.*

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 an Intern Support Provider and a University Supervisor.
- 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/ INTERNSHIP 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 intern support provider of clinical performance objectives and the California Commission on Teacher Credentialing (CCTC) Education Specialist Program Standards and Education Specialist Teaching Performance Expectations (ES TPEs).

Completion of assignments for EDMX 673/674:
- Formal Observations from University Supervisor and Intern Support Provider
- Clinical Practice/Internship Instruction and Progress Monitoring (IEP at a Glance)
- Scheduling and Planning
- Individualized Transition Development Plan (ITDP)

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

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.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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 intern engages and assumes **all job responsibilities** of an Education Specialist in the intern's school district over the course of the observed semester(s) of internship.

2. Intern Support Provider _and_ the CSUSM University Supervisor will provide _collectively_ a minimum total of **144 hours*** (an average of 4 hours per week for 36 weeks) of support/mentoring per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students curriculum, and development of effective teaching methodologies. If an intern is at a school less than 36 weeks, support hours total an average of 4 hours times the number of weeks they are interning at the school.

1. 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.

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

3. Each candidate is formally observed by and meets with a Clinical Practice University Supervisor **at least six times** inclusive of the exit interview (in EDMX 674 only) 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.

4. Each candidate meets with the Intern Support Provider 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 Intern Support Provider regarding TPEs is prompted by the TPE Weekly Conversations and Planning form located in this syllabus. The candidate meets weekly with the Intern Support Provider to reflect upon clinical experiences and progress toward meeting TPEs. As part of this meeting, the candidate prepares and e-mails to both the Intern Support Provider and the University Supervisor the Clinical Practice Weekly Reflection and Planning form in this syllabus. Meetings between the Intern Support Provider and the candidate are noted weekly on the Education Specialist Clinical Practice Professional Collaboration Log found in this syllabus.

5. Each candidate is formally observed by the Intern Support Provider a minimum of **four times**. The University Supervisor and Intern Support Provider determine with the candidate the content focus of these observations, so that they complement the University Supervisor's formal lesson observations (see assignments below). 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 in this syllabus. Please see the Clinical Practice Handbook for more detail as to how these observations must be documented.

6. 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 – To be turned in to University Supervisor

Instruction and Progress Monitoring (IEP at a Glance)

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 in this syllabus.

Scheduling and Planning (Weekly Schedule)

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

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 intern support provider 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 Intern Support Provider, prepares a Summary Form for EDMX Clinical Practice 673/674, based on observations and clinical practice experiences. This also includes the Intern Support Provider and may include the teacher candidate's feedback. The Teacher Performance Expectations are submitted to University Supervisor by the teacher candidate. The University Supervisor and Intern Support Provider 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 Intern Support Provider 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 673/674 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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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.

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. 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.

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, state standards). 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 Brown, McDonnell & Snell (2016)

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

IEP Goals and Progress Monitoring at a Glance

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

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																

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	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

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
__Monitoring during inst. - TPE 2   __Differentiation for ELs - TPE __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 those 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 those observed, add others as seen)
___Works as a collaborative team member to plan instruction ___Lessons are based on Common Core Standards ___Understands how the stage of learning affects instruction
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 those 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 behavioral data related to positive behavior support/intervention plan
Comments:

TPE 2 & 3: Assessment and Progress Monitoring: (Check those 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 those 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 those 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 ___Has 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:			

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:			

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 Signature: _____ **Date:** _____

University Supervisor Signature: _____ **Date:** _____

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 is 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.

TEACHER CANDIDATE AND INTERN SUPPORT PROVIDER TPE WEEKLY CONVERSATIONS AND PLANNING

Teacher Candidate:	
Intern Support Provider:	
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 1-3	
TPE 9: Instructional Planning		
TPE 2: Monitoring Student Learning During Instruction	Week 3-5	
TPE 3: Interpretation and Use of Assessments		
TPE 8: Learning About Students		
TPE 4: Making Content Accessible	Week 5-8	
TPE 5: Student Engagement		
TPE 6: Developmentally Appropriate Teaching Practices	Week 8-11	
TPE 11: Social Environment		
TPE 7: Teaching English Learners (with M/S Disabilities)		
TPE 10: Instructional Time	Week 11-15	
TPE 12: Professional, Legal, and Ethical Obligations		
EXIT INTERVIEW (only in 674)	Week 16	

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 Intern Support Provider 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.

Does Not Meet (1) (the standard)	Approaching (2) (meeting the standard)	Meets (3) (the standard)	Exceptional (4)
Requires significant more understanding, instruction, and/or experience	Understands but requires additional coaching or clarification	Meets the standard as stated in the ES TPE at the level of a novice teacher	Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
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:	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:	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:	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:
has demonstrates the knowledge and/or practice articulated in the TPE element criterion with little frequency and will require extensive modeling, coaching, instruction, and clinical experience to potentially achieve the criterion performance 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 even when provided with prompting and direct	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 performance has provided **some**, 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 requires some prompting, when asked to describe	has **consistently** demonstrated the knowledge and/or practice articulated in the TPE element criterion with minimal need for further modeling, coaching or clarification has provided 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 can **describe and explain**, with **little to no prompting**, ways in which the provided artifact(s)	has **consistently** demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification has provided **multiple** evidences that are **clearly** (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 can independently (without prompting) **describe and explain** in detail ways in which the provided

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	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	and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion	artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate performance of the TPE element's criterion

California State University San Marcos · School of Education · **EDMX 673 / EDMX 674**

EDUCATION SPECIALIST MILD MODERATE AND MODERATE/SEVERE INTERNSHIP WEEKLY PROFESSIONAL COLLABORATION LOG

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Intern Support Provider (ISP), 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 IPS weekly and by the US at each visitation. The log is collected by the US at the completion of CP/Internship.

Teacher Candidate (Name):	Intern Support Provider (Name):	University Supervisor (Name):
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.	**Intern Support Provider 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.	Intern Support Provider 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.

		☐ Informal Observation(s) of: _____ (Activities, TPEs)
		 ☐ **Formal Observation** of: _____ (Activities, TPEs)
		 ☐ Meeting(s) re: _____ (Topics, TPEs)
		 ☐ Modeling/Coaching re: _____(Activities, TPEs)
		 ☐ Other (Briefly describe):
		
		 Signature of ISP: Signature of TC:
			Date: Signature:
			 ☐ Observation of:
			 _____
			          (Note Activities, TPEs)
			 ☐ Conference w/TC re:
			 _____
			   ☐ Met with CT (Activities, TPEs)
			 ☐ Phone, e-mail, other communications:
			 _____
			          (Activities)

		☐ Informal Observation(s) of: _____ (Activities, TPEs)
		 ☐ **Formal Observation** of: _____ (Activities, TPEs)
		 ☐ Meeting(s) re: _____ (Topics, TPEs)
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			Date: Signature:
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			 _____
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			Date: Signature:
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			 _____
			          (Activities)

Teacher Candidate (Name)		Intern Support Provider (Name):	University Supervisor (Name):
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.		**Intern Support Provider 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.
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		☐ Meeting(s) re: _____ (Topics, TPEs)
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		☐ Other (Briefly describe):
		
		Signature of ISP: Signature of TC:
			Date: Signature:
			☐ Observation of:
			_____
			                    (Note Activities, TPEs)
			☐ Conference w/TC re:
			_____
			    ☐ Met with CT (Activities, TPEs)
			☐ Phone, e-mail, other communications:
			_____
			                              (Activities)

		☐ Informal Observation(s) of: _____ (Activities, TPEs)
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			☐ Observation of:
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			_____
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		Signature of ISP: Signature of TC:
			Date: Signature:
			☐ Observation of:
			_____
			                    (Note Activities, TPEs)
			☐ Conference w/TC re:
			_____
			    ☐ Met with CT (Activities, TPEs)
			☐ 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