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Instructor	Mike Norman
Phone	760-750-4300
E-Mail	mnorman@csusm.edu
Office	University Hall (Closed)
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

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COURSE DESCRIPTION

Education Specialist — Clinical Practice: Special Education Setting

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. *May not be taken for credit by students who have received credit for EDMX 562 OR EDMS 571.*

Prerequisite: Successful completion of program prescribed coursework.

Credit Hour Policy Statement

This Clinical Practice course is comprised of doing online or face-to-face fieldwork at either elementary, middle or high school settings, under the supervision of a cooperating teacher and a university supervisor.

- Clinical Practice in the Mild and Moderate areas is comprised of 50-60 days.
- 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 mild/moderate disabilities (autism spectrum disorders, specific learning disabilities, mild to moderate intellectual disability, emotional disturbance, and other health impairments).
- demonstrate successful performance of the Mild/Moderate Education Specialist Teaching Performance Expectations as assessed using the *Cal State San Marcos Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment* 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 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. Teacher Candidates will be required to formally address the following Mild/Moderate TPEs in this course:

Mild/Moderate:

- Specific Pedagogical Skills for Subject Matter Instruction
- Monitoring Student Learning During Instruction
- Use of Assessments, Interpretation and Reporting
- Making Content Accessible
- Student Engagement
- Developmentally Appropriate Teaching Practices
- Teaching English Learners
- Learning About Students

- Instructional Planning
- Social Environment
- Professional, Legal and Ethical Obligations
- Professional Growth

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 candidate engages in a minimum of **50-60 days** of supervised clinical practicum in one or more school and/or community setting in which students with mild and moderate 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 Mild/Moderate Teaching Performance Expectations** observation form.
3. Each candidate is formally observed by and meets virtually with a Clinical Practice University Supervisor **at least four times** to discuss clinical experiences and progress toward meeting Education Specialist Teaching Performance Expectations. An exit interview will also be held to review the final TPE assessment report.
4. Each candidate is observed by the University Supervisor a minimum of **four times**:
 - a) delivering online formal lessons in a content area (at least 2). For these content lessons, a formal lesson plan using the Clinical Practice Lesson Plan Template (EDMX 572, 671, 672) shall be submitted electronically to the University Supervisor at least 24 hours prior to teaching the lesson.

- b) conducting a formal assessment utilizing a standardized and/or informal assessment instrument and submitting a comprehensive assessment report to the Cooperating Teacher and University Supervisor
 - c) conducting an IEP meeting (Triennial or Initial preferred)
 - d) analyzes a Behavior Intervention Plan (BIP) and explains involvement in its delivery (See these observation forms in this syllabus)
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 Teacher regarding TPEs is prompted by the TPE Weekly Conversations and Planning form located in this 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 University Supervisor the **Clinical Practice Weekly Reflection and Planning** form in this syllabus. Meetings between the Cooperating Teacher and the candidate are noted weekly on the Education Specialist Clinical Practice Professional Collaboration Log found in this syllabus.
 6. Each candidate, in conjunction with the Cooperating Teacher and University Supervisor, documents collaborative activities among the Education Specialist Teacher Candidate (TC), Cooperating Teacher (CT) and University Supervisor (US) to guide the TC to the successful completion of the Teacher Performance Expectations (TPE) and Professional Dispositional (PD) performance through observations, coaching meetings, written feedback, relevant activities, interactions, and communications. The **Education Specialist Clinical Practice Weekly Professional Collaboration Log** (found in this syllabus) shall be confidentially maintained (in digital 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 interaction. The log is collected by the US at the completion of CP.
 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. The candidate is responsible for uploading the signed ITDP document to Taskstream.

Preliminary Education Specialist Clinical Practice Lesson Planning and Delivery 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:	_____	

Education Specialist Credential Candidate Observation of Assessment Administration and Interpretation

Organizational/Setting Data:

Teacher Candidate: _____	Date/Time: _____
School Site: _____	Grade Level: _____
Supervisor: _____	

Type of Standardized or Informal Testing Instrument: (e.g. Woodcock-Johnson IV, WIAT, KTEA-3 etc.)

Content/Level: (Math, Reading Comprehension, other)
___ Initial/Annual/Triennial/Transition/Other _____

Purpose of Assessment: (screening, identification, progress monitoring, etc.):

Setting of Assessment: (Describe where administered, physical room conducive for test environment)

Observation of Assessment Administration Skills:

Materials/Tools Present for Assessment: Test Timer Paper Pencil Other items

Time: (Begin – End) _____

Critical teaching behaviors observed during administration of assessment: Explanation of test components
Divide test into sections Inform student of next question Visual/noise/activity distractions minimized

Professional/Affective Demeanor with student: Places student at ease Describes the structure of test
 Engage in observation of student during assessment Monitored breaks as needed Provides timeframe

Interpretation of Assessment Skills:

Scoring/Compilation of data: Understands measurement components Scores w/o bias Plots scores correctly

Written Analysis of Results (Comprehensive Assessment Report): Accurate, complete, objective language used
 Avoids jargon Includes strengths

Synthesizing data from this test with other assessment(s) elements into to written report for IEP form:

- Accuracy of all findings
- Includes ELL when indicated
- Thoughtful interpretation
- Follows logical sequence
- Sensitive to legal aspects
- Includes possible limitations of assessment

Reflection and Skill Refinement Recommendations:

Potential Goals for candidate:

Additional Supervisor Remarks:

Review/Debrief Meeting Verification Signatures:

Teacher Candidate
Signature: _____
University Supervisor
Signature: _____

Date: _____
Date: _____

Education Specialist Credential Candidate Observation of Individualized Education Program Meeting

Observation Setting Data:

Teacher Candidate: _____	Date/Time of Mtg.: _____
School Name: _____	District: _____
Observer Name/Position: _____	

Type of meeting: Initial Annual Triennial Other Type/Specify: _____

IEP Team Attendees (List names / positions of each):

- _____
- _____
- _____

Introduction & Agenda Details Observed (as handled by candidate):

- Introductions of all and description of purpose of meeting described • Copy of Agenda provided to all
- Time parameters reviewed • Procedural Safeguards discussed • Copy of assessment results available for parent(s)
- Reviewed page 1 w/parent(s) /teachers for accurate information • Used jargon-free language throughout
- Maintained eye contact w all members of IEP team • Interpreter seated next to parent(s) to translate as needed

Observations/Recommendations:

- _____
- _____
- _____

Meeting Component Delivery Observations (as handled by candidate):

- **Assessment Review** • Present levels of performance reviewed and interpreted w/o jargon. • Assessments described and interpreted for understanding by all
- Questions regarding assessment process encouraged/answered

Comments/Recommendations:

- _____
- _____
- _____

Recommendations Developed by Team • Description of Supplementary aids and services as needed • Measurable annual goals established and agreed upon by all present. • Benchmarks and/or progress monitoring methods established • Student inclusion discussed in areas of • general education inclusion • extracurricular activities • non-academic activity recommendations

Comments/Recommendations:

- _____
- _____
- _____

Service Delivery Model & Placement • Assessment accommodations provided/described if needed • Supplemental Aids/assistive technology described/provided if needed • Other supplemental services described as needed • Group decision regarding placement • Clear descriptions of services provided in specific placement options • All information in IEP accurately explained • Checked for parental understanding throughout meeting • Parent(s) part of IEP Team discussion, not spectator(s)

Comments/Recommendations:

- _____
- _____
- _____

Next Steps & Closing Signatures • Description of timeline for service delivery to begin; where and how managed • Team Meeting Notes read back to parent(s) prior to obtaining signatures • Offer of FAPE included and documented in Team Meeting Notes page • All signatures obtained at close of meeting • Parent(s) provided copy of IEP documents at close of meeting (not next day)

Comments/Recommendations:

- _____
- _____
- _____

Overall IEP Team Meeting Administration & Management Observations:

Facilitation of meeting • confidence level • knowledge of material • professional demeanor • sensitivity to confidential concerns • Handled ethical points of concern appropriately • Placed IEP team members at ease

Comments/Recommendations:

- _____
- _____
- _____

Candidate strengths/competencies demonstrated during meeting:

- _____
- _____
- _____

Cooperating Teacher or other IEP Team Professional Observations/Comments:

- _____
- _____
- _____

Verification of IEP Competency Signatures:

_____ Credential Candidate/Print Name	_____ Credential Candidate Signature	_____ Date
_____ Cooperating Teacher/Print Name	_____ Cooperating Teacher Signature	_____ Date
_____ University Supervisor/Print Name	_____ University Supervisor Signature	_____ Date

=====

***Next Observation of IEP Meeting as required by School or Supervisor:** Date _____ Time _____

Specific administration and delivery steps and competencies to be addressed:

- _____
- _____
- _____
- _____
- _____
- _____

Preliminary Education Specialist Clinical Practice Assessment Functional Behavior Assessment and Positive Behavior Intervention Plan

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

Does the FBA/PBIP have these features?

PART I - GENERAL STUDENT AND TEAM INFORMATION

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 Use to Examine and Analyze Behavior are Determined

PART II - FUNCTIONAL BEHAVIORAL ASSESSMENT

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

PART III - POSITIVE BEHAVIOR INTERVENTION PLAN DEVELOPMENT

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. ___ People Involved and Responsibilities Identified
16. ___ Follow-Up Timeline Determined

Teacher Candidate Involvement in PBIP Design and Delivery:

Supervisor Observations and Remarks:

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

Candidate and Cooperating Teacher TPE Weekly Conversations and Planning

Teacher Candidate: _____
Cooperating Teacher: _____
University Supervisor: _____

Education Specialist Mild/Moderate Clinical Practice

**Teacher Candidate and Cooperating Teacher
TPE Weekly Conversations and Planning**

Candidate TC: **Cooperating Teacher (CT):** **University Supervisor (US):**

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*. 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.

	Suggested Week	Week/Date Examined
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	<u>Week 1</u>	_____
TPE 2: Monitoring Student Learning During Instruction	<u>Week 1</u>	_____
TPE 3: Interpretation and Use of Assessments	<u>Week 2</u>	_____
TPE 3.1 Know how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability		
TPE 4: Making Content Accessible	<u>Week 2</u>	_____
TPE 5: Student Engagement	<u>Week 2</u>	_____
TPE 6: Developmentally Appropriate Teaching Practices	<u>Week 3</u>	_____
TPE 7: Teaching English Learners	<u>Week 3</u>	_____
TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students' primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content		
TPE 8: Learning about Students	<u>Week 3</u>	_____
TPE 9: Instructional Planning	<u>Week 4</u>	_____
TPE 9.3 Effectively trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals		
TPE 10: Instructional Time	<u>Week 4</u>	_____
TPE 11: Social Environment	<u>Week 4</u>	_____
TPE 11.4 Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes		
TPE 12: Professional, Legal, and Ethical Obligations	<u>Week 5</u>	_____
TPE 12.3 Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment		
TPE 13: Professional Growth	<u>Week 5</u>	_____

Teacher Candidate 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): _____

WHAT DOES CO-TEACHING LOOK LIKE? THE FOUR APPROACHES

Co-teaching has many faces. Teachers experienced in teaching in diverse classrooms report using four approaches to co-teaching – supportive, parallel, complementary, and team.

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 and 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 –(May consider using a Breakout Room in Zoom)

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 (May consider using a Shared Screen in Zoom)

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 confidence and acquire knowledge and skills from one another, complementary co-teaching becomes a preferred approach.

TEAM

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 students in the classroom. Team co-teachers share leadership and responsibility in planning. When instruction, they simultaneously deliver lessons and are comfortable alternately taking the lead and being in the support or complementary role. 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 might guide students to examine the impact of inventions on *society* at the time. The other, whose strengths are with the mechanisms involved, might explain and guide students in learning *how* the inventions work.

REMEMBER: The test of any successful co-teaching partnership is that the students view each teacher as equally knowledgeable and credible.

FROM: Villa, Thousand, & Nevin (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.) Thousand Oaks, CA: Corwin Press.

EDMX 572 / EDMX 573 EDUCATION SPECIALIST 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) and accessible to all parties throughout the Clinical Practice (CP). Log entries are completed, reviewed, and signed (digitally) by the TC and ISP 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: 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 or ISP.		Cooperating Teacher Responsibilities: Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, 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 ISP 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 SP 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.	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"/> Mentoring 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 SP _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)
		<input type="checkbox"/> Informal Observation(s) of: _____ (Activities, TPEs) <input type="checkbox"/> Mentoring 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 SP _____ (Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)

Teacher Candidate Responsibilities: 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 or ISP.		Cooperating Teacher Responsibilities: Guide the TC's TPE and PD growth. Document collaborative activities (e.g. modeling, 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 ISP 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 SP regarding the TC's PDs & progress toward TPE achievement.
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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>

Additional Note: This log is designed to accommodate a 10-week (50-day) period, For the weeks of clinical practice that exceed 10 weeks, please record activities for the additional weeks on a copy of page 2 of this log.



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., 50-60 days for Mild/Moderate and 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 the</p>	<p>Given the timeframe of the clinical practice experience (i.e., 50-60 days for Mild/Moderate and 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 further modeling, coaching, and/or clarification to achieve the criterion performance</p>	<p>Given the timeframe of the clinical practice experience (i.e., 50-60 days for Mild/Moderate and 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</p>	<p>Given the timeframe of the clinical practice experience (i.e., 50-60 days for Mild/Moderate and 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</p>

<p>2) 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</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>2) 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</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>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) 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>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</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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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 572, 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, digitally, 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 virtually 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 Statement of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
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 572 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. Professional behavior is expected at all school and community sites, including all online interactions 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, comprehensive assessment report, 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 exceeds requirements for 7 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.