



California State University  
SAN MARCOS

SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

[www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course &amp; Section Nos.</b>	<b>EDMX 573</b>
<b>Course Title</b>	<b>Education Specialist – Clinical Practice: Extensive Support Needs</b>
<b>Class Roster No.</b>	
<b>Course Day(s)</b>	<b>Days: To Be Arranged</b>
<b>Time</b>	<b>Time: To Be Arranged</b>
<b>Course Location</b>	<b>Off Campus</b>
<b>Semester / Year</b>	
<b>Instructor</b>	
<b>Phone</b>	
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<b>Office</b>	
<b>Office Hours</b>	<b>By Appointment</b>

### 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: Extensive Support Needs**

Observation and teaching of students with extensive support needs under the supervision of a credentialed special education teacher and university supervisor. Graded Credit/No Credit. Enrollment Requirement: Enrollment in or successful completion of EDMX 635.

### **Credit Hour Policy Statement**

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

- Clinical Practice in settings that support students with Extensive Support Needs is comprised of a minimum of 60 days of which 10 days must be consecutive full time assuming all the duties of being a special educator.
- 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 (TK, kindergarten to 22 years of age) and cultural/linguistic backgrounds with extensive support needs including students eligible for special education under the categories of autism, deaf-blindness, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury.
- demonstrate successful performance of the Extensive Support Needs Education Specialist Teaching Performance Expectations as assessed using the *California State San Marcos Preliminary Extensive Support Needs (ESN) Education Specialist Teacher Performance Expectations Assessment*.

### **Student learning outcome assessment methods:**

Observations by University Supervisor of clinical performance objectives and the California Commission on Teacher Credentialing (CCTC) Education Specialist Program Standards and the Education Specialist Extensive Support Needs Teacher Performance Expectations Assessment.

### **Completion of assignments for EDMX 573:**

- Formal Observations from University Supervisor
- Clinical Practice Instruction and Progress Monitoring (IEP at a Glance)
- Scheduling and Planning
- Individualized Transition Development Plan (IDP)

Completion of an Individualized Development Plan (IDP) summarizing strengths and continued professional growth regarding the ESN TPEs. The IDP 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 CCTC standards for the Extensive Support Needs Education Specialist Credential. 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 ESN TPEs in this course:

### **Extensive Support Needs:**

- TPE 1: Engaging and Supporting All Students in Learning (1.4-1.6, 1.9)
- TPE 2: Creating and Maintaining Effective Environments for Student (2.1-2.6, 2.8-2.13)
- TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1-3.3)
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.1,4.4,4.5, 4.7)
- TPE 5: Assessing Student Learning (5.1-5.5, 5.7)
- TPE 6: Developing as a Professional Educator (6.1, 6.2)
- TPEs for Developmentally Appropriate Practices and English Language Development in Relation to Subject-Specific Pedagogy

### **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 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 to Moderate and Extensive Support Needs Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year. Candidates completing both credentials should enroll for at least two years.

### **SUPERVISION REQUIREMENTS**

1. Each candidate engages in a minimum of **58 days** of supervised clinical practicum in one or more school and/or community setting in which students with extensive support needs 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 Preliminary Extensive Support Needs (ESN) Education Specialist Teacher Performance Expectations* assessment form.
3. Each candidate completes the required assignments of Clinical Practice including: Instruction and Progress Monitoring (IEP at a Glance) and Scheduling and Planning.
4. Each candidate is formally observed by and meets with a Clinical Practice University Supervisor **at least six times** to formally assess and discuss clinical experiences and progress toward meeting *Cal*

*State San Marcos Education Specialist Extensive Support Needs TPEs.* The University Supervisor will observe formal lessons; review, evaluate, and discuss each clinical practice assignment; conduct a Mid-Semester TPE Assessment; and conduct the final formal TPE Assessment and exit interview.

5. Each candidate meets with the Cooperating Teacher to initially examine and discuss TPE elements and how they could/will be met in clinical practice. Throughout clinical practice, the candidate is expected to collect a portfolio of artifacts (e.g., samples of assessments and assessment reports, lessons, IEP plans) to evidence TPE performance. Further in-depth conversations with the Cooperating 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 University Supervisors and Cooperating Teacher 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 teacher candidate receives support and monitoring from a qualified cooperating teacher for a minimum of five hours per week. This support may involve 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). Cooperating Teachers will document these hours on the **Education Specialist Clinical Practice Professional Collaboration Log** found in this syllabus.
7. 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 *Cal State San Marcos Education Specialist Extensive Support Needs TPEs* 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 or hard copy format) and accessible to all parties throughout the Clinical Practice (CP). Log entries are completed, reviewed, and signed by the TC and CT weekly and by the US at each visitation. The log is collected by the US at the completion of CP.
8. Each candidate produces an **Individualized Development Plan (IDP)** 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 IDP document to Taskstream.

## **CLINICAL ASSIGNMENTS**

### **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

## **GRADING STANDARDS**

### **Credit/No Credit**

1. The candidate's University Supervisor, in collaboration with the Cooperating Teacher, prepares a Summary Form for EDMX Clinical Practice 573, based on observations and clinical practice experiences. This also includes the Cooperating Teacher's and may include the teacher candidate's feedback. The Teacher Performance Expectations are submitted to the Cooperating Teacher and University Supervisor by the teacher candidate. The University Supervisor and Cooperating Teacher collaborate and score the completed TPEs. When completed, the TPEs are presented to the teacher candidate at the exit meeting and all participants sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a candidate for a credential at the end of the program.
2. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for clinical practice experiences by the University Supervisor. If a credential candidate has not successfully met the Education Specialist Teacher Performance Expectations at an appropriate level, the candidate may be required to extend or repeat the experience.
3. If a candidate is unsuccessful in a clinical practice experience, a grade of NO CREDIT will be given. Granting of an additional opportunity for clinical practice will be made based on the circumstances under which the original NO CREDIT was given.
4. Should a candidate be in the potential situation of receiving NO CREDIT for clinical practice, the University Supervisor and Cooperating Teacher must complete a State of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.
5. Should a second clinical practice experience be recommended, the candidate must re-register for the clinical practice course prior to the new placement being made.

### **Final Exam Statement**

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

## **PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

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

### **Conditions for Removal from School Site**

A candidate will be removed from the school site and a Statement of Concern documenting the situation will be written immediately if a candidate:

1. endangers students or others;
2. violates recognized codes of conduct, e.g. CSUSM Student Code of Conduct, CSUSM Academic Honesty Policy NEA Code of Ethics, CA Education Code Section 44932; and/or
3. is dismissed from the classroom or school site by the cooperating professional or site or district administrator.

## **GENERAL CONSIDERATIONS**

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

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

### **School of Education Attendance Policy – Clinical Practice**

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

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

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

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](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 in clinical practice settings should meet with the clinical practice coordinator.

### **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 site setting five days a week, full contract hours for 60 days. This will exceed 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.



## **PRELIMINARY EXTENSIVE SUPPORT NEEDS 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 Brown, McDonnell and Snell 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 (2020)

**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 (3<sup>rd</sup> grader)

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

### **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															
<b>Support Needs</b>																

**Sample IEP Goal Matrix**

Student: Danika

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

IEP Goals	Class Schedule and Location															
	Arrival/Schedule (Gen Ed)	LA (Sped Ed)	Science (Gen Ed)	Art (Gen Ed)	Music (Gen Ed.)	PE (Gen Ed.)	Lunch (Gen Ed.)	Recess (Gen Ed.)	LA RT (Sped Ed)	Math (Sped Ed)	Writing (Sped Ed.)	Social Studies	Tech Lab	Bus Exit		
Share materials		X	X	X	X	X		X				X	X			
Take turns in groups		X	X	X	X	X		X	X	X						
Transition between activities/environments	X	X	X	X	X		X	X	X		X	X	X	X		
Put away materials	X	X	X	X	X	X	X		X	X	X	X	X	X		
Write her name		X	X	X						X	X	X	X			
Recognize numbers 1 – 20	X		X		X	X				X			X			
Use daily living words	X	X	X						X		X					
Initiate peer interacts *	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Request partner for play or work*		X	X	X		X	X	X	X		X	X	X			
Answer yes/no questions*	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Answer "what" questions*	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Indicate need to use bathroom*	X					X	X	X						X		
<b>Support Needs</b>																
PBS strategies to calm when in distress	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Medication at lunchtime							X									
Lifting assistance in bathroom	X					X	X	X						X		

\* Using sign language or picture communication system

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**ESN CLINICAL PRACTICE INSTRUCTIONAL/TPE OBSERVATION AND  
PERIODIC ASSESSMENT FORM**

**Intern** \_\_\_\_\_ **Date** \_\_\_\_\_  
**School Site** \_\_\_\_\_ **Setting** \_\_\_\_\_  
**Supervisor** \_\_\_\_\_

Complete at EACH Observation and Upload Document and Scores to TaskStream.

**ESN TPE 1: Engaging and Supporting All Students in Learning:**

- 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)
- 1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.
- 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)

**ESN TPE 1: CLUSTER SCORE (Circle One)**

1 = Does not meet      2 = Approaching      3 = Meets      4 = Exceptional

**Comments:**

**ESN TPE 2: Creating and Maintaining Effective Environments for Student Learning**

- 2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing and supervising other personnel in such procedures.
- 2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
- 2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.
- 2.4 Collaborate with families and appropriate related services personnel to support access to and optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- 2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC

procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings. (U2.2)

2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)

2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6)

2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)

2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)

2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)

2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)

#### **ESN TPE 2: CLUSTER SCORE (Circle One)**

1 = Does not meet      2 = Approaching      3 = Meets      4 = Exceptional

#### **Comments:**

#### **ESN TPE 3: Understanding and Organizing Subject Matter For Student Learning**

3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)

3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.

3.3 Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)

#### **ESN TPE 3: CLUSTER SCORE (Circle One)**

1 = Does not meet      2 = Approaching      3 = Meets      4 = Exceptional

#### **Comments:**

## **ESN TPE 4: Planning Instruction and Designing Learning Experiences for all Students**

4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.

4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)

4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)

4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)

### **ESN TPE 4: CLUSTER SCORE (Circle One)**

1 = Does not meet      2 = Approaching      3 = Meets      4 = Exceptional

### **Comments:**

## **ESN TPE 5: Assessing Student Learning**

5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.

5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)

5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)

5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)

### **ESN TPE 5: CLUSTER SCORE (Circle One)**



1 = Does not meet      2 = Approaching      3 = Meets      4 = Exceptional

**Comments:**

**ESN TPE 6: Developing as a Professional Educator**

6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.

6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)

**ESN TPE 6: CLUSTER SCORE (Circle One)**

1 = Does not meet      2 = Approaching      3 = Meets      4 = Exceptional

**Comments:**

**Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy:**

**English Language Development in Relation to Subject-Specific Pedagogy:**

**Other Supervisor Observations and Remarks:**

**Goal/Focus for next observation:**

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

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**ESN CLINICAL PRACTICE INSTRUCTION AND PROGRESS MONITORING FORM**

**Teacher Candidate** \_\_\_\_\_ **Date** \_\_\_\_\_  
**School Site** \_\_\_\_\_ **Setting** \_\_\_\_\_  
**Supervisor** \_\_\_\_\_

Instruction and Progress Monitoring:

***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***

**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:** \_\_\_\_\_

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**ESN 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:** \_\_\_\_\_

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## WHAT DOES CO-TEACHING LOOK LIKE? FOUR APPROACHES

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

### **SUPPORTIVE**

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

### **PARALLEL**

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

### **COMPLEMENTARY**

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

### **TEAM CO-TEACHING**

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

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

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

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

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

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## 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): \_\_\_\_\_



TEACHER CANDIDATE AND COOPERATING TEACHER TPE WEEKLY CONVERSATIONS AND PLANNING (Extensive Support Needs)

Teacher Candidate: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

TPE Instructions: To ensure that both the candidate and the cooperating teacher have a clear and shared understanding of each TPE expectation and that they expressly discuss how each TPE could be demonstrated by the candidate in the clinical setting, the following timetable is recommended for examining and discussing TPE items on the Education Specialist TPE Clinical Practice Extensive Support Needs 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.

	Week/Date Examined
TPE 1: Engaging and Supporting All Students in Learning	_____
TPE 2: Planning Instruction and Designing Learning Experiences for All Students	_____
TPE 3: Understanding and Organizing Subject Matter for Student Learning	_____
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	_____
TPE 5: Assessing Student Learning	_____
TPE 6: Developing as a Professional Educator	_____
<b>TPE Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy</b>	_____
<b>TPE English Language Development in Relation to Subject-Specific Pedagogy</b>	_____

## 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 to Moderate Support Needs ES TPE and Extensive Support Needs 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.

<b>Does Not Meet (1)</b> (the standard)  Requires significant more understanding, instruction, and/or experience	<b>Approaching (2)</b> (meeting the standard)  Understands but requires additional coaching or clarification	<b>Meets (3)</b> (the standard)  Meets the standard as stated in the ES TPE at the level of a novice teacher	<b>Exceptional (4)</b>  Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
<p>Given the timeframe of the clinical practice experience (i.e., 60 days for ESN clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher and University Supervisor, <b>either</b> or <b>both</b> the University Supervisor and/or Cooperating Teacher's <b>assess</b> 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>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 questioning, has difficulty identifying ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making,</p>	<p>Given the timeframe of the clinical practice experience (i.e., 60 days for ESN clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher and University Supervisor, <b>either</b> or <b>both</b> the University Supervisor and/or Cooperating Teacher <b>assess</b> 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>has demonstrated, but <b>not yet consistently</b>, 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 <b>some</b>, 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 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>Given the timeframe of the clinical practice experience (i.e., 60 days for ESN clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher and University Supervisor, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> 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 <b>adequate</b> evidence to conclude that the candidate:</p> <p>has <b>consistently</b> 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) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element can <b>describe and explain</b>, with <b>little to no prompting</b>, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate</p>	<p>Given the timeframe of the clinical practice experience (i.e., 60 days for ESN clinical practice) and the modeling, guided practice, and coaching provided by the Cooperating Teacher and University Supervisor, <b>both</b> the University Supervisor and Cooperating Teacher <b>assess</b> 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 <b>ample</b> evidence to conclude that the candidate:</p> <p>has <b>consistently</b> demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification has provided <b>multiple</b> evidences that are <b>clearly</b> (a) <b>relevant</b> examples, (b) <b>appropriate</b> to the content of the TPE element, and (c) <b>adequate</b> to demonstrate the criterion as stated in the TPE element can independently (without prompting) <b>describe and explain</b> in detail ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors</p>



and collaborative behaviors illustrate performance of the TPE element's criterion		performance of the TPE element's criterion	illustrate performance of the TPE element's criterion
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**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
PRELIMINARY EXTENSIVE SUPPORT NEEDS  
EDUCATION SPECIALIST**

**TEACHING PERFORMANCE EXPECTATIONS CLINICAL PRACTICE ASSESSMENT**

Teacher Candidate:	ID #:
Preferred Phone:	CSUSM E-mail:
University Supervisor:	
Intern Support Provider:	School/District:
Semester/Year:	(Dates: From _____ to _____)
Projected Exit Date:	
If required, "Sister" Placement – School/District:	
"Sister" Cooperating Teacher:	(Dates: From _____ to _____)

**ASSESSMENT KEY: Assessment of Extensive Support Needs TPEs** which includes evaluation of **the candidate at the novice teacher level.**

To receive credit for the **Extensive Support Needs TPEs**, the candidate must receive a **Meets (3) rating.**

Scoring Rubric:

- **(1) Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **(2) Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **(3) Meets** (the standard) – Meets the standard as stated in the **Extensive Support Needs TPEs** at the level of a novice teacher
- **(4) Exceptional** – Performs the standard as stated in the **Extensive Support Needs TPEs** at an exceptional level, well beyond novice

ESN TPE Element	TPE 1: Engaging and Supporting All Students in Learning Extensive Support Needs	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
1.4	Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)						
1.5	In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of						

	students with extensive support needs.						
1.6	Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.						
<b>ESN TPE Element</b>	<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning Extensive Support Needs</b>	<b>Suggested Evidence(s) for Meeting TPE</b>	<b>Description of Evidence(s) Verifying Assessment of TPE</b> <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	<b>1= Does not meet</b>	<b>2 = Approaching</b>	<b>3 = Meets</b>	<b>4 = Exceptional</b>
2.1	Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.						
2.2	Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.						
2.3	Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and						

	meaningful activities as related to students with extensive support needs including those who are deafblind.						
<b>2.4</b>	Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.						
<b>2.5</b>	Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)						
<b>2.6</b>	Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)						
<b>2.8</b>	Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6)						

2.9	Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)						
2.10	Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)						
2.11	Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.						
2.12	Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)						
2.13	Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)						

ESN TPE Element	TPE 3: Understanding and Organizing Subject Matter for Student Learning Extensive Support Needs	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
3.1	Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)						
3.2	Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.						
3.3	Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)						
ESN TPE Element	TPE 4: Planning Instruction and Designing Learning Experiences for All Students Extensive Support Needs	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
4.1	Identify and utilize behaviorally-based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.						

4.4	Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)						
4.5	Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)						
4.7	Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)						
<b>ESN TPE Element</b>	<b>TPE 5: Assessing student Learning Extensive Support Needs</b>	<b>Suggested Evidence(s) for Meeting TPE</b>	<b>Description of Evidence(s) Verifying Assessment of ES TPE</b> <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	<b>1= Does not meet</b>	<b>2 = Approaching</b>	<b>3 = Meets</b>	<b>4 = Exceptional</b>
5.1	Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.						
5.2	Apply knowledge of the purposes, characteristics, and appropriate uses of different types of						

	assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)						
<b>5.3</b>	Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.						
<b>5.4</b>	Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.						
<b>5.5</b>	Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)						
<b>5.7</b>	Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is						



	being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)						
<b>ESN TPE Element</b>	<b>TPE 6: Developing as a Professional Educator Extensive Support Needs</b>	<b>Suggested Evidence(s) for Meeting TPE</b>	<b>Description of Evidence(s) Verifying Assessment of TPE</b> <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	<b>1= Does not meet</b>	<b>2 = Approaching</b>	<b>3 = Meets</b>	<b>4 = Exceptional</b>
<b>6.1</b>	Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.						
<b>6.2</b>	Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)						
<b>ESN TPE Element</b>	<b>Extensive Support Needs TPEs for Developmentally Appropriate Practices and English Language Development In Relation to Subject-Specific Pedagogy</b>	<b>Suggested Evidence(s) for Meeting TPE</b>	<b>Description of Evidence(s) Verifying Assessment of TPE</b> <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	<b>1= Does not meet</b>	<b>2 = Approaching</b>	<b>3 = Meets</b>	<b>4 = Exceptional</b>
<b>7.1</b>	Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy						
<b>7.2</b>	English Language Development in Relation to Subject-Specific Pedagogy						

**Based upon the above assessment, this candidate has met the Preliminary Extensive Support Needs Education Specialist TPEs and is recommended for the Preliminary Extensive Support Needs Education Specialist Credential. To the best of my knowledge, the information is accurate and complete.**

Education Specialist Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CSUSM Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EDUCATION SPECIALIST MILD TO MODERATE AND EXTENSIVE SUPPORT NEEDS CLINICAL PRACTICE WEEKLY PROFESSIONAL COLLABORATION LOG**

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

Teacher Candidate (Name):		Cooperating Teacher (Name):	University Supervisor (Name):
<b>Teacher Candidate Responsibilities:</b> Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14 <sup>th</sup> – 18 <sup>th</sup> , 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.		<b>Cooperating Teacher Responsibilities:</b> 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.	<b>University Supervisor Responsibilities:</b> Orient CT and TC to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the TC and CT regarding the TC's PDs & progress toward TPE achievement.
Week & Days of CP	Teacher Candidate Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	Cooperating Teacher Directions: CHECK ALL collaboration that occurs during the designated time period.	University Supervisor Directions: Document initial orientation, a minimum of 6 formal observations, the post-observation conferences, exit meeting, and additional communications by week.
		<input type="checkbox"/> Monitoring and support of: _____ (Activities, TPEs) <input type="checkbox"/> Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ <input checked="" type="checkbox"/> 5 Hours of Support Met Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT: _____ (Note Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)
		<input type="checkbox"/> Monitoring and support of: _____ (Activities, TPEs) <input type="checkbox"/> Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ <input checked="" type="checkbox"/> 5 Hours of Support Met Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT: _____ (Note Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)
		<input type="checkbox"/> Monitoring and support of: _____ (Activities, TPEs) <input type="checkbox"/> Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): _____ <input checked="" type="checkbox"/> 5 Hours of Support Met Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT: _____ (Note Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)

<b>Teacher Candidate (Name)</b>		<b>Cooperating Teacher (Name):</b>	<b>University Supervisor (Name):</b>
<b>Teacher Candidate Responsibilities:</b> Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14 <sup>th</sup> – 18 <sup>th</sup> , 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.		<b>Cooperating Teacher Responsibilities:</b> 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.	<b>University Supervisor Responsibilities:</b> 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.
<b>Week &amp; Days of CP</b>	<b>Teacher Candidate Directions:</b> Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	<b>Cooperating Teacher Directions:</b> CHECK ALL collaboration that occurs during the designated time period.	<b>University Supervisor Directions:</b> Document initial orientation, a minimum of 6 formal observations, the post-observation conferences, exit meeting, and additional communications by week.
		<input type="checkbox"/> Monitoring and support of: _____ (Activities, TPEs) <input type="checkbox"/> Observation of: _____ (Activities, TPEs) <input type="checkbox"/> Meeting(s) re: _____ (Topics, TPEs) <input type="checkbox"/> Modeling/Coaching re: _____ (Activities, TPEs) <input type="checkbox"/> Other (Briefly describe): <input checked="" type="checkbox"/> 5 Hours of Support Met Signature of CT: _____ Signature of TC: _____	Date: _____ Signature: _____ <input type="checkbox"/> Observation of: _____ (Note Activities, TPEs) <input type="checkbox"/> Conference w/TC re: _____ <input type="checkbox"/> Met with CT: _____ (Note Activities, TPEs) <input type="checkbox"/> Phone, e-mail, other communications: _____ (Activities)
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**Use additional forms as necessary.**

Teacher candidate receives support and monitoring from a qualified cooperating teacher for a minimum of five hours per week, which is documented on this weekly collaboration form. This support may involve 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).