



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course & Section Nos.	EDMX 673/674
Course Title	Education Specialist – Extensive Support Needs Interns I and II (7 units)
Class Roster No.	
Course Day(s)	
Time	
Course Location	Off Campus
Semester / Year	
<hr/>	
Instructor	
Phone	
E-Mail	
Office	
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 —Extensive Support Needs Interns I & Education Specialist — Extensive Support Needs Interns II

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

Credit Hour Policy Statement

This Internship course is comprised of doing fieldwork at either elementary, middle or high school settings, under the supervision of an Intern Support Provider and a University Supervisor.

- Students are expected to spend a minimum of 7 to 10 hours per week outside of the field experience in preparation to teach students.

CLINICAL PRACTICE 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 TPE Assessment.

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

Completion of assignments for EDMX 673/674:

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

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 and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years.

SUPERVISION REQUIREMENTS

1. Each intern engages and assumes **all job responsibilities** of an Education Specialist in the intern's school district over the course of the observed semester(s) of internship.
2. Intern Support Provider *and* the CSUSM University Supervisor will provide *collectively* a minimum total of **144 hours*** (an average of 4 hours per week for 36 weeks) of support/mentoring per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding student's curriculum, and development of effective teaching methodologies. If an intern is at a school less than 36 weeks, support hours total an average of 4 hours times the number of weeks they are interning at the school.
3. Each candidate is formally assessed and observed by a Clinical Practice University Supervisor **at least six times** to discuss clinical experiences and progress toward meeting Education Specialist Teaching Performance Expectations. The University Supervisor will observe formal lessons; review, evaluate, and discuss each clinical practice assignment; conduct a Mid-Semester TPE Assessment; and conduct the final formal TPE Assessment and exit interview (in EDMX 674 only).
4. Each intern is observed and provides documentation of the clinical experiences described in the TPEs through notations on the *Cal State San Marcos Education Specialist Extensive Support Needs TPEs* assessment form.

5. Each teacher candidate receives support and monitoring from a qualified Intern Support Provider. 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). Intern Support Providers will document these hours on the ***Education Specialist Clinical Practice Professional Collaboration Log*** found in this syllabus.
6. The intern communicates weekly with the Intern Support Provider and University Supervisor to reflect upon intern experiences and progress toward meeting TPEs. The intern prepares and e-mails to both the Intern Support Provider and the University Supervisor the ***Intern Weekly Reflection and Planning*** form in this syllabus.
7. Each intern in conjunction with the Intern Support Provider and University Supervisor documents collaborative activities among the Education Specialist Intern (I), Intern Support Provider (ISP) and University Supervisor (US) to guide the intern to the successful completion of the ESN 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 or hard copy format) and accessible to all parties throughout the Internship.
8. Each candidate produces an *Individualized 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. This document is delivered to and assessed by the instructor of the EDMX 635 or 636 Education Specialist – Individual Development Plan Seminar. The candidate is also responsible for uploading it to Taskstream.

ASSIGNMENTS

Instruction and Progress Monitoring (IEP at a Glance)

Interns 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)

Intern 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 Intern Support Provider, prepares a Summary Form for EDMX Clinical Practice 673/674, based on observations and clinical practice experiences. This also includes the Intern Support Provider and may include the teacher candidate's feedback. The Teacher Performance Expectations are submitted to University Supervisor by the teacher candidate. The University Supervisor and Intern Support Provider collaborate and score the completed

TPEs. When completed, the TPEs are presented to the teacher candidate at the exit meeting and all participants sign the documents. These documents serve as official verification of successful completion of Clinical Practice and are required for the University to be able to recommend a candidate for a credential at the end of the program.

2. A grade of CREDIT (CR) or NO CREDIT (NC) will be assigned for clinical practice experiences by the University Supervisor. If a credential candidate has not successfully met the Education Specialist Teacher Performance Expectations at an appropriate level, the candidate may be required to extend or repeat the experience.
3. If a candidate is unsuccessful in a clinical practice experience, a grade of NO CREDIT will be given. Granting of an additional opportunity for clinical practice will be made based on the circumstances under which the original NO CREDIT was given.
4. Should a candidate be in the potential situation of receiving NO CREDIT for clinical practice, the University Supervisor and Intern Support Provider must complete a State of Concern (SOC) as soon as possible and provide copies to the Program Coordinator. The documentation in the SOC, the action plan, and the follow up steps to the plan are key documents that are used to verify inadequate performance in clinical practice, if the action plan is not achieved.

Final Exam Statement

EDMX 673/674 does not include a final examination. Ongoing assessment of the intern is completed by the University Supervisor.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

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

Conditions for Removal from School Site

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

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

GENERAL CONSIDERATIONS

Authorization to Teach English Learners

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

School of Education Attendance Policy – Clinical Practice

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

CSUSM Academic Honesty Policy

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

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

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

Refer to the full Academic Honesty Policy at:

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

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized accommodations by DSS in INTERNSHIP must contact 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

Internship is conducted in a Field-based environment. Interns must be present in an internship setting five days a week, full contract hours. This exceeds the 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 (3rd grader)

Date: September 13th

IEP Goals and Progress Monitoring at a Glance

Kinesthetic learner

Confident

Active

Learns well with hands-on activities

Musical

Vocal

Assertive about her wants

Happy

Share materials (data sheet, weekly)

Take turns in group activities (data sheet, weekly)

Transition independently from one activity or environment to another using a picture schedule (data sheet, daily)

Put away materials (data sheet, daily)

Write her name (work sample, weekly)

Use functional daily living words (data sheet, weekly)

Recognize numbers 1 – 20 (data sheet, weekly)

Use sign language or picture communication system to: (data sheet, daily)

Initiate interactions with peers

Request a partner for play or work

Answer yes/no questions

Answer "what" questions

Indicate need to use the bathroom

Support Needs and Other Important Information

- Use Positive Behavior Support Plan strategies to calm her when upset or angry: take breaks, use sensory strategies, go for a walk, write it out, refer to social stories
- Nurse administer medication at lunchtime
- Assistance (lifting) to use bathroom

Sample IEP Goal Matrix

Student: Danika

Date: September 13th

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

* Using sign language or picture communication system

**ESN INTERNSHIP 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:

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:

Intern Goal/Focus for next observation:

Intern Signature: _____	Date: _____
University Supervisor	
Signature: _____	Date: _____
Date/Time Next	
Observation: _____	

ESN INTERNSHIP INSTRUCTION AND PROGRESS MONITORING FORM

Intern _____ 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:

Intern Goal/Focus for next observation:

Intern Signature: _____ Date: _____
University Supervisor Signature: _____ Date: _____
Date/Time Next Observation: _____

ESN INTERNSHIP SCHEDULING AND PLANNING FORM

Intern _____ Date _____
School Site _____ Setting _____
Supervisor _____

Intern 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:

Intern Goal/Focus for next observation:

Intern Signature: _____ Date: _____
University Supervisor Signature: _____ Date: _____
Date/Time Next Observation: _____

WHAT DOES CO-TEACHING LOOK LIKE? FOUR APPROACHES

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

SUPPORTIVE

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

PARALLEL

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

COMPLEMENTARY

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

TEAM CO-TEACHING

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

Team co-teachers share lessons in ways that allow students to experience each teacher's expertise. For example, for a lesson on inventions in science, one co-teacher with interests 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.

INTERN WEEKLY REFLECTION AND PLANNING

Directions: On Friday of each week of clinical practice, please complete and send this form to your University Supervisor and Intern Support Provider.

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 I used this week were:

Supportive I led Other led
 Parallel I led planning We jointly planned Other planned
 Complementary I led, other complemented Other led, I complemented
 Team Guided by other 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): _____



INTERN AND ISP/US TPE WEEKLY CONVERSATIONS AND PLANNING (Extensive Support Needs)

Intern:

Intern Support Provider:

University Supervisor:

TPE Instructions: To ensure that both the candidate and the ISP/US 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 _____

TPE Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy _____

TPE English Language Development in Relation to Subject-Specific Pedagogy _____

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.

Does Not Meet (1) (the standard) Requires significant more understanding, instruction, and/or experience	Approaching (2) (meeting the standard) Understands but requires additional coaching or clarification	Meets (3) (the standard) Meets the standard as stated in the ES TPE at the level of a novice teacher	Exceptional (4) Performs the standard as stated in the ES TPE at an exceptional level, well beyond novice
<p>Given the timeframe of the internship experience (and the modeling, guided practice, and coaching provided by the ISP and University Supervisor, either or both the University Supervisor and/or ISP 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>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, and collaborative behaviors</p>	<p>Given the timeframe of the internship experience and the modeling, guided practice, and coaching provided by the ISP and University Supervisor, either or both the University Supervisor and/or ISP 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>has demonstrated, but not yet consistently, the knowledge and/or practice articulated in the TPE element criterion and requires and will benefit from further modeling, coaching, and/or clarification to achieve the criterion performance has provided some, but not yet sufficient, evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element requires some prompting, when asked to describe and explain ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative</p>	<p>Given the timeframe of the internship experience and the modeling, guided practice, and coaching provided by the ISP and University Supervisor, both the University Supervisor and ISP 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>has consistently demonstrated the knowledge and/or practice articulated in the TPE element criterion with minimal need for further modeling, coaching or clarification has provided evidences that are (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element can describe and explain, with little to no prompting, ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors</p>	<p>Given the timeframe of the internship experience and the modeling, guided practice, and coaching provided by the ISP and University Supervisor, both the University Supervisor and ISP 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>has consistently demonstrated the knowledge and/or practice articulated in the TPE element criterion without need for further modeling, coaching or clarification has provided multiple evidences that are clearly (a) relevant examples, (b) appropriate to the content of the TPE element, and (c) adequate to demonstrate the criterion as stated in the TPE element can independently (without prompting) describe and explain in detail ways in which the provided artifact(s) and/or his/her assessment, instruction, decision-making, and collaborative behaviors illustrate</p>

illustrate performance of the TPE element's criterion	behaviors illustrate performance of the TPE element's criterion	illustrate performance of the TPE element's criterion	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:	School/District:
Intern Support Provider:	(Dates: From _____ to _____)
Semester/Year:	
Projected Exit Date:	
If required, "Sister" Placement – School/District:	(Dates: From _____ to _____)
"Sister" Cooperating Teacher:	

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.						
ESN TPE Element	TPE 2: Creating and Maintaining Effective Environments 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
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.						
2.4	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.						
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 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 which are 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 Element	TPE 5: Assessing student 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
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 Element	TPE 6: Developing as a Professional Educator 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
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 Element	Extensive Support Needs TPEs TPEs for Developmentally Appropriate Practices and English Language Development In Relation to Subject-Specific Pedagogy	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
7.1	Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy						

7.2	English Language Development in Relation to Subject-Specific Pedagogy						
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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: _____

Intern Support Provider Signature: _____ Date: _____

EDUCATION SPECIALIST EXTENSIVE SUPPORT NEEDS INTERN WEEKLY PROFESSIONAL COLLABORATION LOG

This log is designed to document collaborative activities among the Education Specialist Intern (I), Intern Support Provider (ISP), and University Supervisor (US) to guide the Intern 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/ISP weekly and by the US at each visitation. The log is collected by the US at the completion of the internship.

Intern (Name):		Intern Support Provider (Name):	University Supervisor (Name):
Intern Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14 th – 18 th , Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the ISP/US.		ISP Responsibilities: Guide the intern's TPE and PD growth. Document collaborative activities (e.g., modeling, formal and informal observations, coaching and feedback meetings) supporting the intern's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.	University Supervisor Responsibilities: Orient ISP and Intern to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the Intern and ISP regarding the Intern's PDs & progress toward TPE achievement.
Week & Days of CP	Intern Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	ISP 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"/> 4 Hours of Shared Support Met Signature of ISP: _____ Signature of Intern: _____	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 checked="" type="checkbox"/> 4 Hours of Shared Support Met
		<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"/> 4 Hours of Shared Support Met Signature of ISP: _____ Signature of Intern: _____	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 checked="" type="checkbox"/> 4 Hours of Shared Support Met

Week & Days of CP	Intern Responsibilities: Sign in/out on campus daily. By week, note the dates & days of CP (e.g., Nov. 14 th – 18 th , Days #14-#19 of CP). Document activities (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the ISP/US.	ISP Responsibilities: Guide the intern's TPE and PD growth. Document collaborative activities (e.g., modeling, formal and informal observations, coaching and feedback meetings) supporting the intern's progress in planning, instruction, assessment, IEP & family involvement, PD, & TPE achievement.	University Supervisor Responsibilities: Orient ISP and Intern to log and use. Sign in/out each campus visit. Review log entries since last visit. Document observations, meetings, and other activities with the Intern and ISP regarding the Intern's PDs & progress toward TPE achievement.
	Intern Directions: Briefly list/describe clinical activities as suggested above and TPE foci during this time period.	ISP 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"/> 4 Hours of Shared Support Met Signature of ISP: _____ Signature of Intern: _____	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 checked="" type="checkbox"/> 4 Hours of Shared Support Met
		<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"/> 4 Hours of Shared Support Met Signature of ISP: _____ Signature of Intern: _____	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 checked="" type="checkbox"/> 4 Hours of Shared Support Met
		<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"/> 4 Hours of Shared Support Met Signature of ISP: _____ Signature of Intern: _____	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 checked="" type="checkbox"/> 4 Hours of Shared Support Met