EDUCATIONAL SPECIALIST CLINICAL PRACTICE AND INTERNSHIP HANDBOOK
# EDUCATION SPECIALIST CREDENTIAL PROGRAM HANDBOOK

Revised March 2021

## School of Education

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## College of Education, Health and Human Services (CEHHS)

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## CEHHS Student Services

(Admissions, Evaluations, Credentialing)

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Opening Letter

Dear Education Specialist Candidates, Supervisors, Intern Support Providers and Cooperating Teachers,

Welcome to the School of Education! You have joined an Education Specialist credential program that is among the most effective and highly regarded programs in the CSU system and the state of California. We are pleased to count you among our candidates, University Supervisors, and Cooperating Teachers. Each of you is an important member of our team as we strive to improve educational outcomes for all children in the state of California.

This is a demanding and pivotal era in public education, which requires a demanding and rigorous professional preparation program. At times the journey to becoming a credentialed special educator may seem overwhelming. Nonetheless, candidates will come to understand how all the readings, assignments, and clinical field experiences fit into a cohesive body of knowledge and skills needed to be successful in your chosen career as an Education Specialist. Furthermore, as part of the School of Education community, you will learn that collaboration with colleagues is among the most useful and powerful resources you will have.

As you begin your journey with us, we urge you to connect with the talented and dedicated faculty and staff in the School of Education. We are a strong learning and teaching community that models how to successfully teach diverse students with a central focus upon social justice, equity, and inclusive education for all learners. The CSUSM credential programs have an outstanding reputation we attribute to the content of our Vision and Mission statements and the quality of faculty, staff, teacher candidates, and the masters and doctoral students we attract and retain.

Public schools need dedicated and talented individuals involved in our program. Whether you are a Teacher Candidate, a Clinical Practice University Supervisor, Intern Support Provider or a Cooperating Teacher, you play a vital role in the process of how we make our Mission a living document to “create a community through partnerships” in significant and socially just ways so that all students are successful learners.

We look forward to moving forward together in the coming year and years!

Sincerely,

Jodi Robledo, Ph.D., BCBA
Special Education Programs Coordinator
California State University San Marcos
School of Education Vision and Mission Statement

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

**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 informs 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
Preliminary Education Specialist Program Student Learning Outcomes (PSLOs)

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in:

1. applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral, eligibility, Individual Education Program plan development, monitoring, and implementation
2. using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual student’s assessed needs and b) monitor student progress toward IEP goal achievement
3. using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education, and related service providers, paraeducators, students’ families and community agency personnel to maximize communication and instructional quality

Professional Dispositions (PDs) for All Candidates

Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about the varied dimensions of the profession. The School of Education has identified the following six professional dispositions:

1. **Social Justice and Equity** – Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
2. **Collaboration** – Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, and those in the wider community.
3. **Critical Thinking** – Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.
4. **Professional Ethics** – Candidates make and act on well-reasoned, principled judgments.
5. **Reflective Teaching and Learning** – Candidates critically review their professional practice and the impact it has on student success.
6. **Life-Long Learning** – Candidates recognize the need for and are committed to actively seeking new knowledge, skills, and experiences.

The SOE fosters the development of these dispositions and candidates are to demonstrate these dispositions both consistently and in an increasing manner in their work with students, co-teachers and staff, families, and the community. All candidates are evaluated both in coursework and in clinical practice at approximately midpoint each semester. A disposition rubric provides measurable behaviors and examples for assessing the level of performance at which each candidate performs. Candidates are expected to perform at least at the “meets target” level during the program. Please find the Education Specialist Profession Dispositions rubric at the website: [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html)
Program Options That Are Responsive to Community Needs

The overarching philosophy of the CSUSM Preliminary Education Specialist program is that all special education program graduates should be prepared to serve all students with identified special education needs in inclusive environments. Therefore, candidates either receive a general education credential (i.e., Multiple Subject or Single Subject credential) as part of their Concurrent general and special education preparation program, or they must have a general education basic credential in order to enter the Education Specialist Add-On Program option. Further, the content of both the Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) Education Specialist credentials is threaded throughout all of the 600-level courses in the program sequence except for capstone courses, EDMX 635 and 636, in which candidates receive the last of the ESN credential content.

In the companion Clinical Practice experience, EDMX 573, candidates are engaged in Clinical Practice with students with extensive support needs. Candidates are strongly encouraged to complete both the Preliminary Mild to Moderate Support Needs and the Extensive Support Needs Education Specialist Teaching credentials by completing all of the offered coursework and Clinical Practice experiences. Internship options are available for both Preliminary Education Specialist Credentials. We also offer the option to add the Master of Arts in Special Education to all credential pathways.

On the pages that follow are the admissions criteria, expanded descriptions of the course of study, TPA and TPE requirements, and Clear Credential requirements for two Education Specialist options. The Education Specialist Concurrent Program is designed for candidates without a basic credential and the Education Specialist Add-on Program is designed for candidates with a basic credential. Internships for MMSN and ESN are only an option for candidates with a verified valid English Language authorization.
Education Specialist Concurrent Program Overview

Concurrent candidates earn the Multiple Subject and one or both of the Preliminary Education Specialist Credentials: Mild to Moderate Support Needs and Extensive Support Needs. The Authorization to Teach English Learners is met through coursework and clinical experiences. A bilingual emphasis may be added to the Multiple Subject Credential for qualified candidates. Internship options are available for the Preliminary Education Specialist Credentials.

The Multiple Subject Credential authorizes instruction of students in grades K through 8. The Preliminary Education Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults (through age 22) with identified disabilities. The **Mild to Moderate Support Needs Education Specialist Credential** authorizes instruction of students with mild to moderate support needs with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (e.g., Attention Deficit Disorder), Specific Learning Disability, or Traumatic Brain Injury. The **Extensive Support Needs Education Specialist Credential** authorizes instruction of students with extensive support needs with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (e.g., Attention Deficit Disorder), Specific Learning Disability, or Traumatic Brain Injury. All credentials authorize instruction of English learners.

Full-time concurrent candidates may complete coursework and clinical practice for the Multiple Subject and one or both of the Preliminary Education Specialist Credentials (Mild to Moderate Support Needs and Extensive Support Needs). For part-time candidates, time to completion is longer. Candidates who successfully complete all of the Concurrent Multiple Subject courses and both Concurrent Multiple Subject Clinical Practice experiences, the RICA and TPA assessments, and other credentialing requirements may be awarded the Multiple Subject Credential and apply for admission to the Master of Arts in Special Education to complete remaining Education Specialist courses and Clinical Practice experiences as master’s candidates. See the **Master of Arts in Special Education** Preliminary Preparation program description for admissions requirements, and courses and Clinical Practice that may be applied toward the master’s degree.

Please review the **Special Education Program Pathways** form to determine your pathway and timeline. Candidates complete a program of study form upon acceptance into the program.

Candidates enrolled in the Concurrent program must complete both the Multiple Subject and Education Specialist credential requirements in order to be recommended to the CTC. Please note that due to periodic changes in legislation, candidates who do not complete either program may be subject to additional or new program requirements upon readmission. Candidates absent from the program for 5 or more years may be subject to program review and approval by the School of Education.
Requirements for Concurrent Program Admission:

- Bachelor’s Degree as evidenced by official transcripts verifying awarding of bachelor’s degree
- Basic Skills and Subject Matter Competency
- C+ or better in Pre-Requisites Courses – EDUC 350, EDUC 364, and EDUC 422. Equivalencies are only accepted for EDUC 350
- Certificate of Clearance
- Tuberculin Risk Assessment
- Two Letters of Recommendation
- Interview and Writing Sample

Concurrent Program Co-Requisites:

- U.S. Constitution Requirement
- Health Education Requirement
- Valid Infant/Child/Adult CPR
- Reading Instruction Competence Assessment (RICA)

TPA and TPE Assessments

All candidates entering programs that result in the issuance of a Multiple or Single Subject, and/or Education Specialist Credential must pass all Teaching Performance Assessment (TPA) assessments. Recommendation for the credential is submitted to the California Commission on Teacher Credentialing (CCTC) by the College of Education, Health, and Human Services (CEHHS) Student Services Office.

All candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified Clinical Practice on the full range of Preliminary Education Specialist Teaching Performance Expectations (TPEs) and develop a written Individualized Development Plan (IDP) for use in the candidate’s Clear Credential Program.

Clear Credential Requirements

Successful completion of Multiple Subject requirements results in the issuance of a 5-year Preliminary Multiple Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple Subject Credential. Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. An essential requirement for the clear credential is the development of a written Individualized Induction Plan (IIP) of supported induction and job-related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a California Commission on Teacher Credentialing (CCTC) approved clear credential program sponsor (e.g., district, County Office of Education induction program). See the CCTC website for currently approved clear credential sponsors.
**Bilingual Authorization: Spanish Emphasis**

This authorization is a program offered in for those individuals wishing to provide primary language instruction to second language learners. This program is designed to provide credential candidates with primary and second language theory, curricula, instructional strategies and methodology and is specially designed to instruct students in both their native language and in English language development across the content core curricula. The SOE offers coursework and field experiences, which qualifies candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy and other primary language programs.

**Bilingual Authorization in Spanish** – Students should sign up for the CSET/ LOTE III-Spanish Language and Communication exam at www.cset.nesinc.com

There are three (3) requirements to be recommended for the Bilingual Authorization: Spanish Emphasis:
1. Candidates must demonstrate the equivalent to a Foreign Service Institute level of at least three (3) in the language and culture of emphasis no more than three years prior to entering the credential program. The candidate is responsible for scheduling the CSET/LOTE III-Spanish Language and Communication exam at www.cset.nesinc.com.
2. At least one student teaching placement is to be completed in a biliteracy or other primary language program.
3. Coursework must be successfully completed.

**PLEASE NOTE:** Bilingual Authorization Clinical Practice placement must be completed during the credential program. The CSET/LOTE III-Spanish Language and Communication exam and coursework must be completed prior to recommendation for BLA authorization.

Part II (3 units) during the program.

**Additional coursework required for the bilingual authorization:**

EDMS 653 *Biliteracy Education Part I* – Taken one night/week during first semester - 3 units
EDMS 654 *Biliteracy Education Part II* – Taken one night/week during second semester - 3 units
EDMS 573 Clinical Practice in a bilingual/ELD setting. Taken either first or second semester of Clinical Practice.
Education Specialist Concurrent Program Course of Study

**Year One**

**Fall Semester (Focus on Multiple Subject Credential)**
- EDMX 511 *Elementary Teaching and Learning for Education Specialists I* Units: 3
- EDMX 521 *Elementary Literacy for Education Specialists* Units: 3
- EDMX 543 *Mathematics Education in Inclusive Classrooms* Units: 3
- EDMS 555 *Elementary Multilingual Education* Units: 3
- EDMX 570 *Clinical Practice Multiple Subject I* Units: 6
- EDUC 590 A CalTPA Support Units: 1
- Breath of Experience Requirement

**Spring Semester (Focus on Multiple Subject Credential + 1 SPED 600 level course)**
- EDMX 512 *Elementary Teaching and Learning for Education Specialists II* Units: 3
- EDMS 544 *Social Studies Education in Elementary Schools* Units: 3
- EDMS 545 *Elementary Science Education* Units: 3
- EDMX 622 *Literacy for Education Specialists* Units: 4
- EDMX 571 Clinical Practice Multiple Subject II Units: 7
- EDUC 590 B CalTPA Support Units: 1
- Internship Preparation (optional)

**Year Two**

**Fall Semester (Educational Specialist Credentials – MMSN and ESN)**
- EDMX 630 *Diverse Learners with Disabilities and Their Families* Units: 3
- EDMX 627 *Assessment for Planning and Instruction* Units: 3
- EDMX 631 *Foundations in Law, Ethics, and Procedures of Special Education* Units: 3
- EDMX 633 *Creating Accessible Learning Environments* Units: 3
- EDMX 575 *Transition Development Plan Seminar* Units: 2 (needed for MMSN)
- EDMX 572 *Education Specialist — Clinical Practice: Special Education Setting* Units: 7 (needed for MMSN)
- Internship Options available for both MMSN and ESN

**Spring Semester (Education Specialist Credentials – MMSN and ESN, and Begin MA in SPED)**
- EDMX 632 *Instructional and Assistive Technology* Units: 3
- EDMX 635 *Curriculum and Instruction for Students with Extensive Support Needs* Units: 4 (needed for ESN)
- EDMX 636 *Communication and Positive Behavioral Supports* Units: 4 (needed for ESN)
- EDMX 573 *Education Specialist – Clinical Practice: Extensive Support Needs* Units: 7 (needed for ESN)
- EDUC 622 *Research Methods in Education* Units: 3 (for those seeking MA in SPED)
- Internship Options available for both MMSN and ESN
Year Three
Fall Semester (Finish MA and any remaining requirements)
- EDEX 602 Culturally Proficient Schooling in Inclusive Environments Units: 3
- EDUC 698 Culminating Experience Thesis/Project Units: 3

Please review the Special Education Program Pathways website to determine your pathway and timeline. Teacher Candidates will complete a program of study form when accepted into the program.

Grading Policy:
All courses, except Clinical Practice are graded A, B, C, D, F. Credit/No Credit (CR/NC) is given for Clinical Practice. The minimum acceptable final grade for the courses in the professional education sequence, including prerequisite courses is C+ (2.3), but a B (3.0) average must be maintained. A student must have a cumulative grade point average (GPA) of at least 2.67 to be accepted into credential programs offered at CSUSM. If a candidate does not possess the required 2.67 GPA, conditional admission may be considered on a limited basis.
Education Specialist Add-On Program Overview

This Preliminary Mild to Moderate Support Needs and Extensive Support Needs Education Specialist “Add-On” Program is specially designed for teachers who have completed a basic (e.g., Multiple Subject, Single Subject) credential and have satisfied California subject matter competence requirements (an emergency or substitute permit is not a basic credential). A candidate without a California English Learner Authorization (CTEL) on basic credential must pass the CTEL examination or successfully complete a CTEL program at another institution prior to becoming an intern. For those choosing traditional Clinical Practice, the CTEL requirement must be met before applying for special education credential(s).

The Preliminary Education Specialist Instruction Credentials authorize the provision of instruction to students in grades kindergarten through grade 12 and adults, through age 22, with identified disabilities. The Mild to Moderate Support Needs Education Specialist Credential authorizes instruction of students with mild to moderate support needs with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (e.g., Attention Deficit Disorder), Specific Learning Disability, or Traumatic Brain Injury. The Extensive Support Needs Education Specialist Credential authorizes instruction of students with extensive support needs with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (e.g., Attention Deficit Disorder), Specific Learning Disability, or Traumatic Brain Injury. All credentials authorize instruction of English learners.

The program provides the option to obtain a Master of Arts in Special Education degree. See the Master of Arts in Special Education program description for admissions requirements, courses, and Clinical Practice that may be applied toward the master’s degree. Internship options are available.

Please review the Special Education Program Pathways website to determine your pathway and timeline.

Add-On Requirements for Program Admission:

- CSUSM Application and Fee
- Bachelor’s Degree as evidenced by official transcripts verifying awarding of bachelor’s degree
- Verification of valid basic (Multiple or Single Subject) credential issued by California Commission on Teacher Credentialing (CCTC)
- Two Letters of Recommendation
- Statement of Purpose
- Tuberculin Risk Assessment
- GPA of at least 2.67
- Interview and Writing Sample

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the College of Education, Health and Human Services (CEHHS) Student Services Office for details (760) 750-4277.
**CalTPA and TPE Assessment**

All candidates entering programs that result in the issuance of a Multiple or Single Subject, and/or Education Specialist Credential must pass all Teaching Performance Assessment (CalTPA) assessments before an online recommendation for the credential can be submitted to the California Commission on Teacher Credentialing (CCTC) by the College of Education, Health, and Human Services (CEHHS) Student Services analyst.

All candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified Clinical Practice on the full range of Preliminary Education Specialist Teaching Performance Expectations (TPEs) and develop a written Individualized Development Plan (IDP) for use in the candidate’s Clear Credential Program.

**Clear Credential Requirements**

Successful completion of Multiple Subject requirements results in the issuance of a 5-year Preliminary Multiple Subject Credential. SB 2042 requires employment as a fulltime teacher and completion of an induction program to qualify for a Clear Multiple Subject Credential. Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential.

An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job-related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a California Commission on Teacher Credentialing (CCTC) approved clear credential program sponsor (e.g., district, County Office of Education induction program). See the CCTC website for currently approved clear credential sponsors.
Education Specialist Add-On Credential Program Course of Study

Year One:
Fall Semester (Educational Specialist Credentials – MMSN and ESN)

- EDMX 630 *Diverse Learners with Disabilities and Their Families* Units: 3
- EDMX 627 *Assessment for Planning and Instruction* Units: 3
- EDMX 631 *Foundations in Law, Ethics, and Procedures of Special Education* Units: 3
- EDMX 633 *Creating Accessible Learning Environments* Units: 3
- EDMX 575 *Transition Development Plan Seminar* Units: 2 (for those seeking MMSN)
- EDMX 572 *Education Specialist — Clinical Practice: Special Education Setting* Units: 7 (for those seeking MMSN)
- Breath of Experience Requirement
- Internship Options available for both MMSN and ESN

Spring Semester (Education Specialist Credentials – MMSN and ESN and Begin MA in SPED)

- EDMX 622 *Literacy Education for Education Specialists* Units: 4
- EDMX 632 *Instructional and Assistive Technology* Units: 3
- EDMX 635 *Curriculum and Instruction for Students with Extensive Support Needs* Units: 4 (for those seeking ESN)
- EDMX 636 *Communication and Positive Behavioral Supports* Units: 4 (for those seeking ESN)
- EDMX 573 *Education Specialist – Clinical Practice: Extensive Support Needs* Units: 7 (for those seeking ESN)
- EDUC 622 *Research Methods in Education* Units: 3 (for those seeking MA in SPED)
- Internship Options available for both MMSN and ESN

Year Two:
Fall Semester (Finish MA and any remaining requirements)

- EDEX 602 *Culturally Proficient Schooling in Inclusive Environments* Units: 3
- EDUC 698 *Culminating Experience Thesis/Project* Units: 3

Please review the *Special Education Program Pathways* website to determine your pathway and timeline. You will be completing a program of study form when you are accepted into the program.

Grading Policy:
All courses, except Clinical Practice are graded A, B, C, D, F. Credit/No Credit (CR/NC) is given for Clinical Practice. The minimum acceptable final grade for the courses in the professional education sequence, including prerequisite courses is C+ (2.3), but a B (3.0) average must be maintained. A student must have a cumulative grade point average (GPA) of at least 2.67 to be accepted into credential programs offered at CSUSM. If you do not have the required 2.67 GPA, conditional admission may be considered on a limited basis.
Education Specialist Internship leading to a Preliminary Mild to Moderate Support Needs and Extensive Support Needs Education Specialist Credential

Internship Partnerships with School Districts
Internship agreements are in place with many school districts in San Diego County. You must first meet the requirements to be intern eligible. When eligible, you can apply to approved schools/districts for internship opportunities. A candidate without a California English Learner Authorization (CTEL) as part of their basic credential must pass the CTEL examination or successfully complete a CTEL program at another institution prior to becoming intern eligible.

Please note: There may be additional requirements for out of state and foreign trained teachers. Please refer to the Commission on Teacher Credentialing web site at www.ctc.ca.gov or the School of Education Student Services Center for more information.

Internship Credential Eligibility Requirements

Eligibility for intern teaching in this program includes the following:

- Valid California basic (Multiple or Single Subject) general education teaching credential
- Bachelor’s Degree as evidenced by official transcripts verifying awarding of bachelor’s degree
- Completed U.S. Constitution requirement
- Basic Skills Examination
- Subject Matter Competency
- Tuberculin Risk Assessment
- California Authorization to Instruct English Learners
- Continuous enrollment and successful progress in program coursework and Education Specialist Teaching Performance Expectations. Failure to enroll in coursework without prior consultation and approval from the College of Education, Health and Human Services Student Services and program coordinator may lead to cancellation of the internship credential.

Additional Internship Courses (in place of traditional Clinical Practice Courses):

EDMX 671 - Education Specialist Mild to Moderate Support Needs Intern I (Fall) – 7 units
EDMX 672 - Education Specialist Mild to Moderate Support Needs Intern II (Spring) – 7 units
EDMX 673 - Education Specialist Extensive Support Needs Interns I (Fall) – 7 units
EDMX 674 - Education Specialist Extensive Support Needs Interns II (Spring) – 7 units
Fieldwork and Clinical Practice Tables for All Programs

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<tr>
<th>FALL</th>
<th>SPRING</th>
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<tr>
<td><strong>Concurrent Year One (Multiple Subject)</strong></td>
<td><strong>Concurrent Year One (Multiple Subject)</strong></td>
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<tr>
<td><strong>General Education/ Special Education Early Field Work</strong></td>
<td>30 hours (5 days - Special Education Breadth of Experience Guided Observations)</td>
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<td>Supervised Guided Observation and Initial CP</td>
<td>70 hours (10 days at 7 hours per day)</td>
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<td><strong>Multiple Subject Clinical Practice (CP-I)</strong></td>
<td>210 hours (30 days at 7 hours per day)</td>
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<tr>
<td><strong>Concurrent Year Two (MMSN)</strong></td>
<td><strong>Concurrent Year Two (ESN)</strong></td>
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<tr>
<td><strong>Education Specialist (MMSN) Clinical Practice</strong></td>
<td>406 hours (58 days at 7 hours per day)</td>
</tr>
<tr>
<td><strong>Add-On Year One (MMSN)</strong></td>
<td><strong>Add-On Year One (ESN)</strong></td>
</tr>
<tr>
<td><strong>General Education/ Special Education Early Field Work</strong></td>
<td>30 hours (5 days – Special Education Breadth of Experience Guided Observations)</td>
</tr>
<tr>
<td>Supervised Guided Observation and Initial CP</td>
<td>170 hours met by General Education Credential</td>
</tr>
<tr>
<td><strong>Education Specialist (MMSN) Clinical Practice</strong></td>
<td>406 hours (58 days at 7 hours per day)</td>
</tr>
<tr>
<td>Internship (MMSN)</td>
<td>Internship (MMSN)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>General Education/ Special Education Early Field Work</strong> Supervised Guided Observation</td>
<td>30 hours (Breadth of Experience Guided Observations)</td>
</tr>
<tr>
<td></td>
<td>170 hours met by General Education Credential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship (ESN)</th>
<th>Internship (ESN)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education/ Special Education Early Field Work</strong> Supervised Guided Observation</td>
<td>30 hours (Breadth of Experience Guided Observations)</td>
</tr>
<tr>
<td></td>
<td>170 hours met by General Education Credential</td>
</tr>
</tbody>
</table>
## Concurrent Candidates (Multiple Subject and MMSN)

<table>
<thead>
<tr>
<th>Early Field Work</th>
<th>Multiple Subject Final Clinical Practice</th>
<th>Mild to Moderate Support Needs Final Clinical Practice</th>
<th>Multiple Subject AND Education Specialist Early Field Work (Initial CP) + Final CP For Dual Concurrent Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial CP Multiple Subject (general, special, and inclusive education settings)</td>
<td>Required 200 hours</td>
<td>Required 400 hours</td>
<td>Required 150 hours (Dual Credential)</td>
</tr>
<tr>
<td>Semester 1 = 100 hours</td>
<td>Semester 1 = 210 hours (CP 1)</td>
<td>Semester 3 = 406 hours</td>
<td>Multiple Subject and Education Specialist Early Field Work = 205 hours</td>
</tr>
<tr>
<td>Semester 2 = 105 hours</td>
<td>Semester 2 = 210 hours (CP 2)</td>
<td></td>
<td>Multiple Subject Final CP = 420 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education Specialist MMSN Final CP = 406 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add-On Candidates MMSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Field Work Initial CP (general, special, and inclusive education settings)</td>
</tr>
<tr>
<td>Required 200 hours</td>
</tr>
<tr>
<td>Semester 1 = 30 hours (Breath of Experience)</td>
</tr>
<tr>
<td>Additional 170 hours met by General Education Credential</td>
</tr>
</tbody>
</table>
### Extensive Support Needs

<table>
<thead>
<tr>
<th>Early Field Work</th>
<th>Education Specialist</th>
<th>Education Specialist Early Field Work (Initial CP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial CP</td>
<td>ESN</td>
<td>+ Final CP</td>
</tr>
<tr>
<td>(general, special, and inclusive education settings)</td>
<td>Final CP</td>
<td>For Education Specialist Credential</td>
</tr>
<tr>
<td>Required 200 hours</td>
<td>Required 400 hours</td>
<td>Required 600 hours</td>
</tr>
</tbody>
</table>

- Concurrent carry over **200 hours**
- Add-Ons carry over **200 hours**

<table>
<thead>
<tr>
<th>ESN Education Specialist</th>
<th>Education Specialist Early Field Work</th>
<th>Education Specialist Final ESN CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>=406 hours</td>
<td></td>
<td>= <strong>406 hours</strong></td>
</tr>
</tbody>
</table>

| Total = 200 hours | Total = 406 hours | Total = 606 hours |

---

### Internship MMSN

<table>
<thead>
<tr>
<th>Early Field Work</th>
<th>Education Specialist</th>
<th>Education Specialist Early Field Work (Initial CP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial CP</td>
<td>Internship MMSN</td>
<td>+ Internship</td>
</tr>
<tr>
<td>(general, special, and inclusive education settings)</td>
<td>Required 400 hours</td>
<td>For Education Specialist Credential MMSN</td>
</tr>
<tr>
<td>Required 200 hours</td>
<td>Required 400 hours</td>
<td>Required 600 hours</td>
</tr>
</tbody>
</table>

- Semester 1 = **30 hours** (Breath of Experience)
- Contract Hours that meet or exceed at least 400 hours

<table>
<thead>
<tr>
<th>Education Specialist Early Field Work</th>
<th>Education Specialist Final ESN CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>= <strong>200 hours</strong></td>
<td></td>
</tr>
<tr>
<td>Internship ESN</td>
<td>Education Specialist MMSN Internship = 400 hours min.</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Total = 200 hours</strong></td>
<td><strong>Total = 400 hours min.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship ESN</th>
<th>Education Specialist Early Field Work (Initial CP) + Final CP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required 200 hours</strong></td>
<td>For Education Specialist Credential</td>
</tr>
<tr>
<td><strong>Required 400 hours</strong></td>
<td><strong>Required 600 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1 = 30 hours (Breath of Experience)</th>
<th>Contract Hours that meet or exceed at least 400 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional 170 hours met by General Education Credential</td>
<td>Education Specialist Early Field Work 200 hours carried over</td>
</tr>
<tr>
<td><strong>Total = 200 hours</strong></td>
<td>Education Specialist ESN Internship = 400 hours min.</td>
</tr>
<tr>
<td><strong>Total = 400 hours min.</strong></td>
<td><strong>Total = 600 hours min.</strong></td>
</tr>
</tbody>
</table>
Breadth of Experience Requirement Guidelines

The purpose of these extended assignment/fieldwork experiences is twofold:
a) To provide our CSUSM candidates with first-hand exposure to the broad range of service delivery settings and student populations within the field of special education.
b) To comply with Fieldwork and Clinical Practice requirements of the Education Specialist Program Standards as outlined by the California Commission on Teacher Credentialing (CCTC).

Through these pre-arranged, scheduled, and structured visitations, candidates are to observe thoroughly and reflect upon the characteristics and activities of each setting/population as outlined on the Field Experience Reflection template.

In total, thirty (30) hours of observation time are to be noted, verified, and initialed by the site teacher or administrator on the attached Time Sheet. Within these 30 hours, candidates will engage in at least 18 hours of Breadth of Experience (BoE) Visitations which are scheduled by the Clinical Practice/Internship Field Placement Coordinator. Additional hours may be applied from the following courses in order to meet the 30-hour requirement:
- EDMX 633 – no more than 10 hrs. (7hrs. High School Observation/3hrs. MAPs Assignment)
- EDMX 627 – no more than 2 hrs. (Progress Monitoring Assignment)
- EDMX 632 – no more than 2 hrs. (Assistive Technology Visitation)

Completed class assignments for EDMX 633, EDMX 622, and EDMX 627 serve as the BoE Reflection in these cases, and candidates do not need to complete the reflection form for these observations. Upon completion of the 30 hours, the BOE Timesheet and each of the BOE Reflections are to be uploaded to Taskstream.

Opportunities provided toward meeting the 30-hour criteria in field experiences in a broad range of service delivery options may include but are not limited to:
- Programs and/or services for students considered medically fragile
- Programs and/or services inside a Juvenile Detention Court school
- Programs and/or services in an urban elementary school setting
- Programs and/or services for high school students with extensive support needs
- Programs and/or services in support if post-secondary transition programs

In agreement with our community partners, candidates may NOT make individual arrangements or assume choice of any particular school sites to visit. Any exception to the pre-arranged visits must be approved by the Program Coordinator and the Clinical Practice/Internship Field Placement Coordinator.

Candidates are to observe all professional protocols when visiting these centers and school campuses. Please be sure to park in spaces marked for VISITORS or on the street. Report to the front office to sign in and make a nametag every time. These university-community partnerships and professional courtesy visits can be ruined for future candidates by one inappropriate experience. As ambassadors of the CSUSM Special Education programs, it is imperative that all candidates observe all professional courtesies, dress and deportment.
Small groups shall be formed, and candidates may carpool to the sites for visitation. Candidates are responsible for obtaining driving directions and making arrangements among group members to arrive at the same time. Arrival as a group enhances the ease and smoothness of the visit and is more efficient for those escorting guests to campus locations.

Please see SpEd website for BOE submission forms: https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html
Initial Credential Clinical Practice Placement Policy

The CSUSM School of Education policy requires that all Teacher Candidates complete their fieldwork in a public school setting. A public school setting is defined as one of the following: traditional public school or a public charter school. The only exception is a private school that receives public funding for specific services to public school students with special needs, as defined in an IEP. There are no other exceptions.

Candidates are not permitted to make their own placements. Field Placement Coordinators make all district and school contacts. Candidates are to be present at their school sites for the same contract day as are the teachers at the site.

“The range of clinical practice experiences provided by the program include supervised early field experiences (EDUC 350, 364 and 422); initial student teaching (CPI) and final student teaching (CPII)” Standard 3.

Teacher Candidates enrolled in the Concurrent/dual credential program, leading to both a general Multiple Subject credential AND an Education Specialist credential, are placed in additional student teaching experiences following CP I and CP II in special education settings. Teacher Candidates in the dual language program, leading to a general credential and a bilingual authorization, are placed in a bilingual classroom for ONE of their student teaching experiences. (*see course numbers below)

During Clinical Practice, Teacher Candidates spend three days a week in their Clinical Practice Placement for the entire semester. Teacher Candidates should plan and teach with the Cooperating Teacher using co-teaching approaches. A progression of increased responsibility is anticipated from Clinical Practice I to Clinical Practice II. Teacher Candidates gradually assume increasing levels of responsibility for co-planning and co-teaching with the Cooperating Teacher. Eventually, Teacher Candidates assume the highest levels of responsibility for co-planning and co-teaching and engage in solo teaching.

If, at any time, the school site personnel and university clinical faculty deem that the students are not receiving a high quality learning experience with the Teacher Candidate, a Statement of Concern (SOC) can be issued as per the SOE/SOC policy, which may result in the candidate removal from the school site. The Candidate then must meet with the university, supervisor and cooperating teacher to complete a rigorous professional growth plan in order to continue in the program. It is possible that the candidate repeats the placement, reassigned to a different placement in a future semester.

Multiple and Clinical Practice I (EDMX 570) Requirements
In order for a candidate to be placed and begin working in a Clinical Practice setting for field experience and to be assigned a university supervisor, the following requirements must be met.

a. Registration in the Clinical Practice course (i.e., EDMX 570 or for BLA, EDMS 573*).
b. CCTC certificate of clearance.
c. Tuberculin Clearance.
d. Successful completion of basic skills test (CBEST) and subject matter competency tests (CSET) for Concurrent Candidates (special education) and ICP Candidates (any candidate completing CPI and CPII in the same semester) If applicable, Candidates may demonstrate subject matter competency through an approved Liberal Studies subject matter waiver.
e. Successful completion of all first semester courses with a grade of C+ or better.
f. Satisfactory progress in the Multiple Subject TPEs.

**Multiple Clinical Practice II (EDMX 571) Requirements**

In order for a candidate to be placed in a second Clinical Practice setting and to be assigned a University Supervisor, the following requirements must meet the following criteria:

a. Registration in a Clinical Practice course (EDMX 571, or for BLA, EDMS 573*).
b. Successful completion of ALL basic skills & subject matter competency tests. Successful completion of all first semester courses with a grade of C+ or better, and a 3.0 GPA in all professional program courses.
c. Satisfactory progress in the Multiple Subject TPEs.
d. Satisfactory progress with regard to the Professional Dispositions
e. An initial credential candidate who has passed 2 of the 3 sections of the CSET AND the basic skills assessment (i.e., CBEST or Section 4 of the CSET) by the end of the first semester may enroll in coursework, but not for Clinical Practice II in the second semester of the Concurrent program. If applicable, Candidates may demonstrate subject matter competency through an approved Liberal Studies subject matter waiver.
f. Satisfactory progress accomplished with regard to a growth /action plan written as a part of a prior SOC
Advanced Credential Clinical Practice Placement Policy

Education Specialist Clinical Practice settings for the Education Specialist credentials can be quite varied and can include a private school, court school, or other entity that receives public funding for specific services to public school students with special needs, as defined in an IEP. All Education Specialist clinical placements are made by the program’s Clinical Practice Placement Coordinator, with solicited input from candidates.

Mild/Moderate Support Needs Clinical Practice (EDMX 572) Requirements
In order for a candidate to be placed and begin in a Clinical Practice setting for coursework and/or field experience purposes and be assigned a University Supervisor, the following requirements must be met:

A. Registration in the Clinical Practice course (i.e., EDMX 572).
B. CCTC certificate of clearance.
C. Tuberculin Clearance.
D. Completion of Multiple Subject TPEs or hold a basic (e.g., Multiple Subject/Single Subject) California credential.
E. Successful completion of CalTPA if a continuing concurrent student.
F. 3.0 or better in all professional program courses.

Extensive Support Needs Clinical Practice (EDMX 573) Requirements
In order for a candidate to be placed and begin in a Clinical Practice setting for coursework and/or field experience purposes and be assigned a University Supervisor, the following requirements must be met:

A. Registration in the Clinical Practice course (i.e., EDMX 573).
B. CCTC certificate of clearance.
C. Tuberculin Clearance.
D. Completion of Multiple Subject TPEs or hold a basic (e.g., Multiple Subject/Single Subject) California credential.
E. 3.0 or better in all professional program courses.
Reporting Injuries at School Sites

In the case of an injury that requires medical attention at the clinical placement site, the following steps must be followed:

Teacher Candidate:
- Attend to Injury
  Immediately report the injury to your Cooperating Teacher, University Supervisor and Clinical Practice Coordinator, John Heckman: jheckman@csusm.edu (Concurrent Multiple Subject) or Mike Norman: mnorman@csusm.edu (Education Specialist Credential)

Cooperating Teacher/Intern Support Provider:
- Immediately report the injury to the University Supervisor

University Supervisor:
- Immediately report the injury to the Clinical Practice Coordinator, John Heckman: jheckman@csusm.edu (Concurrent Multiple Subject) or Mike Norman: mnorman@csusm.edu (Education Specialist Credential)

Field Placement Coordinator:
- Complete IIPP5
- Track Incident

Substitute Teaching as a Teacher Candidate

- To substitute teach in a classroom, the Teacher Candidate (TC) must have a 30-day emergency substitute permit issued by the CTC with the district for which he/she substitutes.
- The Teacher Candidate may only substitute in the classroom of his/her current placement. However, they can only substitute if their Cooperating Teacher (CT) is not involved in district business. For example, if the CT is completing tasks related to their position (e.g., assessment, IEP meeting, etc.) then the TC cannot serve as the substitute and should be working alongside the CT.
- Approval must be given by both the University Supervisor and the Cooperating Teacher.
Concurrent/Multiple Subject Year Expectations for Teacher Candidates

Clinical Practice experiences are designed to provide candidates with a developmental and sequential set of activities that are integrated with coursework. During Clinical Practice, candidates will extend learning through application of theory to practice with students in classrooms. Candidates will apply the theories and instructional strategies learned in coursework and will have multiple opportunities to apply and reflect on each TPE. Candidate’s University Supervisor and Cooperating Teacher will provide mentorship and guidance, assess pedagogical performance in relation to the TPEs and provide formative performance feedback regarding progress toward mastering the TPEs. Our main priority is the candidate’s successful professional development in your assigned clinical practice experience.

Teacher Candidate Responsibilities:

1. Clinical Practice is considered a class. Candidates needs to register for the appropriate Clinical Practice course before the registration deadline (EDMX 570/571 or, for BLA, EDMS 573). If they fail to register for Clinical Practice, they will be dropped from the roster, will receive No Credit for the experience, and will jeopardize their standing in the program.

2. Prior to program admission, Candidates must pass the CBEST basic skills exam. In addition, candidates must pass CSET or, if applicable, obtain a subject matter competency waiver through Liberal Studies. On rare occasions, Candidates may be granted a conditional admission to the program. However, Candidates must pass all sections of the CSET in order to start Clinical Practice II. State program standards prohibit Clinical Practice II until CSET is passed. If it becomes necessary to complete Clinical Practice II in another semester, the Candidate will be required to re-register for that semester.

3. Candidates are assigned a clinical practice placement by the Multiple Subject Clinical Practice Coordinator. Candidates cannot under any circumstances make placement arrangements or changes on their own.

4. University Supervisor (US) will contact Candidates with their Clinical Practice placement assignment about one week before the beginning of the semester. University Supervisors will work with Candidates and the Cooperating Teacher (CT) to establish a schedule of meetings and formal observations. Candidates should provide a current address and phone number to Student Services, which will enable your University Supervisor to contact you in a timely manner.

5. All candidates are required to attend a co-teaching training in order to be prepared to co-teach with your Cooperating Teacher during your clinical practice experiences. Co-Teaching and collaboration are required of all candidates.

6. Candidates are required to complete a Release of Liability form for the university prior to the first day of class. The School of Education strongly recommends candidates to carry their own health insurance, as school districts do not provide coverage to any student teachers. Further direction is provided before the semester begins. For Concurrent students, this occurs in an Orientation
following acceptance into the program. Discussions about pertinent websites, resources and recommendations occur at this important meeting.

7. Before the first day of class, Candidates are required to complete the online Child Abuse Mandated Reporter Training for California. The training takes several hours and is monitored/quizzed. [http://educators.mandatedreporterca.com/default.html](http://educators.mandatedreporterca.com/default.html). It is an overview of the significant definitions, requirements, and protections of the California Child Abuse & Neglect Reporting Act (CANRA). Candidates learn what the law requires of you as a mandated reporter, how to spot indicators of possible child abuse or neglect, and special issues related to child abuse reporting in the school environment. Be sure to complete both the general and educator training.

8. Almost all correspondence is electronic and is sent to a Candidate’s CSUSM email account. That account is created upon acceptance. Be sure to check with Student Services Admissions Representative to find this important email, as it is the ONLY address where Candidates will receive university communication while in the credential program. Candidates should check it daily and utilize the option to have the mail forwarded to a preferred email account. Be aware that some professors and other university personnel will only open email from a secured CSUSM account.

9. After the University Supervisor has made initial contact with the Cooperating Teacher, Candidates should plan to attend the “Getting the Partnership Started” session arranged by the On-Site Liaison at the school site. If this is not scheduled, Candidates should check with their Cooperating Teacher and University Supervisor to begin the process. Do not wait for someone to contact you.

10. Candidates should confer regularly with the Cooperating Teacher and University Supervisor to discuss program requirements, the Teacher Performance Expectations (TPEs), your university schedule and other appropriate topics, such as lesson planning, school calendar, teaching schedules, and other classroom functions.

11. Once in Clinical Practice, adhere to your Cooperating Teacher’s contract hours. Arrive on time. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as Back to School Night, Open House, Teacher Conference Week, SSTs and IEPs.

12. Be sure to advise your Cooperating Teacher and your University Supervisor if and when an absence becomes necessary. Candidates will be required to make-up absences, day for day. Schedule personal appointments OUTSIDE of school hours. Auto care, childcare, dental and medical appointments are examples of non-allowed missed time.

13. During Clinical Practice, Candidates follow the district calendar for vacation days, not the university calendar. In some cases, this could include clinical practice days beyond the end of the university semester, and you are expected to stay to complete the entire experience and fulfill the required days.

14. All Candidates are to write lesson plans for formal observations by your University Supervisor. Courses include instruction regarding lesson planning. Candidates are responsible for become
familiar with planning lessons that use the specific grade level curriculum that your Cooperating Teacher uses for teaching the academic standards.

15. Candidates shall become familiar with the Professional Dispositions, which are posted in this handbook and on the School of Education website. Professors, the University Supervisor and the Cooperating Teacher evaluate all candidates for these dispositional skills.

16. Candidates must become familiar with the Teacher Performance Expectations (TPEs). These are found on the School of Education website in the Clinical Practice webpage, https://www.csusm.edu/soe/current/credential.html, and are available through the University Supervisor as well. Candidate progress is evaluated on demonstrated performance of the TPEs throughout the clinical practice experience.

17. Candidates must meet all TPEs by the end of Clinical Practice II.

18. If Candidates are experiencing difficulty in their Clinical Practice placement, they should communicate with the University Supervisor immediately about any concerns. The University Supervisor is a mentor and advocate. Contact the Program Coordinator for further help as needed.

19. At the conclusion of CPI and of CPII, candidates participate in final “Exit” meetings with University Supervisor and Cooperating Teacher to debrief the clinical practice experiences and to sign the TPE evaluations. Your University Supervisor will prepare your clinical practice evaluations in consultation with your Cooperating Teacher. While it is best to obtain a hard or digital copy for your files, these final evaluations and scores are posted and accessible on TaskStream.

20. Statement of Concern: the University Supervisor will issue a Statement of Concern (SOC) if consistent and/or serious concerns arise. Discussions and meetings need to precede the issuance of a SOC, so this is not a surprise. Please refer to the SOC Guidelines & Form for procedure found in the Clinical Practice website. This procedure will assist you in taking the necessary steps for improvement and success.
Multiple Subject Clinical Experience Timelines

For Clinical Practice, credential candidates are placed in public schools usually while attending university classes. Lessons and units as well as other assignments developed in the university courses are designed to support the Teacher Candidate’s success in Clinical Practice. Clinical Practice provides candidates with opportunities to differentiate instruction and assessment in the classroom environment to meet the educational needs of the full range of learning styles, strengths and needs, including students with disabilities and students who are learning English.

For most credential candidates in the Education Specialist program options, clinical experiences have three components: (1) Observation and Participation, (2) Full-Time Clinical Practice, and (3) Special Education Field Experiences.

1. **Observation & Participation in Clinical Practice Placement**
   During this beginning period, full-time teacher candidates carry a full academic load and attend classes at CSUSM three to four days or evenings a week. Candidates spend three days per week in their assigned classroom. They are expected to participate with their Cooperating Teacher to become acquainted with students and the classroom and school routines. Candidates gradually assume responsibilities during this period and log a minimum of 35 contact hours over at least five days. (This does not apply to MMSN and ESN.)

2. **Full-Time Clinical Practice Experience**
   A candidate engaged in the EDMX 570 Multiple Subject Clinical Practice experience must manage the learning environment of a classroom for 35 days, with 5 additional Breadth of Experience special education field experience days. Candidates in the EDMX 571 clinical practice must manage the learning environment for 40 days. The candidate must do all of the planning WITH the Cooperating Teacher to ensure student success, plus run instruction for a minimum of ten (10) days, consecutive as possible. Note that the length of any Clinical Practice may be extended in order for a candidate to meet all TPEs. See suggested timelines for the EDMX 570 and 571 Clinical Practice experiences in the tables that follow.

3. **Special Education Breadth of Experience Field Experiences**
   The Mild to Moderate Support Needs and Extensive Support Needs Education Specialist credentials qualify program graduates to instruct learners in TK/Kindergarten through age 22. To demonstrate breadth of experience, all candidates in the program must complete at least 30 hours of special education Breadth of Experience field experiences in a variety of special education settings (see the EDMX 570 and EDMX 575 syllabi for details regarding the requirements and write up demands).
### Timeline of Candidate Activities

#### Clinical Practice I

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Cooperating Teacher (CT) Actions</th>
<th>Teacher Candidate (TC) Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning CPI</strong></td>
<td>CT takes the lead. CT leads instruction, planning and reflection.</td>
<td>TC follows the lead of CT. TC actively participates in all instruction, planning and reflection.</td>
</tr>
<tr>
<td></td>
<td><em>Supportive: CT in lead role</em></td>
<td><em>Supportive: TC in support role</em></td>
</tr>
<tr>
<td></td>
<td><em>Parallel: CT plans for all groups</em></td>
<td><em>Parallel: TC teaches CT plans</em></td>
</tr>
<tr>
<td></td>
<td><em>Complementary: CT leads</em></td>
<td><em>Complementary: TC complements, as directed</em></td>
</tr>
<tr>
<td></td>
<td><em>Team: Likely not yet used</em></td>
<td><em>Team: Likely not yet used</em></td>
</tr>
<tr>
<td><strong>Early to Middle of</strong></td>
<td>CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.</td>
<td>TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.</td>
</tr>
<tr>
<td><strong>CPI</strong></td>
<td><em>Supportive: CT leads and supports</em></td>
<td><em>Supportive: TC leads and supports</em></td>
</tr>
<tr>
<td></td>
<td><em>Parallel: CT plans for most groups</em></td>
<td><em>Parallel: TC plans some instruction for groups</em></td>
</tr>
<tr>
<td></td>
<td><em>Complementary: CT usually leads</em></td>
<td><em>Complementary: TC complements</em></td>
</tr>
<tr>
<td></td>
<td><em>Team: CT prompts TC role</em></td>
<td><em>Team: TC plans some instruction for groups</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Team: TC team teaches with guidance from CT</em></td>
</tr>
<tr>
<td><strong>Middle to End of</strong></td>
<td>CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom. <em>May provide TC with solo teaching experiences.</em></td>
<td>TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <em>TC may have solo teaching experiences.</em></td>
</tr>
<tr>
<td><strong>CPI</strong></td>
<td><em>Supportive: CT in lead and support roles</em></td>
<td><em>Supportive: TC in lead and support roles</em></td>
</tr>
<tr>
<td></td>
<td><em>Parallel: CT plans for some groups</em></td>
<td><em>Parallel: TC designs, teaches own plans for groups</em></td>
</tr>
<tr>
<td></td>
<td><em>Complementary: CT leads, complements</em></td>
<td><em>Complementary: TC leads, complements</em></td>
</tr>
<tr>
<td></td>
<td><em>Team: CT and TC jointly instruct</em></td>
<td><em>Team: CT and TC jointly instruct</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Co-Teaching Timeline Clinical Practice II

#### For Systematic Release of Responsibility

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Cooperating Teacher (CT) Actions</th>
<th>Teacher Candidate (TC) Actions</th>
</tr>
</thead>
</table>
| **CP II Beginning** | CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.  
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**Supportive:** CT leads and supports  
**Parallel:** CT plans for most groups  
**Complementary:** CT usually leads  
**Team:** CT prompts TC role | TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.  
**Supportive:** TC leads and supports  
**Parallel:** TC plans some instruction for groups  
**Complementary:** TC complements  
**Team:** TC team teaches with guidance from CT |
| **CP II Middle** | CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom.  
**Supportive:** CT in lead and support roles  
**Parallel:** CT plans for some groups  
**Complementary:** CT leads, complements  
**Team:** CT and TC jointly instruct | TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. TC has solo experiences.  
**Supportive:** TC in lead and support roles  
**Parallel:** TC designs, teaches own plans for groups  
**Complementary:** TC leads, complements  
**Team:** CT and TC jointly instruct |
| **CP II End** | CT follows the TCs lead and shares the lead in team co-teaching. CT participates in planning and reflection. May lead periodically. CT *should* provide TC some solo teaching experiences.  
**Supportive:** CT supports  
**Parallel:** CT teaches own group(s)  
**Complementary:** CT complements  
**Team:** CT and TC jointly instruct | The TC takes the lead (and shares the lead in team co-teaching) in co-teaching roles. TC leads most or all planning and reflection. TC *should* have solo teaching experiences.  
**Supportive:** TC in lead role  
**Parallel:** TC teaches own plans/groups  
**Complementary:** TC leads  
**Team:** CT and TC jointly instruct |
## Concurrent Candidate Multiple Subject CP Checklist for both Placements

| Weeks 1 & 2 | • Meet with your University Supervisor (US), Cooperating Teacher (CT), at a convenient time for him/her. Plan to exchange cell phone and email information now.  
• Give a copy of your Clinical Practice I TPE form to your advanced supervisor.  
• Gather info about the school such as handbooks, maps, schedules, drills. Get to know your way around the school and community. Read the school site webpage.  
• Familiarize yourself with district and community resources for teachers-you need this!  
• Confirm schedules, exchange cell and email info with front office personnel.  
• Read the Clinical Practice Handbook and sign the Clinical Practice Form. |
| Weeks 3 & 4 | • Confer with Cooperating Teacher for assumption teaching responsibilities as required by the Multiple Subject TPEs. Your US may conduct and early observation. Welcome this.  
• Communicate with University Supervisor at least weekly via face-to-face meetings, phone, or email. Complete TPEs with CT and Weekly Reflections for US; do EVERY week.  
• Attend CalTPA and other university seminars throughout the semester. |
| Weeks 4 to 6 | • Confer regularly with Cooperating Teacher, setting short and long-range goals, planning units and topics to use during full-time experience, based upon the TPEs.  
• Continue regular communication with US; reflections, and more... |
| Weeks 6 -- 15 | • Meet with US and CT to discuss required lesson plan format for TPA.  
• Meet with CT to discuss gradual assumption of the entire curriculum. In addition to teaching English Language Arts and mathematics, planning and teaching in social studies and science in the second placement is part of Advanced Student teaching experience.  
• Work according to your CT’s contract hours. Serve duty, attend faculty and in-service meetings as permitted, and other professional activities. **If you must be absent or leave early, inform your CT in a timely manner. Time missed MUST be made up.**  
• Confer regularly with your US and CT regarding TPE performance, lesson planning, and other appropriate topics. Assemble artifacts for your TPE Portfolio.  
• Take over all curriculum areas for a minimum of two weeks of consecutive lessons.  
• Your US will conduct at least six (6) formal observations. At least one observation needs to occur in your methods class area. Additional observations may occur. |
| Last Week | • Work according to your CT’s contract hours. Serve duty, attend faculty and in-service meetings (as permitted), and other professional activities. **If you must be absent or leave early, inform your CT in a timely manner. Time missed MUST be made up.**  
• Confer regularly with your US and CT regarding TPE performance, lesson planning, and other appropriate topics. Assemble artifacts for TPE Portfolio. Prepare TPA recording.  
• Take over all curriculum areas for a minimum of two weeks of consecutive lessons.  
• Your supervisor will arrange for a three-way exit interview.  
• All original, signed documents are returned to the university by the university supervisor. Obtain a copy for your files without fail. |
Education Specialist Clinical Practice/Internships Expectations for Candidates

Clinical Practice and Internship experiences are intended to allow opportunities to practice theories and instructional strategies previously learned in coursework and to meet the Education Specialist Teaching Performance Expectations (ES TPEs). University Supervisors, Intern Support Providers, and Cooperating Teachers offer mentoring, suggestions, and counsel to Teacher Candidates during the Clinical Practice assignment. Personal and professional growth in education and success in the assigned classroom are the desired outcomes of your Clinical Practice experience.

Candidate Clinical Practice Responsibilities:

1. **Clinical Practice is considered a class.** Be sure to register for the appropriate Clinical Practice, EDMX 572 (MMSN) or EDMX 573 (ESN) (or EDMX 671/672/673/674 for interns) before the registration deadline. Candidates that fail to register for Clinical Practice will be dropped from the roster, will receive No Credit for the experience, and will jeopardize their standing in the program.

2. Teacher Candidates shall study this handbook in its entirety and links on the Education Specialist Clinical Practice website located at: [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html). It is imperative that you know the sequence of courses and Clinical Practice expectations in the program option in which you are enrolled. You will be expected to document that you have read this handbook and understand the overall and clinical expectations of your program option.

3. It is essential that Teacher Candidates are knowledgeable regarding the *Cal State San Marcos Preliminary Mild to Moderate Support Needs Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form and/or the *Cal State San Marcos Preliminary Extensive Support Needs Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form.

4. The University Supervisor or the Coordinator of Clinical Practice will contact Teacher Candidates regarding the Clinical Practice assignment prior to or in the first week of classes if possible. A schedule of assignments and observations will be established at an initial meeting with the Cooperating Teacher or Intern Support Provider, University Supervisor and Teacher Candidate. *Be sure to have a current email and home address as well as preferred phone number on file with the Student Services Center* and with the Clinical Placement Coordinator to enable communication.

5. Teacher Candidates will be formally observed by the University Supervisor a minimum of six (6) times in the Mild/Moderate Support Needs and Extensive Support Needs Education Specialist Clinical Practice experience (i.e., EDMX 572, EDMX 573). Interns, in addition to these formal observations, are provided by district contract, with a minimum of 144 hours of support/mentoring and supervision per year, or the equivalent of 4 hours per week, times the
number of weeks employed. This includes a minimum of two hours of weekly informal and/or formal observations, conferencing and mentoring that includes (a) planning and delivery of specially designed instruction for students with IEPs to access the core curricula and (b) district assessment and (c) IEP processes, forms, and procedures. The University Supervisor will document supervisory observations and meetings, using the Education Specialist Clinical Practice Professional Collaboration Log form. This form is available from the Education Specialist Clinical Practice website at:
https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html

6. To help Teacher Candidates complete Clinical Practice and course requirements, please confer with your Cooperating Teacher to plan for the day, week, and semester. Use this time to:
   a. Schedule opportunities to complete course assignments and program requirements,
   b. Integrate Clinical Practice with the university schedule,
   c. Schedule lesson, assessment, and IEP implementation,
   d. Plan for addressing student progress and concerns,
   e. Prepare for IEP development and meetings,
   f. Schedule and track your progress on ES TPEs,
   g. Address other Clinical Practice-related topics,

7. Cooperating Teacher are required to observe and meet regularly with Teacher Candidates (5 hours each week) regarding instruction, assessment, IEP development and implementation and other program requirements. Please review the syllabus for the Clinical Practice in which you are enrolled for details as to your performance and observation expectations. Note that in both the Mild/Moderate Support Needs and Extensive Support Needs Clinical Practice experiences, candidates are to reflect weekly about clinical experiences. Examples of this may include: TPE foci of the week, “aha” moments, moments of competence, challenges, co-teaching approaches used, and questions. Document these using the Teacher Candidate Clinical Practice Weekly Reflection and Planning form and email it to the Cooperating Teacher and the University Supervisor weekly. These weekly reflections form the basis for meetings with your Cooperating Teacher. Your Cooperating Teacher and University Supervisor will use the Education Specialist Clinical Practice Professional Collaboration Log form to document the observation, meetings, and other support and collaboration provided to you each week. This form is available on the Clinical Practice website at:
https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html

8. Teacher Candidates in Clinical Practice shall be available to attend staff meetings, in-service trainings, parent conferences, SST meetings, IEP meetings, and any other school functions, such as, "Back to School Night" and "Open House,” except when school events conflict with evening credential courses. Candidates are required to use the Education Specialist Clinical Practice Professional Collaboration Log form to track and document weekly the clinical activities in which you engaged.

9. It is expected that Teacher Candidates are punctual and consistent in attendance. In the case of unavoidable absence, inform the Cooperating Teacher using the method(s) preferred by your Cooperating Teacher via email, phone, text, as soon as possible so s/he can prepare for
and adjust your expected responsibilities and duties. Expect to prepare substitute teacher plans at your Cooperating Teacher’s request.

10. During Clinical Practice, adhere to the district’s contract hours and to the district’s vacation calendar versus the university’s vacation calendar. In some cases, this could extend the Clinical Practice experience beyond the end of the university semester. Except when school events conflict with evening credential courses, be available to remain after school and engage in all of the duties of your Cooperating Teacher.

11. **You are required to have a written lesson plan for each formal observed lesson that you teach.** You can find the REQUIRED lesson format on our Clinical Practice Webpage. Please note that each Education Specialist Credential has its own lesson plan format.

12. Be knowledgeable regarding the Common Core State Standards (CCSS), English Language Development Standards, California Frameworks (e.g., Health Frameworks), district curriculum guides, and state assessments (e.g., Smarter Balance CCSS assessment). Reference the students’ IEP goals and lesson objectives during planning. Reference the TPEs addressed in the lesson, as well.

13. In all Clinical Practice placements, Teacher Candidates develop and teach appropriate lessons, conduct assessments, attend meetings, conference with parents, the Cooperating Teacher, University Supervisor and other educators/providers with whom you collaborate and/or co-teach. Teacher Candidates are expected to perform all the special education duties required of the special education program and your Cooperating Teacher/Intern Support Provider.

14. During Clinical Practice/Internships, Teacher Candidates demonstrate and document experiences and evidence pertaining to the ES TPE objectives described in the *Mild to Moderate Support Needs Education Specialist TPE Clinical Practice Assessment* or the *Extensive Support Needs Education Specialist TPE Clinical Practice Assessment*. These assessment forms may be found under the Teacher Performance Expectations (TPE) heading at the [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html)

15. Among other activities, you are expected to engage in the following:
   - Under supervision of and in collaboration with the Cooperating Teacher, conduct formal and informal assessments for IEP development and monitoring of student progress.
   - Communicate, collaborate, and consult with general and special educators to support students eligible for special education in general education settings.
   - Plan for and instruct students in general and special education settings during content instruction.
   - Employ effective classroom management and behavior support techniques.
   - Work with students in various grouping formats (e.g., whole & cooperative groups).
   - Participate in parent-teacher conferences.
   - Observe/participate in a Student Study Team (SST) meeting (with parental permission).
   - Plan and conduct at least one IEP meeting (with Cooperating Teacher supervision and parent permission).
• Create adapted materials for children with special learning needs.
• Meet, schedule, collaborate, and consult with other special education and related service personnel on campus to observe/support them in their service delivery.
• Plan to participate in recess and extracurricular activities. Gradually assume all of your Cooperating Teacher’s responsibilities.

16. When attending IEP, SST, and/or parent conference meetings, listen attentively. Be aware that recommending services or materials for children may be interpreted as binding by the district. **It is essential that you refrain from making recommendations for students unless you are an intern or are requested to do so.**

17. Always be professional in behavior, communication, dress, and grooming during all aspects of your Clinical Practice/Internship. Everything ‘speaks’ during a clinical experience. What you say, do, and the decisions you make all contribute to others’ perceptions of your character and readiness as an educator. You never know who will be on an interview panel or who will be consulted as a reference; therefore, you should impress everyone. Review the professional behavioral expectations by carefully studying and attending to the Professional Disposition expectations to which the School of Education is committed. Review this document and the Education Specialist Professional Disposition Rubric located under the **Professional Dispositions** heading at: [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html) for a detailed description of dispositional expectations.

18. While substitute teaching for a Cooperating Teacher during Clinical Practice is not recommended for candidates without a basic credential (i.e., Concurrent candidates), a candidate may do so under limited conditions. Both the program (as represented by the University Supervisor and the Cooperating Teacher) must give approval (in writing). The candidate must have at least a 30-day emergency substitute permit issued by CCTC to the district in which s/he substitutes. The candidate may substitute only in the classroom of his/her current placement.

19. If a serious concern arises regarding your behavior or performance during Clinical Practice, your University Supervisor, with consultation from the Cooperating Teacher, will issue a Statement of Concern. Please refer to the Statement of Concern Guidelines and form located under the **Statement of Concern Policy and Procedures** heading at [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html). Remember that the procedure is intended to assist a candidate to take necessary steps for improvement.

20. For the Mild to Moderate Support Needs Education Specialist Clinical experiences, candidates must concurrently enroll in the EDMX 575 Education Specialist Individualized Development Plan Seminar. This two-unit seminar meets approximately every other week during the semester in which the Mild to Moderate Support Needs Clinical Practice occurs and guides the candidate to assess their strengths and areas for continued professional growth, based upon their performance on the ES TPEs in Clinical Practice. In EDMX 575, each candidate completes an **Education Specialist Mild to Moderate Individualized Development Plan** that
may be found at the
This plan forms the basis for the development of a written Individualized Induction Plan (IIP) required to obtain a Profession Clear Education Specialist Instruction Credential through an approved induction program sponsor, such as a district BTSA program, university, County Office of Education. See the CCTC website for currently approved clear credential sponsors. Candidates will be granted the Mild/Moderate Support Needs Education Specialist Credential only with evidence of successful completion of the Education Specialist Clinical Practice and the completion of the Mild/Moderate Support Needs Education Specialist Individualized Development Plan document.

21. For the Clinical Practice experience for the Extensive Support Needs Education Specialist credential, including EDMX 573, 673/674, candidates DO NOT concurrently enroll in the EDMX 575 Education Specialist Transition Development Plan Seminar. Instead, the Education Specialist Extensive Support Needs Individualized Development Plan will be completed as part of the EDMX 635/636 and EDMX 573 Education Specialist Clinical Practice. Candidates are granted the Extensive Support Needs Education Specialist Credential only with evidence of successful completion of the Clinical Practice and the completion of the Extensive Support Needs Education Specialist Development Plan document, found at

22. At the conclusion of Clinical Practice, be prepared to participate in a three-way evaluative Exit conference that includes the Cooperating Teacher/Intern Support Provider, University Supervisor and the Teacher Candidate. The University Supervisor will prepare a draft of Teacher Candidate’s previously submitted and reviewed TPE form for grading and the Clinical Practice Summary statement for discussion and signing at this conference. The Summary form for each Clinical Practice is located on the Education Specialist Clinical Practice website at https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html.

23. All candidates enrolled in Clinical Practice must provide a Certificate of Completion as evidence/training for mandatory reporting of child abuse and neglect prior to fulltime Clinical Practice or intern teaching. This will be accomplished by providing the form to the course instructor of EDMX 575 or EDMX 635/636. The training is completed online at the California Department of Social Services. Be sure to complete both the general and educator training at:
http://generaltraining.mandatedreporterca.com/default.htm

24. If you are truly sick and are not able to attend Clinical Practice, you must notify your Cooperating Teacher prior to the start of the school day. Notify your University Supervisor within 2 hours. All absences in CP must be made up, day for day. If you sustain an injury in CP, notify your Cooperating Teacher right away. Report the injury to your University Supervisor and Program Coordinator within 4 hours. As a Teacher Candidate, your Clinical Practice site will not provide Workmen’s Compensation. It is strongly recommended that you carry your own health insurance. You will sign a release of liability at the orientation prior to the start of the program.
25. If an Intern Candidate is terminated from their district, the candidate in question will receive a no credit (NC) grade and their internship credential will be revoked. Candidates will not be permitted to seek additional internship opportunities with CSUSM. The Statement of Concern process will determine if candidates will be allowed to remain in the CSUSM Education Specialist program to receive their credential via traditional Clinical Practice. Please see the Statement of Concern Policy and Procedures at: https://www.csusm.edu/soe/currentstudents/credential/speccclinicalpractice.html
### Mild to Moderate Support Needs Education Specialist Suggested Clinical Practice Timeline

**EDMX 572 MMSN Education Specialist Clinical Practice**

All Concurrent and most Add On candidates complete all items listed below. Interns and some Add On candidates may have an individualized Clinical Practice experience plan.

| Week 1 - 2 | • Arrange a time to meet Cooperating Teacher (CT), principal, special educators, and support personnel on site. Share course syllabi and ES TPEs with your CT. Plan a time to meet with your University Supervisor (US).  
• Gather information regarding your school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures).  
• Become familiar with available district, community, & special resources.  
• Arrange for Breadth of Experience field experience hours (30 minimum hours in 5 different settings), in the fall semester, if not already completed.  
• Document your Clinical Practice experiences on the Weekly Collaboration log. |
| ------------ | --------------------------------------------------- |
| Weeks 2 – 7 | • Attend Clinical Practice on a regular basis  
• In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education-related responsibilities.  
• Confer regularly with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the *Mild to Moderate Support Needs Education Specialist TPEs (MMSN)* and c) assumption of full teaching, assessment, IEP, and other special education job responsibilities during the fulltime Clinical Practice experience.  
• Communicate at least weekly with US (e.g., log, journal, email) about progress.  
• Meet with US to discuss the required lesson plan, report writing, and IEP formats.  
• Meet with CT and plan for gradual assumption of teaching responsibilities.  
• Be sure that your CT, University Supervisor and you have made a plan to ensure that you have opportunities to demonstrate the competencies on the *Mild to Moderate Support Needs Education Specialist TPE Clinical Practice Assessment* as well as be observed administering and interpreting assessments and leading an IEP meeting. |
| Weeks 8-16 | • Work in accordance with your CT’s *contract hours.* Be available before and after school. Attend faculty/staff meetings and in-service, events, and participate in other appropriate professional activities that do not conflict with your evening credential courses. *If you must be absent or leave early, inform your CT in advance.*  
• Confer regularly with CT regarding your performance, lesson planning, and other appropriate topics. Take over all special education responsibilities for a minimum of 2 weeks. This fulltime teaching can be extended with mutual agreement of TC/CT.  
• Meet regularly with your US and CT to note progress on the *MMSN ES TPEs.*  
• In conjunction with your CT and US, complete the appropriate items on the *Preliminary Mild to Moderate Support Needs Education Specialist TPEs Clinical Practice Assessment* at or following each visit. Review the form regularly. **The goal is for each objective to be addressed by the end of the Clinical Practice experience.** |
| Final Week | • Your US will arrange for a 3-way “exit interview” with the CT and you.  
• Your US and CT will sign off on the *Preliminary Mild/Moderate Support Needs Education Specialist TPEs Clinical Practice Assessment* and Teacher Candidate Summary, which along with your *Mild/Moderate Support Needs Individualized Development Plan* (completed for EDMX 575) serve as your recommendation for the credential. |
### Extensive Support Needs Education Specialist Suggested Clinical Practice Timeline

**EDMX 573 ESN Education Specialist Candidate Clinical Practice**

All Concurrent and most Add On candidates complete all items listed below. Interns and some Add On candidates may have an individualized Clinical Practice experience plan.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>• Arrange a time to meet your Cooperating Teacher (CT), principal, special educators, and support personnel on site. Share your course syllabi and ES TPEs with your CT. Plan a time to meet with your University Supervisor (US).&lt;br&gt;• Gather information about your school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures).&lt;br&gt;• Become familiar with available district, community, &amp; special resources.&lt;br&gt;• Arrange for Breadth of Experience field experience hours (30 minimum hours in 5 different settings), if not already completed.</td>
</tr>
<tr>
<td><strong>Weeks 2 – 7</strong></td>
<td>• Attend Clinical Practice on a regular basis.&lt;br&gt;• In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities.&lt;br&gt;• Confer regularly with CT to plan a) short and long-range goals, b) activities to ensure accomplishment/completion of the <em>Extensive Support Needs Education TPEs</em>, and c) assumption of full teaching, assessment, IEP, and other special education job responsibilities during the fulltime Clinical Practice experience.&lt;br&gt;• Communicate at least weekly with US (e.g., log, journal, email) about progress.&lt;br&gt;• Meet with US to discuss the required lesson plan, report writing, and IEP formats.&lt;br&gt;• Meet with CT and plan for gradual assumption of teaching responsibilities.&lt;br&gt;• Be sure the CT, your University Supervisor and you have made a plan to ensure you have opportunities to demonstrate the competencies on the <em>Extended Support Needs Education Specialist TPE Clinical Practice Assessment</em> as well as be observed administering and interpreting assessments and leading an IEP meeting.</td>
</tr>
<tr>
<td><strong>Weeks 8-16</strong></td>
<td>• Work in accordance with your CT’s <em>contract hours</em>. Be available before and after school. Attend faculty/staff meetings and in-service events and participate in other appropriate professional activities that do not conflict with your evening credential courses. <strong>If you must be absent or leave early, inform your CT in advance.</strong>&lt;br&gt;• Confer regularly with CT regarding your performance, lesson planning, and other appropriate topics.&lt;br&gt;• Take over all special education responsibilities for a minimum of 2 weeks. This fulltime teaching can be extended with mutual agreement of TC/CT.&lt;br&gt;• Meet regularly with your US and CT to note progress on the <em>ESN ES TPEs</em>. &lt;br&gt;• Complete with the US and CT, appropriate items on the <em>Extensive Support Needs Education Specialist TPEs Clinical Practice Assessment</em> at or following each visit. Review the form regularly. <strong>The goal is for each item to be addressed by the end of the Clinical Practice experience.</strong></td>
</tr>
<tr>
<td><strong>Final Week</strong></td>
<td>• Your US will arrange for a 3-way “Exit interview” with your Cooperating Teacher and you.&lt;br&gt;• Your US and CT will sign off on the <em>Preliminary Extensive Support Needs Education Specialist TPEs Clinical Practice Assessment</em> and Teacher Candidate Summary, which along with your <em>ESN Individualized Development Plan</em> (completed for EDMX 635/636) serve as your recommendation for the credential.</td>
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University Supervisor: Clinical Practice Expectations

The three keys to being a successful University Supervisor (US) are *communication, communication, and communication!* It is necessary to guide and counsel credential candidates by mentoring, offering suggestions and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the Cooperating Teacher to ensure the establishment of the best possible classroom/university working partnership.

Progression of Clinical Practice Experience

In almost all Clinical Practice courses, teacher candidates gradually advance to fulltime teaching. This does not preclude co-teaching experiences. If at any time, Teacher Candidates have questions about their progress or performance, they are required to express these to their Cooperating Teacher and University Supervisor. In the event a Teacher Candidate would like more input or advice, be sure to provide this assistance and document the meeting and the suggestions provided. If there is a need, consider an interim three-way conference with the Cooperating Teacher, the Teacher Candidate and you. Document this meeting. It is best to keep a record of all conferences and all lists of suggestions for improvement you provide to a Teacher Candidate.

University Supervisor Responsibilities

1. Please read this handbook to become familiar with our program regarding the Concurrent Multiple Subject, the Mild to Moderate Support Needs, the Extensive Support Needs Education Specialist and the Add On credential requirements. Also, please review and download all of the forms that are relevant to your supervision assignment found at the https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html website

2. Check with your assigned Teacher Candidates to be sure they are registered for the correct Clinical Practice experience.

3. Act as liaison for Teacher Candidates, Cooperating Teachers, school administrators and the university. This is critical to a successful placement.

4. As soon as possible after receiving your assignments, contact the site administrators [if available], Cooperating Teachers and Teacher Candidates to arrange for introductions and a brief orientation to the Education Specialist special education credential program.

5. Communicate with the Education Specialist Clinical Placement Coordinator to ensure that placements are appropriate and working well for all parties.

6. Work with the Education Specialist Clinical Placement Coordinator and the Program Coordinator to adjust Clinical Practice assignments, when necessary. All changes shall be submitted to the Clinical Placement Coordinator and the special education Program Coordinator.

7. Once credential candidates (i.e., all Concurrent and most Add On Option teacher candidates) have begun the Observation/Participation experience, plan an initial meeting with the Teacher
Candidate and Cooperating Teacher to discuss Clinical Practice requirements and how they can be met. For interns, plan an initial meeting that includes the Intern Support Provider to discuss internship requirements and how these requirements will be met during the internship experience. For those who do not have an Observation/Participation experience, contact candidates as soon as your assignment has been finalized.

8. Each Teacher Candidate is formally observed the minimum number of required observations, which are a minimum of six formal observations inclusive of a final three-way exit interview with the Teacher Candidate and the Cooperating Teacher or Intern Support Provider. Mentor each candidate in areas of need. It may be necessary and beneficial to perform more observations than the minimum required.

For the Mild to Moderate Support Needs Education Specialist Clinical Practice (EDMX 572 or EDMX 671/672 for interns), please refer to the full descriptions of the MMSN ES TPEs and use the *Mild/Moderate Support Needs Education Specialist TPE Clinical Practice Assessment* to guide observations and ensure that candidates have opportunities to perform and/or evidence each of the Mild/Moderate Support Needs ES TPEs. For the Extensive Support Needs Education Specialist Clinical Practice (i.e., EDMX 573/673/674), please refer to the full descriptions of the ESN TPEs and use the *Extensive Support Needs Education Specialist TPE Clinical Practice Assessment*. The full text of the ES TPEs and the assessment forms may be found at the [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html) website.

Additional specialized observation forms for observations of assessment administration (i.e., Observation of Assessment Administration and Interpretation Form) and IEP meeting participation (i.e., Observation of IEP Meeting Form) are located under the heading at the same website.

9. The School of Education is committed to the Professional Disposition (PDs) expectations for all Teacher Candidates. You are expected to assess the Teacher Candidate’s performance on the dispositions approximately half-way into the Clinical Practice experience. Please review the Education Specialist Professional Disposition Rubric located under the Professional Dispositions heading at the [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html) for a detailed description of dispositional expectations.

10. Document observations, debriefing, and meetings with the Cooperating Teacher and any additional communications with either the Teacher Candidate or the Cooperating Teacher via email, phone, face-to-face meetings, Skype, Zoom or other media is accomplished through the use of the *Education Specialist Clinical Practice Weekly Professional Collaboration Log* found in the EDMX 572/671/672 Clinical Practice syllabus and the EDMX 573/673/674 syllabus. An electronic version of the form is located at the [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html) location.

11. Facilitate Teacher Candidate’s assumption of general and/or special education responsibilities. See the three suggested Teacher Candidate Clinical Practice timelines above. For the Mild/Moderate Support Needs Education Specialist Clinical Practice (i.e., EDMX 572 or EDMX 671/672 for interns) and Extensive Support Needs Education Specialists Clinical Practice (EDMX 573/673/674), please review the suggested timelines on the following pages. It is posted on the
Clinical Practice website as well. Maintain ongoing communication with the principal and Cooperating Teacher and assist in solving Clinical Practice-related issues.

12. Review with the Cooperating Teacher the appropriate assessment form (i.e., for Multiple Subject Clinical Practice, the Assessment of Teaching Performance Expectations Multiple Subject General Education Clinical Practice; for Education Specialist Clinical Practice, Mild to Moderate Support Needs (or Extensive Support Needs) Education Specialist TPE Clinical Practice Assessment. Prompt the Cooperating Teacher and credential candidate to start completing the assessment at the beginning of the Clinical Practice experience and throughout the semester. Designate dates when you will review, discuss, and possibly collect the assessment.

13. Direct Concurrent credential teacher candidates to attend any TPA workshops and all candidates to attend professional development workshops and seminars (e.g., co-teaching in Clinical Practice training, Master’s orientation mixer).

14. Read, review, and respond to any communication from the Teacher Candidate. For the Mild to Moderate Support Needs and Extensive Support Needs Clinical Practice, review the Teacher Candidate Clinical Practice Weekly Reflection and Planning form, which is found in the EDMX 572 and 573 syllabi. Teacher Candidates shall email it to both the Cooperating Teacher and the University Supervisor on a weekly basis.

15. Attend scheduled meetings and trainings of University Supervisors, Cooperating Teachers, and Teacher candidates.

16. In conjunction with the Cooperating Teacher, issue a Statement of Concern if consistent and/or serious concerns arise. Please refer to the Statement of Concern Guidelines and form located under the Statement of Concern Policy and Procedures heading at the https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html. Remember that this document/procedure is intended to assist a candidate to take necessary steps for improvement.

17. Arrange for the final Exit interview at the conclusion of fulltime Clinical Practice with the Teacher Candidate/Intern and Cooperating Teacher/Intern Support Provider. Plan in advance to communicate with the Cooperating Teacher/Intern Support Provider before the meeting to determine the completeness of the TPEs and ensure that a draft of the final summary is prepared for potentially obtaining all participants' signatures at that time.

18. Near the end of the semester, send an email to the Teacher Candidates reminding them to complete the CSU Exit Survey and University Supervisor Evaluation forms. Please follow up to ensure that each candidate has completed both. Also prompt them to complete another Quality Assurance form that will also be sent to them via email.

19. When a Teacher Candidate completes Clinical Practice, please upload the completed, scored, and signed Mild to Moderate Support Needs or Extensive Support Needs Education Specialist TPE Clinical Practice Assessment, a scanned copy of the MMSN or ESN Signature Page and a scanned copy of the final Summary to Taskstream. Additionally,
please upload all Clinical Practice forms, i.e., *Education Specialist Clinical Practice Weekly Professional Collaboration Logs, TPEs, Summaries* and formal observations to: https://community.csusm.edu/

20. Post grades through the university’s website. Clinical Practice grades are Credit “C” or No Credit “NC.”
<table>
<thead>
<tr>
<th>Week</th>
<th>Placement Coord. (PC)</th>
<th>University Supervisor (US)</th>
<th>Actions and Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Placements made by PC</td>
<td>Upon receiving Teacher Candidate names, phone #s, email addresses, and school assignments, <strong>contact the Teacher Candidate</strong> (TC) to set up for TC meeting at school site or virtually. Exchange contact information with the TC and Cooperating Teacher (CT) or Intern Support Provider (ISP). Begin entries into Education Specialist Clinical Practice Weekly Professional Collaboration Log.</td>
<td>Attend Orientation Trainings Complete your own contact form</td>
</tr>
</tbody>
</table>
| 2    | Placement needs, changes, additions | First meeting at school site or virtual: Set up meeting or briefly meet the Cooperating Teacher and the site administrator (if available). Send an email to Teacher Candidates to inform them regarding your observations and how to schedule them. Log this and all visits and phone or email contacts with the TC and CT on the Education Specialist Clinical Practice Weekly Professional Collaboration Log. | *TC, CT (and PC) information exchange  
*TC Handbook Agreement  
* Education Specialist Clinical Practice Weekly Professional Collaboration Log |
| 3    | Placement needs, changes, additions | First on-site meeting this week; gather data & CT forms | Teacher Contact Placement Form (TCPF) completed and sent to CSUSM |
| 4/5  | Week 4 is week of CSUSM Student Census | Email or call TC: Check in and set up notebook or folder (optional or can be done via email) with all info for each TC copied, ready. Find and read program handbook & forms | |
| 6-8  | For school breaks, time lost must be made up at the end of the placement. CSUSM requires a total of 50-60 days | **Check-In Visit.** Call or email both TC and CT, reminding them to document activities in the Weekly Collaboration Log. Set time for first observation. | (CT completes)  
*Education Specialist MMSN Teaching Performance Expectations Clinical Practice Assessment (ES M/M TPE Assessment)  
* ES M/M Individual Development Plan (IDP) form |
| 9/10 | University Supervisor observations: | **First Observation, Debrief/Feedback session** (following lesson, assessment, or IEP-related meeting) Use one of the observation forms. Provide a copy to the TC either in person or via email. Document TPE evidence on the Observation Form (as observed) Check in with CT and ask specifically if there are any concerns with the TC. | * Observation Form  
* ES MMSN TPE Assessment form  
* Education Specialist Clinical Practice Weekly Professional Collaboration Log  
* Teacher Candidate Clinical Practice Weekly Reflection and Planning |
| 11   | NOTE: TCs take the school site rather than university break. If longer than one week, time MUST be made up to achieve 50-60 days of Clinical Practice | **Second Observation Debrief/Feedback session** (following lesson, assessment, or IEP-related meeting) US may add evidence to the TPE document Check in with CT, specifically ask about any possible concerns Recommended to hold quite soon after first/second observation to determine Teacher Candidate abilities early. If concern arises, US documents and may begin Statement of Concern process. | Complete Professional Disposition Evaluation on TaskStream by or before Week 11.  
ONLY IF NEEDED |
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<td><strong>PC and US</strong> communicate to troubleshoot for TCs needing assistance.</td>
<td><strong>For any Statement of Concern</strong>, schedule and hold meeting with TC, CT others, if necessary.</td>
<td>Prepare suggestions for <em>Performance Improvement Contract</em> ahead of time</td>
</tr>
<tr>
<td><strong>Third Observation Debrief/Feedback session</strong></td>
<td>Use same procedure as first and second observations</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth and Fifth Observations</strong></td>
<td>Use same procedure as first three observations.</td>
<td></td>
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<tr>
<td></td>
<td>Collect information and contribution from CT to begin writing the Clinical Practice Summary.</td>
<td></td>
</tr>
<tr>
<td><strong>Next semester placements begin.</strong></td>
<td><strong>Final Exit Meeting with TC and CT/ISP</strong></td>
<td><em>TC Final Summary</em> (be sure to choose correct credential form)</td>
</tr>
<tr>
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<td>Prepared appropriate Clinical Practice Summary Form with input from the CT/ISP (Clinical Practice Summary form may be used as letter of recommendation for candidates). Make and distribute copies of paperwork for all. <em>Original</em> with BLUE signatures (may be electronic) is uploaded to Taskstream. This includes: ES MMSN TPE Clinical Practice Assessment or ES ESN TPE Clinical Practice assessment completed with rating of 3 or 4 for all TPE elements, with descriptions of evidence for each element completed by the TC with additional evidence provided by the US and CT, a scanned copy of the TPE Signature Page, and a scanned copy of the final Clinical Practice/Intern Summary. Inform TC to check email to log on to complete Quality Assurance evaluation, US Evaluation form, &amp; CSU Exit Survey. Complete last entry of <em>Clinical Practice Weekly Professional Collaboration Log</em>. Copies of observations, Collaboration Logs and TPEs are uploaded to “Community CC”</td>
<td><em>ES MMSN TPE Assessment</em></td>
</tr>
<tr>
<td><strong>Last Day of classes. Available for help in grade submission from University Supervisors</strong></td>
<td><strong>Submit Grades via mycsusm. For assistance</strong>, please email the Coordinator of Clinical Practice. <em>This last step is essential to the supervision process, as it triggers the candidate’s eligibility for the credential.</em></td>
<td>Send e-mail to the PC, stating that ALL forms and grading procedures have been completed.</td>
</tr>
<tr>
<td><strong>Exam week</strong></td>
<td><strong>Complete TPE Evaluation on TaskStream</strong></td>
<td>Grades are due. Supervisor celebration!</td>
</tr>
<tr>
<td>Week</td>
<td>Placement Coordinator. (PC)</td>
<td>University Supervisor (US)</td>
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<td>First meeting at school site or virtual: Set up meeting or briefly meet the Cooperating Teacher (CT) or Intern Support Provider (ISP) and the site administrator (if available). Send an email to Teacher Candidates to inform them regarding your observations and how to schedule them. Log this and all visits and phone or email contacts with the TC and CT/ISP on the Education Specialist Clinical Practice Weekly Professional Collaboration Log.</td>
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<td>3</td>
<td>Placement needs, changes, additions</td>
<td>-OR- First on-site meeting this week; gather data &amp; CT forms</td>
</tr>
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<td>4/5</td>
<td>Week 4 is week of CSUSM Student Census</td>
<td>Email or call TC: Check in and set up notebook, folder or virtual folder with all information for each TC copied and ready. Find and read program Handbook &amp; forms</td>
</tr>
<tr>
<td>6-8</td>
<td>For school breaks, time lost must be made up at the end of the placement. CSUSM requires a total of 50-60 days</td>
<td>Check-In Visit. Call or email both TC and CT/ISP, reminding them of Collaboration Log and O&amp;P Evaluation forms and setting/confirming first observation date.</td>
</tr>
<tr>
<td>8</td>
<td>For Concurrent TCs: first week of full time Clinical Practice</td>
<td>First Week TC fulltime in classroom. Typically, Add On and Intern candidates begin their supervised observations at this time. This may vary on an individual basis for those not in a traditional placement.</td>
</tr>
<tr>
<td>9/10</td>
<td>First Observation, Debrief/Feedback session (following lesson, assessment, or IEP-related meeting) Use one of the observation forms. Give copy to TC after signed Check off standards met at the 3 = Meets or 4 = Exceptional levels. Include description of evidence in the Description of Evidence(s) Verify Assessment of TPE column. Check in with CT, specifically ask regarding concerns</td>
<td>Observation Form ES ESN TPE Assessment form Education Specialist Clinical Practice Weekly Professional Collaboration Log Teacher Candidate Clinical Practice Weekly Reflection and Planning</td>
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<td>NOTE: TCs take the school site rather than university break. If longer than one week, time</td>
<td>Second Observation Debrief/Feedback session (following lesson, assessment, or IEP-related meeting) Add evidence, as observed, to Formal Observation form and TPE document if applicable. Include description of evidence</td>
</tr>
<tr>
<td>Week</td>
<td>Event</td>
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<tr>
<td>MUST be made up to achieve 50-60 days of Clinical Practice</td>
<td>in the Description of Evidence(s) Verifying Assessment of TPE column. Check in with CT, specifically ask regarding concerns. Recommended to hold quite soon after first/second observation to determine abilities early. If concern arises, contact PC immediately. Begin Statement of Concern process.</td>
<td></td>
</tr>
<tr>
<td>ONLY IF NEEDED</td>
<td>Statement of Concern form and policy/guidelines</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>For any Statement of Concern, schedule and hold meeting with TC, CT others, if necessary.</td>
<td></td>
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<td>Prepare suggestions for Performance Improvement Contract ahead of time</td>
<td></td>
<td></td>
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<tr>
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<td>PC and US communicate to troubleshoot for TCs needing assistance.</td>
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<tr>
<td>TC Final Summary</td>
<td>(be sure to choose correct credential form)</td>
<td></td>
</tr>
<tr>
<td>* ES ESN TPE Assessment</td>
<td>* ES ESN IDP form</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Last Day of classes. Available for help in grade submission from University Supervisors</td>
<td></td>
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<tr>
<td>Submit Grades via mycsusm and e-mail the PC for help, if needed. This last step is essential to the supervision process, as it triggers the candidate’s eligibility for the credential. Complete last entry of Clinical Practice Weekly Professional Collaboration Log. Copies of observations, Collaboration Logs and TPEs are uploaded to “Community CC”</td>
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<td>Grades are due. Supervisor celebration!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Suggested Agenda for First TC On-Site or Virtual Meeting

1. Suggested Agenda Items for First TC On-Site or Virtual Meeting
   - Visit the front office. Meet the principal if possible. Leave information about the program, the Clinical Practice website, and your likely schedule for the semester.
   - With Teacher Candidate (TC), exchange information including correct names of the Cooperating Teacher (CT) or Support Provider (for intern candidates), school hours, and the school calendar.
   - Provide print examples of observation form and lesson plan options, the appropriate (Mild to Moderate Support Needs or Extensive Support Needs) Education Specialist TPE Clinical Practice Assessment form. Direct TC and CT to website for the Education Specialist Special Education Handbook and the signature page, which the TC MUST sign. Direct the CT also to the Cooperating Teacher and Supervisor sections to the Special Education Clinical Practice website.
   - Determine visitation schedule, demonstrate use of the log, the folder and expectations for visits.

2. Site Information Folder Contents (if applicable) that includes:
   - Letter of introduction to principal and CT,
   - Clinical Practice website information,
   - Your contact information,
   - Lesson plan format(s), sample observation forms including the assessment and IEP observation forms

3. Observation Visits
   - Wear a nametag (CSUSM provides these nametags), sign in and out at front office, and bring an observation forms (or computer with observation forms downloaded, and bring the Education Specialist Mild/Moderate Support Needs Teaching Performance Expectations (digital)
   - Mild/Moderate Support Needs or Extensive Support Needs Education Specialist TPE Clinical Practice Assessment form (if applicable)
   - Use TC lesson plans, assessment plans, IEP meeting agendas and materials to give written feedback
   - Check plan book, journal, candidate observation time sheet, teacher and teacher candidate Weekly Collaboration Log and complete your entry.
   - Check in with CT (or Support Provider, with intern candidates)

4. ONLY IF NEEDED: Statements of Concern
   - Discuss specific concerns with the TC and CT first. Call the Clinical Placement Coordinator the same day this conversation occurs.
   - Complete Statement of Concern with Program Coordinator and/or Coordinator of Clinical Practice. These forms are downloaded. In conjunction with Program Coordinator and/or Coordinator of Clinical Practice set up meeting.
   - In the meeting with CT, ISP TC and (sometimes) administrator, decide upon a plan of action, using the Performance Improvement part of the Statement of Concern form. Secure all signatures, make copies for all parties involved, and deliver the original to the Placement Coordinator (PC).
   - Follow monitoring process and add observations as warranted. Stay in very close touch with the Clinical Placement Coordinator and program coordinator(s).
5. Closing Files to Submit

- Education Specialist Teaching Performance Expectations Clinical Practice Assessment signed by all.
- Mild/Moderate Support Needs (Summary of EDMX 572, Interns EDMX 672) or Extensive Support Needs (Summary of EDMX 573, Interns EDMX 674) Education Clinical Practice Summary completed and signed by all (in **BLUE INK**) If in a virtual environment, then use an Electronic Signature in blue.
- Observations with appropriate evidence (e.g., lesson plans, assessment protocols, IEP meeting agenda) attached.

**Teacher Performance Expectations (TPEs), TPE Signature Page and Final Summary are uploaded to Taskstream. Collaboration log, observations, TPEs and Summaries are uploaded to the CSUSM Community Moodle at:** [https://community.csusm.edu](https://community.csusm.edu)
Cooperating Teacher and Intern Support Provider Responsibilities

All Cooperating Teachers and Intern Support Providers must have a clear credential in the areas for which they provide supervision. Additionally, the California Commission for Teacher Credentialing (CCTC) requires a minimum of three years teaching experience. Finally, the CCTC requires district-employed supervisors (i.e., Cooperating Teachers—CT and on-site liaisons—OSL) receive 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practice practices. This is documented on the DISTRICT-EMPLOYED SUPERVISOR ORIENTATION/TRAINING form, which can be downloaded on our website: https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html

As a Cooperating Teacher or Intern Support Provider, you are one of the credential candidate's most important and valuable resources during Clinical Practice. You serve as the candidate’s professional coach and mentor. As such, you will need to provide regular positive feedback, constructive criticism, and specific suggestions so that your teacher candidate may improve his/her skills and grow into the professional we all want him/her to be. Your active and consistent involvement is critical to a successful Clinical Practice.

Cooperating Teacher/Intern Support Provider Responsibilities:
As a professional support, the following steps are provided as a courtesy and reminder of the areas to be addressed throughout the Teacher Candidate placement.

1. Handbook and Syllabi:
Please read this handbook carefully to become familiar with: a) the Education Specialist program options and the program’s scope and sequence of courses; b) responsibilities of the Cooperating Teacher, Teacher Candidate, and University Supervisor; and c) timelines and forms to be used in the Clinical Practice in which you are involved.
Go to https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html to locate the handbook and forms for your use. Also, please find the syllabus for the candidate’s Clinical Practice placement assignment ( EDMX 570, 571, 572, 573, 671, 672, 673, 674) at https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html

2. Training:
Attend scheduled meetings and trainings as required by CTC for University Supervisors, Cooperating Teachers, and Teacher candidates. These meetings provide essential keys for supervisors to understand the timeline, protocol and procedures for acceptable supervision and mentoring activities.

3. Cooperating Teacher Contact and Candidate Orientation:
Please take the time to orient the Teacher Candidate to your school site and personnel, either onsite or virtually.
Participate in an initial meeting with the candidate and University Supervisor to set up a visitation schedule. Maintain ongoing communication with the University Supervisor and assist in solving
Clinical Practice-related concerns. If you have any questions or concerns about your Teacher Candidate or your role as a Cooperating Teacher, do not hesitate to contact your University Supervisor, who is there to serve as the liaison among, CSUSM, the candidate and you. It is critical that if any problems arise, they are managed in a collaborative and timely manner.

4. TPE Support and Coaching:
Support the candidate in every way that you can to complete the required Teaching Performance Expectations (TPEs). Provide the teacher candidate opportunities to ask questions and to observe you prior to taking over your class. Please model assessment, instruction, and collaborative planning and teaming in meetings and teaching. Familiarize the candidate with understanding and referencing IEP goals within the Common Core, English Language Development, and other state standards and frameworks. Mentor and coach the candidate in areas of need, such as your site Behavior Intervention Plan process and IEP software and development. Facilitate teacher candidate’s knowledge and gradual assumption of responsibility of general and/or special education practices, following the appropriate Clinical Practice timeline suggested above. Forms for all Clinical Practice observations and documentation is located at: https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html This website includes both Mild/Moderate Support Needs and Extensive Support Needs Education Specialist TPE statements and TPE assessment forms.

5. For the Mild to Moderate Support Needs Education Specialist Clinical Practice (EDMX 572 or EDMX 671/672 for interns), to guide observations and ensure that candidates have opportunities to perform and/or evidence each of the Mild to Moderate ES TPEs, please refer to the full descriptions of the ES TPEs and use the Mild to Moderate Support Needs Education Specialist TPE Clinical Practice Assessment. The full text of all ES TPEs and the assessment forms may be found at the location. Additional specialized observation forms for observations of assessment administration (i.e., Observation of Assessment Administration and Interpretation Form) and IEP meeting participation (i.e., Observation of IEP Meeting Form) are located at the same website location.

6. For the Extensive Support Needs Education Specialist Clinical Practice (EDMX 573), please refer to the full descriptions of the ES TPEs and use the Extensive Support Needs Education Specialist TPE Clinical Practice Assessment. The full text of all ES TPEs and the assessment forms may be found at the location. Additional specialized observation forms for observations of assessment administration (i.e., Observation of Assessment Administration and Interpretation Form) and IEP meeting participation (i.e., Observation of IEP Meeting Form) are located at the same website location.

7. Meeting and Conferencing with the Candidate: During Clinical Practice, a Cooperating Teacher is in the unique position of having the opportunity to observe a Teacher Candidate perform daily. It is expected that a Cooperating Teacher will document at least one weekly conference meeting with the candidate to plan and provide formative feedback. In the Mild to Moderate Support Needs and Extensive Support Needs Clinical Practice experiences, the Cooperating teacher uses the TPE Weekly Conversations and Planning form (EDMX 572 syllabus and EDMX 573 syllabus) in initial meetings to ensure that the candidate has an understanding of and clinical opportunities to demonstrate and acquire evidence for each TPE. The candidate also completes and emails the Clinical Practice Weekly Reflection and Planning form (EDMX 572 and EDMX 573 syllabus) to the Cooperating Teacher and
University Supervisor weekly. The content of both creates a foundation for rich and productive conference conversations.

Note: Be sure to log meetings with the candidate in the *Education Specialist Clinical Practice Weekly Professional Collaboration Log* (EDMX 572 and EDMX 573 syllabi).

8. **Dispositional Assessment:**
   Please become familiar with the Professional Disposition expectations to which the School of Education is committed. As the Cooperating Teacher of record, you are expected to assess with the University Supervisor, the Teacher Candidate’s performance on the dispositions *approximately halfway into the clinical experience*. See the Education Specialist Professional Disposition Rubric located under the *Teacher Performance Expectations (TPE)* heading at the [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html) for a detailed description of dispositional expectations.

9. **Statement of Concern:**
   If consistent and/or serious concerns arise with a Teacher Candidate (e.g., observing behaviors in the *Unacceptable* category of the Professional Dispositions), contact the University Supervisor to discuss possible courses of action. It may be necessary to issue, with the University Supervisor’s lead, a Statement of Concern. Please refer to the Statement of Concern Guidelines and form located under the *Statement of Concern Policy and Procedures* heading at the [https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html](https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.html) Remember that the procedure is intended to assist a candidate to take necessary steps for improvement to occur.

10. **Exit Documentation:**
    Arrange with the University Supervisor a final Exit Interview so that TPE Clinical Practice Assessments can be finalized and signed off by all participants and the Summary of Clinical Practice can be generated for the teacher candidate’s credential file.
Cooperating Teacher Preparation in Advance of a Teacher Candidate’s Arrival

Teacher Candidate reports to the school at a time and date approved by the principal, the University Supervisor and you. The time and care a Cooperating Teacher spend in preparation for the candidate’s arrival pays great dividends in providing a quality learning atmosphere for the Teacher Candidate and communicating expectations.

Before the teacher candidate arrives, it is suggested that the Cooperating Teacher:

- Prepare school personnel with whom the Teacher Candidate will be interacting (from the principal and front office personnel to educational and related services personnel) before the arrival of the Teacher Candidate. This includes arranging for a user address to the district/school intranet to allow the candidate access to student information and materials to plan effectively.
- Prepare pupils for the arrival of the Teacher Candidate
  - emphasize that the Teacher Candidate is a teacher, NOT a helper
  - inform pupils that an individual from the university (University Supervisor) will be visiting several times to watch them and the candidate.

- Prepare parents for the Teacher Candidate’s arrival through an e-mail, face-to-face conversation or a special note, emphasizing the valuable role the Teacher Candidate plays in supporting the education of the students the Cooperating Teacher serves:
  - providing an additional teacher to enhance instruction
  - bringing in new ideas and teaching practices
  - plan for and provide an opportunity for co-teaching

- Confer with the district HR and/or the local administrator as to district and school policies and procedures for attending to an injury sustained by a Teacher Candidate at the school site during clinical practice. Note: Candidates are required to carry personal health insurance and must sign a form releasing the clinical placement site from liability for any injury.

- Provide a small personal space such as a desk, table, file cabinet drawer, and/or cupboard for work and storage for the teacher candidate to organize materials/supplies.

- Read the ideas for the initial orientation of the Teacher Candidate and obtain copies of important materials that you need to share for a successful partnership, as well as websites of important district or school policies, procedures, and handbooks.
Cooperating Teacher Duties Checklist

1. Provide pertinent information about the demographics of the school and community, the district and school vision and mission, any teacher and parent handbooks, and family and student community resources and agencies. All candidates have completed Mandated Reporting training and CTC Clearance certificate prior to placement.

2. Familiarize the Teacher Candidate with the school campus and faculty, staff, resource personnel, principal, vice principal, special education staff, paraeducators, related service personnel, administrative assistants, custodians, school nurse or health clerk, bus drivers, etc.

3. Provide the candidate with access to the school/district website and the location within the building of materials and forms the teacher may be required to use. The candidate will need access to Student Success Team meeting and documentation forms, IEP forms, district guidelines and forms for reporting and responding to dangerous student behavior and suspected cases of child abuse, neglect, files of students on the Education Specialist caseload. While all candidates have received this training, please remind the teacher candidate that all student information is confidential.

4. Provide the teacher candidate with daily, weekly, and annual schedules, such as school bell schedule, holidays, whole school events, individual student schedules including related services.

5. Provide school and district policies regarding Teacher Candidates, including policy on substitute teaching, responding to illness and injury on the school site.

6. Discuss the chain of command for reporting and resolving student, parent, and colleague issues and concerns.

7. Share emergency plans for earthquake, school lockdown, and fire drills.

8. Acquaint the Teacher Candidate with the library or media center, technology, and the location of supplies and materials. Explain policies regarding access to these support materials.

9. Familiarize the teacher candidate with the positive behavior support system of the school, behavior support systems within individual classrooms, and individual student support plans.

10. Share/review expectations and processes for unit and lesson planning, IEP planning and writing, Transition planning, SST processes, the school's Multi-Tiered System of Support (MTSS) and the role of special education personnel in MTSS delivery, Assessment protocols and procedures, Family involvement, Service delivery in general education and other settings, and other special education duties as assigned to the Education Specialist at the site. (whew!)

11. Provide complete information about the students on the Education Specialist caseload, including IEP plans, most recent assessment reports. This is essential for gradual release of responsibility later in the term.
12. Encourage the Teacher Candidate to use a variety of teaching and assessment strategies and to apply best practices from university coursework.

13. Communicate expectations of open and honest communication and your role as a mentor who provides regular modeling and formal and informal verbal and written observational feedback. Candidates may be hesitant to communicate or perhaps over-communicate; you will be the model for gently establishing a healthy relationship.

14. Provide opportunities for the Teacher Candidate to collaborate and co-teach not only with you, but with other professionals, such as general education teachers, related services personnel, paraeducators.

15. Meet with the University Supervisor and Teacher Candidate (or email) to arrange a regular formal and informal observation schedule that complements the University Supervisor observations. Set up a regular meeting schedule for planning and debriefing the day and week with the Teacher Candidate. This includes planning for, mentoring and documenting the candidate’s ES TPE performance on an ongoing basis, adding to the document each week.
Tips for Effective Conference Meetings with a Teacher Candidate

The Cooperating Teacher conducts frequent regular conferences with the Teacher Candidate on topics that range from lesson planning and problem solving regarding a particular student, to debriefing on a formal observation of assessment, instruction and/or review of TPE progress. For each formal observation, always hold a conference as soon possible after observing the candidate deliver a formal lesson. Listed below are a few suggestions for conducting effective conferences to support the student teacher’s instructional improvement.

- Be prepared. Plan key points to be discussed. Bring observation notes, samples of students’ work, and any other related records or materials. Always be prepared to provide specific suggestions for improvement with tangible ideas.

- Create a supportive atmosphere by conducting the conference in a space where you and the teacher candidate have relative and appropriate privacy. This includes minimizing interruptions and establishing an adequate timeframe to cover the key points.

- Review the Teacher Candidate’s performance objectively (with observed and measurable data), looking for and noting strengths as well as next steps for improvement.

- Focus on a collaborative approach to analyzing the Teacher Candidate’s performance and planning for changes and future actions. Ask questions that prompt the candidate to reflect in order to draw out the candidate’s reflective, self-analysis rather than being told what you saw or experienced. If the candidate seems to need more directive information, provide it, however, continually move back to the collaborative and self-analytic approach.

- Limit the conference to a discussion of a limited number of items so as to not overwhelm the candidate. Have the candidate take notes of strengths and suggestions. Check for understanding and commitment by asking the candidate to summarize verbally (and in writing, if deemed helpful) what the positives, suggestions, and planned future actions need to be.

- Conclude each conference with a plan of action for addressing Teaching Performance Expectations, student needs, and/or a desired change or improvement. Focus attention on objective performances and outcomes. **End on a positive note!**