

California State University San Marcos
College of Education, Health and Human Services (CEHHS)
School of Education

EDUCATION SPECIALIST CREDENTIAL PROGRAM
HANDBOOK

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School of Education

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***College of Education, Health and Human Services
School of Education
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Education Specialist Candidates, Supervisors, 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 rigorous time 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, you 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 first years 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, 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 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
Education Specialist Program Coordinator

Message from the Director of the School of Education

Teacher Candidate!

Welcome to our professional preparation programs at Cal State San Marcos!

In the year that I have been on campus as director of the School of Education, one theme has become apparent as I go around visiting P-12 schools and I listen to program graduates: Faculty members in the School of Education are outstanding! Clearly, this is the way it should be. At an institution of higher learning, faculty and students are the heart of the educational enterprise.

As a prospective teacher, school principal, or professional preparing to work in P-12 schools, you deserve the best preparation that an institution of higher education can offer. I believe the program you are about to enter, or have been a part of already, provides a *cadre* of “active scholars and artists” who will foster student learning through teaching and learning that reflect ongoing discovery and experimentation. For example, your professors will undoubtedly guide you to learn more about the “Common Core.”

Common Core standards are significant to education reform today. These standards require that we focus on outcomes rather than inputs, with special emphasis on assessment of critical thinking, problem solving, collaboration, and technology integration. The application of “metacognitive” principles is part of the teaching and learning approach in which students are supported in a process of “learning how to learn.” Common Core standards promote depth of knowledge and skills over a multiplicity of topics, which, in the past, have often lacked depth. In this regard, the spiral curriculum approach holds true in that fewer topics are addressed throughout the P-12 grades with greater depth. Thus, the expression of “less (with more depth) is more” aptly describes an essential thrust of the Common Core. I trust that you are ready to learn more about the Common Core as you progress in your professional preparation program.

Additionally, we believe that our professional programs must be a part of a transformative force in the PreK-12 communities. To this end, the School of Education aims to become a change agent in our region, the state, nation, and beyond. Consequently, we are on a mission to ...

- create a community through partnerships;
- promote and foster social justice and educational equity;
- advance innovative, student-centered practices;
- inspire reflective teaching and learning;
- conduct purposeful research; and
- serve the School, College, university, and community.

Equally relevant and integrated into our School of Education’s mission is our professional preparation programs’ Conceptual Framework, upon which we develop the knowledge, skills, and dispositions necessary to become effective teachers, school principals, or professionals working in P-12 educational settings. Our Conceptual Framework commits faculty and program candidates to (a) be student centered; (b) inform their practice through research and theory specific to each program; (c) link coursework to application; (d) foster strong engagement between faculty and candidates; (e) promote co-teaching clinical practices; and (f) develop culturally responsive pedagogy and socially just outcomes.

I hope that you will be well prepared upon program completion and that you will become an exemplar of those core beliefs and best practices developed at Cal State San Marcos. I wish you much success!

Patricia Stall, Ph.D.

**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 Authorizations and Options

The Preliminary Mild/Moderate Education Specialist credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Intellectual Disability, Other Health Impairment (e.g. Attention Deficit Disorder), and Specific Learning Disability. The Preliminary Moderate/Severe Education Specialist credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Intellectual Disability, or Multiple Disabilities.

Education Specialist program options approved by the university and the California Commission on Teacher Credentialing (CCTC) are briefly described here. Complete admission requirements and descriptions for each program option appear in Appendix A. Titles and descriptions for each course and clinical practice experience appear in Appendix B. Please read carefully about your option in Appendix A and the required courses and clinical experiences in Appendix B.

Option 1 **Concurrent with Multiple Subject.** Candidates earn Preliminary Mild/Moderate and Moderate/Severe Disability Education Specialist credentials and a Multiple Subject credential with the option for a Master of Arts in Special Education degree.

Option 2a Add On. Candidates who already hold a Multiple Subject or other credential earn Mild/Moderate and Moderate/Severe Disability Education Specialist credentials with the option to also earn a Master of Arts in Special Education.

Option 2b Add On Internship. Candidates who already hold a valid basic credential (e.g., Multiple or Single Subject) and an English Language authorization earn Mild/Moderate and Moderate/Severe Disability Education Specialist credentials while employed and teaching on an Intern credential. Also includes an option to earn a Master of Arts in Special Education.

Preliminary Education Specialist Program Student Learning Outcomes

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

Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. In 2007, the School of Education 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 expects candidates to increasingly demonstrate them in their work with students, families, and the community. 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 <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location.

Special Program Notes

Single Subject Authorizations

Candidates may add on Single Subject authorizations. For current CCTC requirements, contact the CEHHS Student Services at 760-750-4277 or visit the Student Services at University Hall 221.

TPE Assessment

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 Education Specialist Teaching Performance Expectations (ES TPEs) and develop a written Individualized Transition Development Plan (ITDP) for use in the candidate's Clear Credential Program. A full text of the ES TPEs appears at the "Education Specialist Teaching Performance Expectations (ES TPEs) – Full Text link under the *Teacher Performance Expectations (TPE) Assessment Summaries and FORMS* heading at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location.

The assessment instrument used to assess candidates' performance in the Mild/Moderate clinical practice experience (i.e., EDMX 572 or 671/672) is found at the "Mild/Moderate Education Specialist TPE Clinical Practice Assessment" link at the same website location. The assessment instrument used to assess candidates' performance in the Moderate/Severe clinical practice experience (i.e., EDMX 573 or 673/674) is found at the "Moderate/Severe Education Specialist TPE Clinical Practice Assessment" link. Carefully study the two assessment instruments, as your credential is awarded based upon successful demonstration of the TPEs included within them.

Infusion of Moderate/Severe Education Specialist Standards in All Courses

Program standards for meeting the needs of students with mild, moderate, and severe disabilities are incorporated into all of the special education courses and clinical practice experiences. Additional specialized standards and clinical experiences for serving students with moderate and severe disabilities and ES TPEs are addressed in the capstone course (i.e., EDMX 635 Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities, 4 credit units) and a 7-week capstone clinical practice experience (i.e., EDMX 573)

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction 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 CCTC-approved clear credential program sponsor (e.g., district BTSA program, County Office of Education). See the CCTC website for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

**Program Planning Sheet for Individuals Without a Basic Credential:
Concurrent Multiple Subject, Mild/Moderate, & Moderate/Severe Disabilities Education
Specialist Credentials with Masters
Option 1**

Course #	Title	Units	Sem/Year
PREREQUISITE COURSES			
EDUC 350	Foundations of Teaching as a Profession	3	
EDUC 364	The Role of Cultural Diversity in Schooling	3	
EDUC 422	Technology Tools for Teaching and Learning	3	
MULTIPLE SUBJECT & MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL COURSEWORK			
EDMX 511	Elementary Teaching and Learning I	3	
EDMX 512	Elementary Teaching and Learning II	3	
EDMX 521	Elementary Literacy	3	
EDMX 543	Elementary Mathematics Education	3	
EDMS 544	Elementary Social Studies Education	3	
EDMS 545	Elementary Science Education	3	
EDMS 555	Elementary Multilingual Education	3	
EDMX 622	Literacy Education for Education Specialists	4	
EDMX 627	Assessment for Planning and Instruction in Special Education	3	
EDMX 631	Foundations in Law, Ethics & Procedures of Special Education	3	
EDMX 632	Technology and Communication for Special Populations	3	
EDMX 633	Community Access through Supported Environments (CASE)	3	
CLINICAL PRACTICE AND SEMINAR EXPERIENCES			
EDMX 570	Education Specialist – Clinical Practice in Elementary and Special Settings	6	
EDMX 571 or EDMS 573 (bilingual)	Education Specialist – Clinical Practice: General Education Setting Clinical Practice in Elementary School Bi-lingual/ELD Settings	7	
EDMX 572	Education Specialist - Clinical Practice: Special Education Setting	7	
EDMX 575	Education Specialist – Transition Development Plan Seminar	2	
ADDITIONAL MODERATE/SEVERE EDUCATION SPECIALIST CREDENTIAL COURSEWORK & CLINICAL PRACTICE (OPTIONAL)			
EDMX 635	Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities	4	
EDMX 573	Education Specialist – Clinical Practice: Moderate/Severe Disabilities	6	
EDMX 673	Education Specialist – Clinical Practice for Interns I Mod/Severe (Semester 1)	6	
EDMX 674	Education Specialist – Clinical Practice for Interns II Mod /Severe (Semester 2)	6	
ADDITIONAL MASTER OF ARTS IN SPECIAL EDUCATION COURSES FOR THOSE EARNING MULTIPLE SUBJECT AND MILD/MODERATE CREDENTIALS			
EDEX 602	Culturally Proficient Inclusive Schooling in a Pluralistic Society	3	
EDUC 622	Research Methods in Education	3	
EDUC 698	Master’s Culminating Experience Seminar	3	

**Program Planning Sheet for *Add On* Candidates With a Basic Credential:
Preliminary Mild/ Moderate & Moderate/Severe Disabilities Education Specialist
Credentials with Master of Arts (MA) in Special Education Degree
Option 2a**

Course #	Title	Units	Sem/Year
PREREQUISITES			
EDUC 422	Technology Tools for Teaching & Learning (Required only if equivalency is not determined)	3	
CO-REQUISITES (For teachers with a Single Subject credential)			
EDMS 543 EDMX 543	Elementary Mathematics Education OR Mathematics Education in Inclusive classrooms	3	
EDMS 521 EDMX 521	Elementary Literacy OR Elementary Literacy for Education Specialists	3	
MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL COURSEWORK			
EDMX 622	Literacy Education for Education Specialists	4	
EDMX 627	Assessment for Planning and Instruction in Special Education	3	
EDMX 631	Foundations in Law, Ethics & Procedures of Special Education	3	
EDMX 632	Technology and Communication for Special Populations	3	
EDMX 633	Community Access through Supported Environments (CASE)	3	
MILD/MODERATE CLINICAL PRACTICE AND SEMINAR EXPERIENCES			
EDMX 572	Education Specialist - Clinical Practice: Special Education Setting	7	
EDMX 575	Education Specialist – Transition Development Plan Seminar	2	
ADDITIONAL MODERATE/SEVERE EDUCATION SPECIALIST CREDENTIAL COURSEWORK & CLINICAL PRACTICE			
EDMX 635	Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities	4	
EDMX 573	Education Specialist – Clinical Practice: Moderate/Severe Disabilities	6	
EDMX 673	Education Specialist – Clinical Practice for Interns I Mod/Severe (Semester 1)	6	
EDMX 674	Education Specialist – Clinical Practice for Interns II Mod/Severe (Semester 2)	6	
CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL) (A passing score on the CTEL examinations or obtain CTEL from another institution are required of candidates without an SB 2042 credential or CLAD or EL authorization on basic credential)			
ADDITIONAL MASTER OF ARTS IN SPECIAL EDUCATION COURSES			
EDEX 602	Culturally Proficient Inclusive Schooling in a Pluralistic Society	3	
EDUC 622	Research Methods in Education	3	
EDUC 698	Master’s Culminating Experience Seminar	3	

**Program Planning Sheet for *Add On Internship* for Candidates With a Basic Credential and English Language Authorization:
Option 2b**

Course #	Title	Units	Sem/Year
ADVANCED TECHNOLOGY PREREQUISITE			
EDUC 422	Technology Tools for Teaching & Learning (Required only if equivalency is not determined)	3	
ENGLISH LANGUAGE AUTHORIZATION PREREQUISITE TO INTERNSHIP (Candidates who wish to intern and who do NOT have EL authorization must obtain it by passing the examinations or obtaining CTEL from another institution)			
MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL COURSEWORK			
EDMX 622	Literacy Education for Education Specialists	4	
EDMX 627	Assessment for Planning and Instruction in Special Education	3	
EDMX 631	Foundations in Law, Ethics & Procedures of Special Education	3	
EDMX 632	Technology and Communication for Special Populations	3	
EDMX 633	Community Access through Supported Environments (CASE)	3	
MILD/MODERATE CLINICAL PRACTICE AND SEMINAR EXPERIENCES			
EDMX 671	Education Specialist – Clinical Practice for Interns I (Semester 1)	7	
EDMX 672	Education Specialist – Clinical Practice for Interns II (Semester 1)	7	
EDMX 575	Education Specialist – Transition Development Plan Seminar (with Mild/Moderate clinical practice only)	2	
EDEX 660	Education Specialist – Transition Development Plan for Mild/Moderate Interns	2	
ADDITIONAL MODERATE/SEVERE EDUCATION SPECIALIST CREDENTIAL COURSEWORK & CLINICAL PRACTICE			
EDMX 635	Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities	4	
EDMX 573	Education Specialist – Clinical Practice: Moderate/Severe Disabilities	6	
EDMX 673	Education Specialist – Clinical Practice for Interns I Mod/Severe (Semester 1)	6	
EDMX 674	Education Specialist – Clinical Practice for Interns II Mod/Severe (Semester 2)	6	
CO-REQUISITES FOR TEACHERS WITH SINGLE SUBJECT BASE CREDENTIALS			
EDMS 543	Elementary Mathematics Education OR	3	
EDMX 543	Mathematics Education in Inclusive classrooms		
EDMS 521	Elementary Literacy OR	3	
EDMX 521	Elementary Literacy for Education Specialists		
ADDITIONAL MASTER OF ARTS IN SPECIAL EDUCATION COURSES (OPTIONAL)			
EDEX 602	Culturally Proficient Inclusive Schooling in a Pluralistic Society	3	
EDUC 622	Research Methods in Education	3	
EDUC 698	Master’s Culminating Experience Seminar	3	

Clinical Practice Expectations for Candidates

Clinical practice experiences are intended to allow opportunities to practice theories and instructional strategies previously learned in coursework and to meet Education Specialist Teaching Performance Expectations (ES TPEs). University Supervisors, Intern Support Providers, and Cooperating Teachers offer advice, suggestions, and counsel to teacher candidates during clinical practice assignment. Personal and professional growth in education and success in 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 570, EDMX 571, EDMX 572 (or EDMX 671/672/673/674 for interns), or EDMX 573 before the registration deadline. Candidates failing 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. To be admitted to the CSUSM *Add On or Intern* Education Specialist Program options, a candidate must possess a basic teaching credential (e.g., Multiple Subject or Single Subject credential). To be admitted to the *Concurrent* option, the CBEST (or CSET IV) and CSET I, II, and III exams must be passed. On rare occasions, a Concurrent candidate may be granted a conditional admission with one outstanding assessment. However, California program standards prohibits a candidate to be admitted to the Multiple Subject Clinical Practice II (EDMX 571) until all four assessments are passed.
3. Carefully study this handbook in its entirety and links on the Education Specialist clinical practice <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website. Know the sequence of courses and clinical practice expectations in the program option in which you are enrolled. You will be expected to sign off stating that you have read this handbook and understand the overall and clinical expectations of your program option. Pay particular attention to the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form. This assessment is used to determine your competence to be credentialed as an Education Specialist authorized to instruct students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Intellectual Disability, Other Health Impairment (e.g. Attention Deficit Disorder), or Specific Learning Disability under the Mild/Moderate credential authorization. The *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form is used to determine your competence to be credentialed as an Education Specialist authorized to instruct students with a primary disability of Deaf-Blindness, Emotional Disturbance, Moderate/Severe Intellectual Disability, and Multiple Disabilities under the Moderate/Severe credential authorization. The program further prepares all candidates with authorization to instruct English learners.

4. Your University Supervisor will contact you with your clinical practice assignment prior to or in the first week of classes. A schedule of assignments and observations will be established at an initial meeting with you, your Cooperating Teacher and your University Supervisor. *Be sure to have a current e-mail 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.* You will be visited by and formally observed by your University Supervisor a minimum of four (4) times in the two Multiple Subject clinical practice experiences (i.e., EDMX 570 and 571) and the Mild/Moderate and Moderate/Severe Education Specialist clinical practice experience (i.e., EDMX 572, EDMX 573). If you are an intern, in addition to these formal observations, your Intern Support Provider is required, by district contract, to provide you with at least 144 hours of support/mentoring and supervision per year (or the equivalent of 4 hours per week times the number of weeks employed), with a minimum of two hours of weekly informal and/or formal observations, conferencing and mentoring in, at a minimum, (a) planning and delivery of specially designed instruction for students with IEPs to access the core curriculum and (b) district assessment and IEP processes, forms, and procedures. Your University Supervisor will use the *Education Specialist Clinical Practice Professional Collaboration Log* form (found the EDMX 572 or 671/672 and 573 or 673/674 clinical syllabi) to track your supervisory observations and meetings.
5. Confer daily with your Cooperating Teacher to plan for the day and week, schedule opportunities to complete course assignments and program requirements, integrate clinical practice with the university schedule, schedule lesson and assessment implementation schedule and debrief formal and informal observations and feedback conferences, discuss and plan for addressing student progress and concerns, prepare for IEP development and meetings, schedule and track your progress on ES TPEs, and address other clinical practice-related topics.
6. Your Cooperating Teacher will observe and meet regularly with you regarding instruction, assessment, IEP development and implementation, scheduling, and so forth. Please see 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 and Moderate/Severe clinical practice experiences, you are to reflect weekly on your clinical experience (e.g., TPE foci of the week, “aha” moments, moments of competence, challenges, co-teaching approaches used, questions) by completing the *Teacher Candidate Clinical Practice Weekly Reflection and Planning* form (found the EDMX 572 and 573 clinical syllabi) and e-mailing it to both the Cooperating Teacher and the University Supervisor. These weekly reflections form the basis for weekly meetings with your Cooperating Teacher. Your University Supervisor will use the *Education Specialist Clinical Practice Professional Collaboration Log* form (found the EDMX 572 and 573 clinical syllabi) to document the observation, meeting, and other support and collaboration provided to you each week.
7. At your clinical practice site, be available to attend staff meetings, in-service trainings, parent conferences, SST meetings, IEP meetings, and other school functions, such as, "Back to School Night" and "Open House" (except when school events conflict with evening credential courses). You are required to use the *Education Specialist Clinical*

Practice Professional Collaboration Log form (found the EDMX 572 and 573 clinical syllabi) to track and document weekly the clinical activities in which you engaged.

8. Be punctual and consistent in attendance. In the case of unavoidable absence, inform your cooperating teacher using the method(s) preferred by your Cooperating Teacher (e.g., e-mail, phone, text) as soon as possible so s/he prepare to adjust your expected responsibilities and duties. Expect to prepare substitute teacher plans at your Cooperating Teacher request.
9. During clinical practice, adhere to the district's contract hours and adhere 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.
10. ***You are required to have a written lesson plan for each lesson that you teach and for which you are observed.*** You can find the REQUIRED lesson format at our Clinical Practice Webpage.
11. Be knowledgeable of 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 IEP goals to state standards and lesson objectives to state standards and TPEs addressed in the lesson.
12. In all clinical practice placements, develop and teach appropriate lessons, conduct assessments, attend meetings, and confer with parents, your Cooperating Teacher, University Supervisor and other educators with whom you collaborate and/or co-teach. In your Education Specialist clinical practice experiences (EDMX 572 and 573), you are expected to perform all of the special education duties required of the special education program and your Cooperating Teacher/Intern Support Provider and as well as demonstrate and document the ES TPE expectations described in the *Mild/Moderate Education Specialist TPE Clinical Practice Assessment* (for the EDMX 572 or 671/672 Mild/Moderate clinical practice) or the *Moderate/Severe Education Specialist TPE Clinical Practice Assessment* (for the EDMX 573 or 673/674 Moderate/Severe clinical practice). Both of these assessment forms may be found under the *Teacher Performance Expectations (TPE)* heading at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location. Among other activities, you are expected to engage in the following:
 - Under supervision of and in collaboration with 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 education 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 an SST meeting (with parent permission).
 - Plan with 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.
 - Participate in recess and extra curricular activities. Gradually assume all of your cooperating teacher's responsibilities.
14. When attending IEP, SST, and parent conference meetings, listen attentively. Be aware that recommending services or materials for children may be interpreted as binding upon the district. Refrain from making recommendations for students unless you are an intern or are requested to do so.
15. Be professional in behavior, communication, dress, and grooming at all times. Everything 'speaks' during a clinical experience. What you say, what you 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. Impress everyone. Learn about professional behavioral expectations by carefully studying and attending to the Professional Disposition expectations to which the School of Education is committed. See page 5 of this document and the Education Specialist Professional Disposition Rubric located under the **Professional Dispositions** heading at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> for a detailed description of dispositional expectations.
16. 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. Please see the policy on substitute teacher for candidates without a basic credential entitled "Substitute Teaching While a Concurrent Candidate" at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location.
17. If a serious concern arises with regard to your behavior or performance during clinical practice your University Supervisor, with consultation from your 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 the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> . Remember that the procedure is intended to assist a candidate to take necessary steps for improvement.

18. For the Mild/Moderate Education Specialist clinical experiences (i.e., EDMX 572 or EDMX 671/672 for interns), candidates must concurrently enroll in the EDMX 575 Education Specialist Transition Development Plan Seminar. This two-unit seminar meets approximately every other week during the semester in which the Mild/Moderate 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/Moderate Individualized Transition Development Plan* that may be found at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location. 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 (e.g., 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 Education Specialist Credential only with evidence of successful completion of the Education Specialist clinical practice and the completion of the Mild/Moderate Education Specialist Transition Development Plan document.
19. For the clinical practice experience for the Moderate/Severe Education Specialist credential (i.e., EDMX 573, 673/674), candidates DO NOT concurrently enroll in the EDMX 575 Education Specialist Transition Development Plan Seminar. Instead, the *Education Specialist Moderate/Severe Individualized Transition Development Plan* is completed as part of the EDMX 635 and EDMX 573 Education Specialist – Clinical Practice: Moderate/Severe Disabilities clinical practice experience. Candidates are granted the Moderate/Severe Education Specialist Credential only with evidence of successful completion of the clinical practice and the completion of the Moderate/Severe Education Specialist Transition Development Plan document, found under the at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location.
20. Concurrent candidates who complete Multiple Subject Clinical Practice I (EDMX 570) must keep a copy of their completed and signed Clinical Practice I TPE form and provide it to their Clinical Practice II (EDMX 571) University Supervisor.
21. At the conclusion of clinical practice, be prepared to participate in a three-way evaluative Exit conference. With input from your Cooperating Teacher, your University Supervisor will prepare a draft of your Exit evaluation, the TPE form, and 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 <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> .
22. All candidates engaged in clinical practice must provide evidence of having had training on *mandatory reporting of child abuse and neglect* prior to full-time clinical practice or intern teaching. This will be accomplished by providing to the program (via university supervisor or course instructor of EDMX 575 or EDMX 635) a Certification of Completion from the California Department of Social Services upon completion of the

online training at <http://generaltraining.mandatedreporter.ca.com/default.htm> or of equivalent evidence of training.

23. If you are sick and will not be able to attend clinical practice you must notify your cooperating teacher prior to the start of the school day. Notify your University Supervisor within 24 hours. All absences in CP must be made up. If you have been injured in CP, notify your cooperating teacher right away. Report the injury to your University Supervisor and Program Coordinator within 24 hours. As a teacher candidate, your CP site will not provide Workmen's Compensation. It is recommended that you carry your own health insurance. You will sign a release of liability at the program's summer orientation.

Initial Credential Clinical Practice Placement Policy

CSUSM policy requires that all initial credential (e.g., Multiple or Single Subject) candidates complete their clinical practice in a public school setting (i.e., traditional public school or a public charter school). 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.

Multiple and Clinical Practice I (EDMX 570) 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 570).
- B. CCTC certificate of clearance.
- C. Tuberculin Clearance.
- D. Successful completion of all first semester courses with a grade of C+ or better.
- E. Satisfactory progress in the Multiple Subject TPEs.

Multiple Clinical Practice II (EDMX 571) Requirements

In order for a candidate to be **placed** in a clinical practice setting for coursework and/or field experience purposes and be assigned a university supervisor, the following requirements must be met *by the end of the candidate's first semester in a full-time program or by the end of the candidate's third semester in a part-time program*:

- A. Registration in a clinical practice course (EDMX 571).
- B. CCTC certificate of clearance.
- C. Successful completion of ALL basic skills & subject matter competency tests.
Successful completion of all second semester courses with a grade of C+ or better, and a 3.0 GPA in all professional program courses.
- D. Satisfactory progress in the Multiple Subject TPEs.

An initial credential candidate who has passed 2 of the 3 sections of the CSET AND the basic skills assessment (i.e., CBET or Section 4 of the CSET) by the end of the first semester may be placed in a school site for coursework purposes but not for Clinical Practice II.

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 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.

Moderate/Severe 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) AND Mild/Moderate Education Specialist California credential.
- E. 3.0 or better in all professional program courses.

Suggested 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. The first six to eight (6-8) weeks of the Observation/Participation requirements presented on the following pages do not apply to Interns or those employed and teaching "on contract."

1. Observation & Participation in Clinical Practice Placement

During this period, full-time teacher candidates carry a full academic load and attend classes at Cal State San Marcos three to four days or evenings a week. In addition, candidates spend one day a week in an 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 the Moderate/Severe clinical practice and Add-On Candidates.

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. Candidates engaged in the EDMX 572 Mild/Moderate and EDMX 573 Moderate/Severe clinical practice experience must manage the environment for 50-60 days. The candidate must do all of the planning and instructing for a minimum of two (2) consecutive weeks or ten (10) consecutive days. 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, 571, 572, and 573 clinical practice experiences in the three tables that follow.

3. Special Education Breadth of Experience Field Experiences

The Mild/Moderate and Moderate/Severe Disability Education Specialist credentials qualify program graduates to instruct learners in Kindergarten through age 22. To demonstrate breadth of experience, all candidates in the program must complete at least 30 hours (five days) 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). Among these experiences are (a) a minimum of eight (8) hours of teacher interviews and participation with high school-ages students (i.e., the H.S. IDEIA assignment detailed in EDMX 633) and (b) an additional field experience participating with students with moderate and severe disabilities.

**MULTIPLE SUBJECT CLINICAL PRACTICE I
TIMELINE OF ACTIVITIES FOR FULL-TIME
EDMX 570 EDUCATION SPECIALIST:
CLINICAL PRACTICE IN ELEMENTARY AND SPECIAL SETTINGS**

<p>Observation & Participation</p> <p>Weeks 1 & 2</p>	<ul style="list-style-type: none"> • Meet with your university supervisor, cooperating teacher, at time arranged by your university supervisor • Gather info on the school, i.e. handbooks, maps, schedules. Get to know your way around. • Familiarize yourself with available district and community resources for teachers • Review your observation and participation schedule with your cooperating teacher • Read the Clinical Practice Handbook, sign the Clinical Practice Form. • Meet with the Education Specialist Clinical Practice Coordinator to identify the five selected special education clinical field experiences required in EDMX 570 (see syllabus).
<p>Weeks 3 & 4</p>	<ul style="list-style-type: none"> • Confer with cooperating teacher for assumption of teaching responsibilities based upon requirements of the TPEs. • Communicate with your supervisor on a weekly basis through meetings, phone calls, or email. • Attend university TPE seminars throughout the semester. • Confirm placement dates, locations, and contacts with Education Specialist Clinical Practice Coordinator for the five selected special education clinical field experiences required in EDMX 570 (see syllabus).
<p>Weeks 4 to 6</p>	<ul style="list-style-type: none"> • Confer regularly with CT, setting short and long-range goals, planning units and topics to be utilized during the full-time experience in accordance with the TPEs. • Continue to communicate with your supervisor
<p>Week 7</p>	<ul style="list-style-type: none"> • Meet with supervisor and CT to discuss the required lesson plan format. • Meet with CT to discuss gradual assumption of language arts and math instruction for a minimum of two weeks. • Ask you CT to complete the “Observation/Participation Evaluation” Form found in student teaching packet.
<p>Field Experiences</p> <p>Week 9</p>	<ul style="list-style-type: none"> • Attend and document, using the required field experience forms included with the EDMX 570 syllabus, the special education field placement experiences arranged by the Education Specialist Clinical Practice Coordinator for the five selected special education clinical field required in EDMX 570.
<p>Full-time Clinical Practice</p> <p>Week 10 - 15</p>	<ul style="list-style-type: none"> • Work according to your CT’s contract hours. You will serve duty with your CT, attend faculty/staff meetings, in-services (as permitted), and other appropriate professional activities. <i>If you must be absent or leave early, inform your CT in a timely manner. Time missed must be made up.</i> • Confer regularly with your university supervisor and CT regarding your performance, lesson planning, and other appropriate topics as based upon the requirements of the TPEs. • Prepare to take over Reading Language Arts and Mathematics for a minimum of two weeks of consecutive lessons. • Your university supervisor will conduct at least 4 formal observations in Reading/Language Arts and Math. Additional observations may occur.

Last Week	<ul style="list-style-type: none">• Your supervisor will arrange for a three-way exit interview.• Retain a copy of Clinical Practice I TPE form to give to your Clinical II supervisor.• All signed documents are returned to the university by the university supervisor.• Your supervisor verifies that you have completed the five special education field experiences arranged by the Education Specialist Clinical Practice Coordinator required in EDMX 570 (see syllabus) as well as the required special education field experience forms included with the EDMX 570 syllabus. Save in digital form write ups of all five experiences, as they will be used in the EDMX 575 Education Specialist – Transition Development Plan Seminar to evidence breadth of experience requirement of Program Standard 15 (see EDMX 575 syllabus requirements.)
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**MULTIPLE SUBJECT CLINICAL PRACTICE II
TIMELINE OF ACTIVITIES FOR FULL-TIME
EDMX 571 EDUCATION SPECIALIST:
CLINICAL PRACTICE: GENERAL EDUCATION SETTINGS**

Weeks 1 & 2	<ul style="list-style-type: none"> • Meet with your university supervisor, cooperating teacher, at time arranged by your university supervisor • Give a copy of your Clinical Practice I TPE form to your advanced supervisor. • Gather info on the school (e.g., handbooks, maps, schedules). Get to know your way around the school and community • Familiarize yourself with district and community resources for teachers • Confirm Observation and Participation schedule with your cooperating teacher • Read the Elementary Clinical Practice Handbook and sign the Clinical Practice Form.
Weeks 3 & 4	<ul style="list-style-type: none"> • Confer with cooperating teacher (CT) for assumption teaching responsibilities as required by the Multiple Subject TPEs. • Communicate with your university supervisor (US) at least weekly via face-to-face meetings, phone, or email. • Attend CalTPA and other university seminars throughout the semester.
Weeks 4 to 6	<ul style="list-style-type: none"> • Confer regularly with CT, 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.
Weeks 7 & 8	<ul style="list-style-type: none"> • Meet with US and CT to discuss required lesson plan format. • 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 is an emphasis of the Advanced Student teaching experience. • Ask your CT to complete the “Observation/Participation Evaluation” Form found in clinical practice packet.
Full-Time Clinical Practice Weeks 9 - 15	<ul style="list-style-type: none"> • Work according to your CT’s contract hours. Serve duty, attend faculty and inservice meetings (as permitted), and other professional activities. <i>If you must be absent or leave early, inform your CT in a timely manner. Time missed MUST be made up.</i> • 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 four (4) formal observations. At least one observed lesson should occur in Social Studies AND at least one in science. Additional observations may occur.
Last Week	<ul style="list-style-type: none"> • Your supervisor will arrange for a three-way exit interview. • All signed documents are returned to the university by the university supervisor.

MILD/MODERATE EDUCATION SPECIALIST CLINICAL PRACTICE TIMELINE
EDMX 572 EDUCATION SPECIALIST CLINICAL PRACTICE:
SPECIAL EDUCATION SETTINGS

All concurrent and most Add On candidates complete all items listed below.

Interns and some Add On candidates may have an individualized clinical experience plan.

Week 1	<ul style="list-style-type: none"> • Arrange a time with university supervisor (US) to meet cooperating teacher (CT), principal, special educators, and support personnel on site. Share course syllabi and ES TPEs with your CT. • Gather info on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures). • Familiarize yourself with available district, community, & special resources. • Arrange for Breadth of Experience field experience hours (30 minimum hours in 5 different settings), if not already completed.
Weeks 2 – 7/8	<ul style="list-style-type: none"> • Be on site on a regular basis (e.g., every Wednesday and/or Friday). • In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities. • Confer regularly with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the <i>Mild/Moderate Education Specialist</i>, and c) assumption of full teaching, assessment, IEP, and other special education job responsibilities <i>TPEs</i> during the full-time clinical experience. • Communicate at least weekly with US (e.g., log, journal, e-mail) 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 you, the CT, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies on the <i>Mild/Moderate Education Specialist TPE Clinical Practice Assessment</i> as well as be observed administering and interpreting assessments and leading an IEP meeting.
Full-Time Clinical Practice Weeks 8-16	<ul style="list-style-type: none"> • Work in accordance with your CT's <i>contract hours</i>. Be available before and after school. Attend faculty/staff meetings and inservice 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 <u>all</u> special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT. • Meet regularly with your US and CT to note progress on the <i>M/M ES TPEs</i>. • Complete with the US and CT, appropriate items on the <i>Preliminary Mild/Moderate Education Specialist TPEs Clinical Practice Assessment</i> at or following each visit. Review the form regularly. The goal is for each item to be addressed by the end of the clinical practice experience.
Final Week	<ul style="list-style-type: none"> • Your US will arrange for a 3-way “exit interview” with you and the CT. • Your US and CT will sign off on the <i>Preliminary Mild/Moderate Education Specialist TPEs Clinical Practice Assessment</i> and Teacher Candidate Summary, which along with your <i>Mild/Moderate Individualized Transition Development Plan</i> (completed for EDMX 575) serve as your recommendation for the credential.

**MODERATE/SEVERE EDUCATION SPECIALIST CLINICAL PRACTICE TIMELINE
EDMX 573 EDUCATION SPECIALIST CLINICAL PRACTICE:
SPECIAL EDUCATION SETTINGS**

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

<p>Week 1</p>	<ul style="list-style-type: none"> • Arrange a time with university supervisor (US) to meet cooperating teacher (CT), principal, special educators, and support personnel on site. Share course syllabi and ES TPEs with your CT. • Gather info on school (e.g., handbooks, maps, schedules, discipline policy, special education services and procedures). • Familiarize yourself with available district, community, & special resources. • Arrange for Breadth of Experience field experience hours (30 minimum hours in 5 different settings), if not already completed.
<p>Weeks 2 – 7/8</p>	<ul style="list-style-type: none"> • Be on site on a regular basis (e.g., every Wednesday and/or Friday). • In collaboration with CT, plan for opportunities to teach, assess, observe, attend meetings and take on all special education responsibilities. • Confer regularly with CT to plan a) short and long-range goals, b) activities to ensure accomplishment of the <i>Moderate/Severe Education Specialist</i>, and c) assumption of full teaching, assessment, IEP, and other special education job responsibilities <i>TPEs</i> during the full-time clinical experience. • Communicate at least weekly with US (e.g., log, journal, e-mail) 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 you, the CT, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies on the <i>Moderate/Severe Education Specialist TPE Clinical Practice Assessment</i> as well as be observed administering and interpreting assessments and leading an IEP meeting.
<p>Full-Time Clinical Practice Weeks 8-16</p>	<ul style="list-style-type: none"> • Work in accordance with your CT's <i>contract hours</i>. Be available before and after school. Attend faculty/staff meetings and inservice 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 <u>all</u> special education responsibilities for a minimum of 2 weeks. This full-time teaching can be extended with mutual agreement of TC/CT. • Meet regularly with your US and CT to note progress on the <i>M/S ES TPEs</i>. • Complete with the US and CT, appropriate items on the <i>Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment</i> at or following each visit. Review the form regularly. The goal is for each item to be addressed by the end of the clinical practice experience.
<p>Final Week</p>	<ul style="list-style-type: none"> • Your US will arrange for a 3-way “exit interview” with you and the CT. • Your US and CT will sign off on the <i>Preliminary Moderate/Severe Education Specialist TPEs Clinical Practice Assessment</i> and Teacher Candidate Summary, which along with your <i>Moderate/Severe Individualized Transition Development Plan</i> (completed for EDMX 635) serve as your recommendation for the credential.

UNIVERSITY SUPERVISOR CLINICAL PRACTICE EXPECTATIONS

The three keys to being a successful university supervisor are *communication, communication, and communication!* It is necessary to guide and counsel credential candidates by offering suggestion and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the cooperating teacher in order to ensure the establishment of the best possible classroom/university working relationship.

PROGRESSION OF CLINICAL PRACTICE EXPERIENCES

In almost all clinical practice courses, teacher candidates advance from observation and participation to full time teaching by consent of the university supervisor. 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 that you have provided. You are their guide. If there is a need, consider an interim three-way conference with the teacher candidate and university supervisor. Document this meeting. It is best to keep a record of all conferences and all lists of suggestions for improvement you provide a teacher candidate.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

1. Please read this Handbook to familiarize yourself with our program and the Concurrent Multiple Subject and Preliminary Mild/Moderate and Moderate/Severe Education Specialist and the Add On credential requirements. Also review and download all of the forms that are relevant to your supervision assignment found at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location.
2. Check with your assigned Teacher Candidates to be sure they are registered for clinical practice experience.
3. Act as liaison between your Teacher Candidates, their Cooperating Teachers, school administrators and the university. This is critical to a successful placement.
4. As soon as possible after you have received your assignments, contact the site administrators, 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 ultimately

must be recorded with the Clinical Placement Coordinator and the special education program coordinator.

7. Once credential candidates (i.e., all Concurrent Option and most Add On Option teacher candidates) have begun the Observation/Participation experience, informally visit the school site to ensure that everyone is settled into their placements. For interns and Add On candidates who do not have an Observation/Participation experience, contact candidates as soon as your assignment has been finalized.
8. Formally observe each candidate for the minimum number of required observations (usually 4-5 visitations with at four formal observations and a final 3-way exit interview with the Teacher Candidate and the Cooperating Teacher). Mentor and coach each candidate in areas of need. It may be necessary and beneficial to perform more observations than the minimum required. For the Multiple Subject Clinical Practice I (EDMX 570) and II (EDMX 571) experiences, please refer to the Multiple Subject TPEs use the *Assessment of Teaching Performance Expectations Multiple Subject General Education Clinical Practice* observation forms and described in located at the *Multiple Subject TPE Clinical Practice I Assessment* and *Multiple Subject TPE Clinical Practice II Assessment* links located at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location. For the Mild/Moderate Education Specialist clinical practice (i.e., 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/Moderate ES TPEs, please refer to the full descriptions of the ES TPEs and use the *Mild/Moderate Education Specialist TPE Clinical Practice Assessment*. For the Moderate/Severe Education Specialist clinical practice (i.e., EDMX 573/673/674), please refer to the full descriptions of the ES TPEs and use the *Moderate/Severe Education Specialist TPE Clinical Practice Assessment*. The full text of the ES TPEs and the assessment forms may be found at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website 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 under the heading at the same website location.
9. Familiarize yourself with the Professional Disposition expectations to which the School of Education is committed. You are expected to assess the Teacher Candidate's performance on the dispositions about half way into the clinical experience. See page 5 of this document and the Education Specialist Professional Disposition Rubric located under the **Professional Dispositions** heading at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> for a detailed description of dispositional expectations.
10. Document observation and debriefing visitation hours and meetings with the Cooperating Teacher and any additional communications with either the Teacher Candidate or the Cooperating Teacher via e-mail, phone, face-to-face meetings, Skype or other media is accomplished through the use of the *Education Specialist Clinical Practice Weekly*

Professional Collaboration Log (EDMX 572/671/672 clinical practice syllabus and the EDMX 573/673/674 syllabus). An electronic version of the form is located at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website location.

10. Facilitate teacher candidates' assumption of general and/or special education responsibilities. See the three suggested teacher candidate clinical practice timelines above. For the Mild/Moderate Education Specialist clinical practice (i.e., EDMX 572 or EDMX 671/672 for interns) and Moderate/Severe Education Specialists clinical practice (EDMX 573), see the 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 problems.
11. 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/Moderate (or Moderate/Severe) Education Specialist TPE Clinical Practice Assessment*). Prompt the cooperating teacher and credential candidate to start completing the assessment several weeks before it is due. Designate dates when you will review, discuss, and collect the assessment.
12. 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).
13. Read, review and respond to any communication from the Teacher Candidate. For the Mild/Moderate and Moderate/Severe clinical practice, review the *Teacher Candidate Clinical Practice Weekly Reflection and Planning* form, which is found in the EDMX 572 and 573 clinical syllabi and e-mailing it to both the Cooperating Teacher and the University Supervisor on a weekly basis.
14. Attend scheduled meetings and trainings of University Supervisors, Cooperating Teachers, and Teacher candidates.
15. 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 <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> . Remember that the procedure is intended to assist a candidate to take necessary steps for improvement to occur.
16. Arrange for the final exit interview at the conclusion of full-time clinical practice with the teacher candidate and cooperating teacher. Communicate with the cooperating teacher before the meeting so that a draft of the final summary may be prepared for potentially obtaining all participants' signatures at that time.

17. Near the end of the semester, send to teacher candidates the e-mail with the CSU Exit Survey and University Supervisor Evaluation forms and follow up to be sure each candidate has completed both. Also prompt them to complete another Quality Assurance form that also will be sent to them via e-mail.
18. When a Teacher Candidate completes clinical practice, submit the completed and signed (*Mild/Moderate or Moderate/Severe*) *Education Specialist TPE Clinical Practice Assessment* and clinical practice Summary forms to the Clinical Practice Experience Coordinator. Also submit the *Education Specialist Clinical Practice Weekly Professional Collaboration Log*. Additionally submit TPE scores, description of TPE evidence, and the Summary for each candidate on TaskStream.
19. Post grades through the university's web site. Clinical Practice grades are Credit "C" or No Credit "NC."

**University Supervisor *Mild/Moderate* Education Specialist Clinical Practice
Suggested Semester Timeline
(Week 1–8 activities are compacted for candidates starting full time during first 8 weeks)
*What to Do When and Which Forms to Use!***

Week	Placement Coord. (PC)	University Supervisor (US)	Actions and Forms to Use
1	Placements made by PC	Upon receipt of names, phone #s, e-mail addresses, and school assignment, contact Teacher Candidate (TC) to set up for TC meeting at school site. Exchange information and send correct names to the Placement Coordinator (PC) via email. Begin entries into Education Specialist Clinical Practice Weekly Professional Collaboration Log	Attend Orientation Trainings Complete your own contact form
2	Placement needs, changes, additions;	First meeting at school site: 1. Set up meeting or briefly meet the cooperating teacher (CT) and the site administrator 3. Drop off an overview folder with the CT and contact information with the principal. 4. Log this and all visits and phone or e-mail 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	-OR- First on-site meeting this week; gather data & CT forms	*Placement Form corrected, emailed to PC
4/5	Week 4 is week of CSUSM Student Census	Email or call TC: Check in and set up notebook or folder with all info for each TC copied, ready. Find and read program Handbook & forms	*CT Payment form via US mail to Clinical Placement Coordinator
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 e-mail both TC and CT, reminding them of O&P Log and O&P Evaluation forms and confirming first observation date.	(CT completes) *Education Specialist Mild/Moderate Teaching Performance Expectations Clinical Practice Assessment (ES M/M TPE Assessment) * ES M/M Individual Transition Development Plan (ITDP) form
8	For Concurrent TCs: first week of full time Clinical Practice	First Week TC Full Time in classroom. Typically, Add On and Intern candidates begin their supervised observations at this time. <i>This may vary on an individual basis for those not in a traditional placement.</i>	
9/10		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 evidences in the <i>Description of Evidences(s) Verifying Assessment of TPE</i> column. Check in with CT, specifically ask re concerns	* Observation Form * ES M/M 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	Second Observation Debrief/Feedback session (following lesson, assessment, or IEP-related meeting) Check off standards met at the 3 = Meets or 4 = Exceptional levels. Include description of evidences in the <i>Description of Evidences(s) Verifying Assessment of TPE</i> column. Check in with CT, specifically ask re concerns	Complete Disposition Evaluation on TaskStream by or before Week 11.

	days of clinical practice	Recommended to hold quite soon after first/second observation to determine abilities early. If concern arises, PC immediately. Begin Statement of Concern process.	ONLY IF NEEDED *Statement of Concern form and policy/guidelines
		For any Statement of Concern , schedule and hold meeting with TC, CT others, if necessary.	Prepare suggestions for <i>Performance Improvement Contract</i> ahead of time
12		Third Observation Debrief/Feedback session Use same procedure as first and second observations	
13 - 14	PC and US communicate to troubleshoot for TCs needing more time in placement.	Fourth Observation Use same procedure as first three observations. Collect information and contribution from CT to begin writing the Clinical Practice Summary.	
15	Next semester placements begin.	Final Exit Meeting with TC and CT Prepared appropriate Clinical Practice Summary Form (used as letter of recommendation for candidates). Make and distribute copies. Original with BLUE signatures goes to university file. Copies go to TC and CT. ES M/M TPE Clinical Practice Assessment completed with rating of 3 or 4 for all TPE elements, with descriptions of evidences for each element. Inform TC to check email to log on to complete Quality Assurance evaluation, US Evaluation form, & CSU Exit Survey. Complete last entry of <i>Clinical Practice Weekly Professional Collaboration Log</i> and collect for records	*TC Final Summary (be sure to choose correct credential form) * ES M/M TPE Assessment * ES M/M ITDP form
16	Last Day of classes. Available for help in grade submission from University Supervisors	Submit Grades via mycsusm and e-mail the PC for help, if needed. <i>This last step is essential to the supervision process, as it triggers the candidate's eligibility for the credential.</i> Turn in all forms for each TC to the PC. Prepare for next semester! Complete TPE Evaluation on TaskStream	Send e-mail to the PC, stating that ALL forms and grading procedures have been completed.
17	Exam week	Grades are due. Supervisor celebration!	

**University Supervisor *Moderate/Severe* Education Specialist Clinical Practice Timeline
What to Do When and Which Forms to Use!**

Week	Placement Coor. (PC)	University Supervisor (US)	Actions and Forms to Use
1	Placements made by PC	Upon receipt of names, phone #s, e-mail addresses, and school assignment, contact Teacher Candidate (TC) to set up for TC meeting at school site. Exchange information and send correct names to the Placement Coordinator (PC) via email. Begin entries into Education Specialist Clinical Practice Weekly Professional Collaboration Log	Attend Orientation Trainings Complete your own contact form
2	Placement needs, changes, additions;	First meeting at school site: 1. Set up meeting or briefly meet the cooperating teacher (CT) and the site administrator 3. Drop off an overview folder with the CT and contact information with the principal. 4. Log this and all visits and phone or e-mail 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	-OR- First on-site meeting this week; gather data & CT forms	*Placement Form corrected, emailed to PC
4/5	Week 4 is week of CSUSM Student Census	Email or call TC: Check in and set up notebook or folder with all info for each TC copied, ready. Find and read program Handbook & forms	*CT Payment form via US mail to Clinical Placement Coordinator
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 e-mail both TC and CT, reminding them of O&P Log and O&P Evaluation forms and confirming first observation date.	(CT completes) *Education Specialist Moderate/Severe Teaching Performance Expectations Clinical Practice Assessment (ES M/S TPE Assessment) * ES M/S Individual Transition Development Plan (ITDP) form
8	For Concurrent TCs: first week of full time Clinical Practice	First Week TC Full Time in classroom. Typically, Add On and Intern candidates begin their supervised observations at this time. <i>This may vary on an individual basis for those not in a traditional placement.</i>	
9/10		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 evidences in the <i>Description of Evidences(s) Verifying Assessment of TPE</i> column. Check in with CT, specifically ask re concerns	* Observation Form * ES M/S 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) Check off standards met at the 3 = Meets or 4 = Exceptional levels. Include description of evidences in the <i>Description of Evidences(s) Verifying Assessment of TPE</i> column. Check in with CT, specifically ask re concerns Recommended to hold quite soon after first/second observation to determine abilities early. If concern arises,	Complete Disposition Evaluation on TaskStream by or before Week 11. ONLY IF NEEDED *Statement of Concern form

		PC immediately. Begin Statement of Concern process.	and policy/guidelines
		For any Statement of Concern , schedule and hold meeting with TC, CT others, if necessary.	Prepare suggestions for <i>Performance Improvement Contract</i> ahead of time
12		Third Observation Debrief/Feedback session Use same procedure as first and second observations	
13 - 14	PC and US communicate to troubleshoot for TCs needing more time in placement.	Fourth Observation Use same procedure as first three observations. Collect information and contribution from CT to begin writing the Clinical Practice Summary.	
15	Next semester placements begin.	Final Exit Meeting with TC and CT Prepared appropriate Clinical Practice Summary Form (used as letter of recommendation for candidates). Make and distribute copies. Original with BLUE signatures goes to university file. Copies go to TC and CT. ES M/S TPE Clinical Practice Assessment completed with rating of 3 or 4 for all TPE elements, with descriptions of evidences for each element. Inform TC to check email to log on to complete Quality Assurance evaluation, US Evaluation form, & CSU Exit Survey. Complete last entry of <i>Clinical Practice Weekly Professional Collaboration Log</i> and collect for records	*TC Final Summary (be sure to choose correct credential form) * ES M/S TPE Assessment * ES M/S ITDP form
16	Last Day of classes. Available for help in grade submission from University Supervisors	Submit Grades via mycsusm and e-mail the PC for help, if needed. <i>This last step is essential to the supervision process, as it triggers the candidate's eligibility for the credential.</i> Turn in all forms for each TC to the PC. Prepare for next semester! Complete TPE Evaluation on TaskStream	Send e-mail to the PC, stating that ALL forms and grading procedures have been completed.
17	Exam week	Grades are due. Supervisor celebration!	

1. Suggested Agenda Items for First TC On-Site 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/Moderate or Moderate/Severe) 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

- Letter of introduction to principal and CT that includes 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, sign in and out at front office, and bring an observation form (or computer with observation form downloaded, visitation log, and bring the Education Specialist Mild/Moderate Teaching Performance Expectations

- Mild/Moderate or Moderate/Severe Education Specialist TPE Clinical Practice Assessment form
- 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 log of communications.
- 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 according to guideline and deliver to TC ASAP. Set up meeting.
- In the meeting with CT, 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 (Summary of EDMX 572 Clinical Practice I) or Moderate/Severe (Summary of EDMX 573 Clinical Practice II) Education Clinical Practice Summary completed and signed by all (in **BLUE INK**).
- Observations with appropriate evidence (e.g., lesson plans, assessment protocols, IEP meeting agenda) attached.

COOPERATING TEACHER AND INTERN SUPPORT PROVIDER CLINICAL PRACTICE EXPECTATIONS

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

COOPERATING TEACHER RESPONSIBILITIES:

1. HANDBOOK: Please carefully read this handbook to familiarize yourself with: a) the Education Specialist program options and the program's scope and sequence of courses (in Appendices A and B); 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 <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> to find the handbook and forms for your use. Also find the syllabus for your clinical placement assignment (i.e., EDMX 570, 571, 572, 573, 671, 672, 673, 674) at <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

2. TRAINING: Attend scheduled meetings and trainings for University Supervisors, Cooperating Teachers, and Teacher candidates. These meetings are essential for supervisors to understand the timeline, protocol and procedures for acceptable supervision.

3. COOPERATING TEACHER CONTACT AND CANDIDATE ORIENTATION: Orient the Teacher Candidate to your school site and personnel. Suggestions for preparing for and initially orientating candidates are offered in Tables 1 and 2 of Appendix C of this handbook. -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 between you, CSUSM, and the candidate. 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). Give the teacher candidate opportunities to ask questions and observe you. Model assessment, instruction, and collaborative planning and teaming in meetings and teaching. (e.g. 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. Forms for all Education Specialist TPEs assessments at the **Teaching Performance Expectations (TPE) at** <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> including both Mild/Moderate and Moderate/Severe Education Specialist TPE statements and TPE assessment

forms. Facilitate teacher candidates' knowledge and gradual assumption of responsibility of general and/or special education practices, following the appropriate clinical practice timeline suggested above.

5. FORMAL AND INFORMAL OBSERVATIONS: Informally observe as many lessons, assessments, meetings, consultations, and planning sessions as possible with written feedback. (Use of a video allows for candidate self-evaluation!).

Formally observe each candidate for the **minimum number of four formal observations**. See Table 3 in Appendix C of this handbook for details as to the frequency, type, and documentation of formal observations. It may be necessary and beneficial to perform more formal observations than the minimum required. All collaboration with the candidate, including observations is documented weekly, using the *Education Specialist Clinical Practice Weekly Professional Collaboration Log* (see EDMX 572 and EDMX 573 syllabi). This form is updated and signed each week by the Cooperating Teacher and the Teacher Candidate and by the US at each visitation. The log is collected by the US at the completion of clinical practice.

6. Concurrent Students: For the Multiple Subject Clinical Practice I (EDMX 570) and II (EDMX 571) experiences, please refer to the Multiple Subject TPEs and use the *Assessment of Teaching Performance Expectations Multiple Subject General Education Clinical Practice* observation forms and described in located at the *Multiple Subject TPE Clinical Practice I Assessment* and *Multiple Subject TPE Clinical Practice II Assessment* links located under the *Teacher Performance Expectations (TPE)* at the website location.
<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

7. For the Mild/Moderate Education Specialist clinical practice (i.e., 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/Moderate ES TPEs, please refer to the full descriptions of the ES TPEs and use the *Mild/Moderate Education Specialist TPE Clinical Practice Assessment*. For the Moderate/Severe Education Specialist clinical practice (i.e., EDMX 573), please refer to the full descriptions of the ES TPEs and use the *Moderate/Severe Education Specialist TPE Clinical Practice Assessment*. The full text of the ES TPEs and the assessment forms may be found at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> website 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.

8. MEETING AND CONFERENCING WITH THE CANDIDATE: During full time 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/Moderate and Moderate/Severe 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 each TPE. The candidate also completes and e-mails 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 forms form the

foundation for rich and productive conference conversations. See Table 4 in Appendix C of this handbook for more on expected meeting frequency, content and documentation. See Table 5 in Appendix C for tips for effective conferencing.

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).

9. DISPOSTIONAL ASSESSMENT: Familiarize yourself with Professional Disposition expectations to which the School of Education is committed. You are expected to assess with the University Supervisor the Teacher Candidate's performance on the dispositions about half way into the clinical experience. See page 5 of this document and the Education Specialist Professional Disposition Rubric located under the **Teacher Performance Expectations (TPE)** heading at the <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> for a detailed description of dispositional expectations.

10. 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 <http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html> Remember that the procedure is intended to assist a candidate to take necessary steps for improvement to occur.

11. 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.

CLINICAL PRACTICE FORMS

Clinical practice forms that are used by candidates, university supervisors, cooperating teachers, and school site administrators in EDMX 570, 571, 572, 573, 671/672, or 673/674 are available as individual secure files that can be downloaded, completed, and saved on your computer. See the clinical practice timelines and this manual for a description of when and where each form is to be used and submitted. Note that additional forms may be required for use in clinical practice through particular course assignments. These additional forms are provided by the course instructors.

Clinical practice forms are located at:

<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

Clinical Practice EDMX 572: Quick Forms Reference

What the Teacher Candidate (TC), the Cooperating Teacher (CT) and the University Supervisor (US) use in EDMX 572.

All Forms Can Be Found At:

<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

Week	Teacher Candidate	Cooperating Teacher	University Supervisor
Every week	Clinical Practice Weekly Professional Collaboration Log send to CT and US Clinical Practice Weekly Professional Collaboration Log		Weekly Reflection sent each week by TC to US. Collaboration Form when visiting.
	TPE Assessment Forms Candidates maintain working copy with CT Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment		TPE Assessment addition when visiting.
Choose	-IEP prep w CT	IEP Observation CT OR ⇔ (agreement regarding who does this) Mild/Moderate Education Specialist Observation of IEP Meeting Form	IEP- Observation and/or debrief with TC.
	-Assessment prep with CT	Assessment Observation CT or ⇔ (agreement regarding who does this) Mild/Moderate Education Specialist Observation of Assessment Administration Form	Assessment Observation and/or debrief with TC.
	-BIP/BSP- initiate discussion	BIP- development and implementation process to TC Mild/Moderate Education Specialist FBA/BIP Form	BIP-review and debrief with TC
Choose	Lesson Planning & Delivery	Lesson Observations: -if conducting IEP and Assessment observations, then two (2) other observations.	Lesson Observations: Minimum of 2 formal observations with debriefing.
Choose	Schedule Development Review process and scheduling procedures of CT	Schedule Development Show TC procedures and how to schedule by goal, need, etc.	Schedule Development review and debrief with TC

Appendix A

Program Option Admission Requirements, Expanded Program Option Descriptions and Course of Study, CalTPA and TPE Requirements and Clear Credential Requirements

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 “Add On” program option. Further, the content of both the Mild/Moderate and Moderate/Severe Education Specialist credentials is threaded through all of the 600-level courses in the program sequence except for a capstone course, EDMX 635, in which candidates receive the last of the Moderate/Severe credential content. In the companion clinical practice experience, EDMX 573, candidates are engaged in clinical practice with students with moderate and severe disabilities. Candidates are strongly encouraged to complete both the Preliminary Mild/Moderate and Moderate/Severe Education Specialist Teaching credentials by completing all of the offered coursework and clinical practice experiences, inclusive of the EDMX 635/573/673/674 coursework and clinical practice.

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 – Option 1 for candidates without a basic credential and Options 2a and 2b for candidates with a basic credential. The Option 2b internship is only an option for candidates with a verified valid English Language authorization.

Option 1. CONCURRENT MULTIPLE SUBJECT AND PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST PROGRAM WITH A MASTER OF ARTS IN EDUCATION

Concurrent candidates receive both the Multiple Subject and the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to also complete the Preliminary Moderate/Severe Education Specialist Instruction Credential. 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.

Full-time concurrent candidates may complete the 59 units of coursework and clinical practice for the Multiple Subject and Preliminary Mild/Moderate Education Specialist credentials listed below in three semesters. Moderate/Severe Education Specialist coursework and clinical practice requirements may be completed in an additional semester. 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 CalTPA, and other credentialing requirements may be awarded the Multiple Subject credential and apply for admission to the Special Education Master of Arts in Special Education to complete remaining Education Specialist courses and clinical practice experiences as master's candidates. Indicated in *italics* are the EDMX courses (i.e., EDMX 622, 627, 631, 632, 633, 575, 635) and clinical practices (EDMX 572, 573) that may be applied toward the master's degree, for eligible candidates. See Option 2c for the Master's degree content and coursework requirements.

Admission Requirements

1. **Two (2) Applications.** Application to both the University and School of Education.
2. **Application Fees.** A \$25 credential application fee is due upon application to a credential program. A university application fee is also required.
3. **Bachelor's Degree.** A Bachelor's degree or all undergraduate academic subjects must be satisfied before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
4. **Subject Matter Competency.** Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed prior to admission to the program. Please note: Conditional admission will be considered on a limited basis; however, state program standards prohibit advanced clinical practice until the CSET is passed.
5. **Basic Skills Examination.** Candidates must take one of the options for satisfying the Basic Skills Requirement prior to entering a teacher education program. Candidates must pass one of the basic skills options to qualify for advanced student teaching.
Basic Skills Options:
 - a. Pass CSET Multiple Subject subtests I, II, and III in addition to the CSET Writing Skills Examination, Subtest IV: Writing Skills, Test Code 142
 - b. Pass CSET Multiple Subject subtests I, II, and III in addition to the CBEST (California Basic Skills Examination)
6. **Prerequisite Courses in Education.** If taken at Cal State San Marcos, the courses must be completed within seven (7) years prior to beginning the program. If an equivalent course at

another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

- a) EDUC 350 – This required course serves as an orientation to careers in education. During this course, candidates participate in 45 hours of supervised fieldwork assignments in classroom settings. Candidates must submit a recommendation letter from a K-12 classroom teacher. A Certificate of Clearance must be obtained as a requirement of this course.
 - b) EDUC 364 – This required course must be taken prior to enrollment in the credential program.
 - c) EDUC 422 – Before admission to program, candidates must have completed a basic computer course or passed an assessment. In addition, candidates must obtain competency in using a set of education specific electronic tools by completing EDUC 422 or portfolio to the specifications found at www.csusm.edu/coe/FormsPolicies/index.html.
7. **One Set of Official Transcripts.** One official set of transcripts from each of the colleges or universities attended must be mailed directly to CSU San Marcos Office of Admissions.
 8. **Grade Point Average.** A candidate must have a cumulative GPA of at least 2.67.
 9. **Three Letters of Recommendation.** Recommendations from classroom faculty and/or others knowledgeable about the candidate’s personal qualities and potential must be submitted with the program application. One recommendation must be from a K-12 classroom teacher.
 10. **Personal Interview.** Qualified candidates are interviewed by an education faculty committee. Candidates are notified by e-mail to make arrangements for the interview after the application deadline.
 11. **Writing Sample.** A writing sample is required in response to a given prompt at or prior to the personal interview.
 12. **Tuberculin Clearance.** Must be on file in the Student Services Center.

Program Course of Study

Concurrent Multiple Subject Courses	Units
EDMX 511	3
EDMX 512	3
EDMX 521	3
EDMX 543	3
EDMS 544	3
EDMS 545	3
EDMS 555	3
<i>EDMX 622</i>	4
Concurrent Multiple Subject Clinical Practice	
EDMX 570	6
EDMX 571(or EDMX 573 for Bilingual candidates)	7
<i>Concurrent Multiple Subject Total</i>	33

Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
<i>EDMX 627</i>	3
<i>EDMX 631</i>	3
<i>EDMX 632</i>	3
<i>EDMX 633</i>	3
<i>EDMX 572</i>	7
<i>EDMX 575</i>	2
<i>Concurrent Multiple Subject and Mild/Moderate Education Specialist Total</i>	59

Additional Moderate/Severe Education Specialist Course and Clinical Practice	
<i>EDMX 635</i>	4
<i>EDMX 573</i>	6
<i>Concurrent Multiple Subject, Mild/Moderate, & Moderate/Severe Unit Total</i>	69

Additional Master of Arts in Special Education Courses	
<i>EDEX 602</i>	3
<i>EDUC 622</i>	3
<i>EDUC 698</i>	3
<i>Concurrent Multiple Subject, Mild/Moderate, Moderate/Severe and Master of Arts in Education Unit Total</i>	78

Bilingual Authorization for Fluent Spanish Speakers

To obtain the bilingual authorization, a candidate must be fluent in Spanish and pass the CSET Languages Other Than English (LOTE) III Exam in Spanish Language and Communication.

Concurrent candidates must also complete the following:

<i>EDUC 653</i> Bilingual Education I: Contexts for Learning	3
<i>EDUC 654</i> Bilingual Education II: Methodology and Cultural Contexts	3
<i>EDMS 573</i> Clinical Practice in Elementary School Bilingual/ELD Settings	7

(Note: EDMS 572 replaces the EDMX 571 clinical practice for bilingual candidates)

CalTPA AND RICA Completion for Multiple Subject Credential Issuance

The California Commission on Teacher Credentialing (CCTC) requires all Multiple Subject or Single Subject credential candidates to pass the embedded Teaching Performance Assessment (CalTPA) before an online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Education Services Center and for the credential to be issued.

The CCTC also requires passing the Reading Instruction Competence Assessment (RICA) for a Multiple Subject or a Preliminary Education Specialist Credential to be issued. Passing the RICA via a comprehensive examination or a performance assessment is a requirement for the initial issuance of a Multiple Subject or a Preliminary Education Specialist credential. The language and literacy courses (EDMX 521 and EDMX 622) that are part of the credential program prepare candidates to pass the RICA.

Preliminary Education Specialist TPE Assessment

All candidates entering a program 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 and develop a written Individualized Transition Development Plan 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 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 CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC website for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Option 2. SPECIALIST CREDENTIAL(S) ADDED ON TO BASIC CREDENTIAL

The Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist *Add On* program options are especially designed for teachers who have completed a basic (e.g., Multiple Subject, Single Subject) credential program and have satisfied California subject matter competence requirement. (An emergency or substitute permit is not a basic credential.) The option prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities. Authorization to teach English learners is met through coursework and clinical experiences.

Admission Requirements for All Add On Options

1. Verification of a valid basic teaching credential (e.g., Multiple Subject, Single Subject) issued by the California Commission on Teacher Credentialing
2. Verification of subject matter competency such as passing CSET- Multiple Subject scores
3. Verification of English learner authorization (e.g., CLAD, CTEL, BCLAD, SB 2042 credential). Applicants without this authorization must take the coursework for the CLAD certificate or pass a CTEL exam before being issued and Education Specialist credential
4. Submission of a Cal State San Marcos Graduate/Post baccalaureate Application to the university online and payment of the submission fee
5. Submission of a School of Education Preliminary Education Specialist Add On Program Application to the Education Services Center and payment of the application fee
6. Interview with the special education admissions committee
7. Three letters of recommendation within two years of application from individuals familiar with the candidate's work in the field of education
8. Writing sample (e.g., Statement of Purpose describing rationale for pursuing the Education Specialist credentials)
9. GPA according to the University admissions policy (i.e., GPA of at least 2.67)
10. Two sets of official transcripts (one for the university and one for the School of Education)
11. TB Clearance on file in the Education Services Center before beginning the program

Subject Matter Competency and individual requirements for out-of-state trained teachers may be required. Contact the Education Services Center at (760) 750-4277 to have out-of-state credentials analyzed for additional individual requirements.

Preliminary Education Specialist TPE Assessment in Order for Credential Issuance

All candidates entering a program 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 and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements Following Credential Issuance

All teachers holding a Preliminary Education Specialist credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction 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 CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow

Option 2a. PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST “ADD ON” PROGRAM OPTION WITH AND WITHOUT MASTER OF ARTS IN EDUCATION

Program Coursework	Units
Co-requisite (if advanced technology equivalency has not been determined)	
Completion of SB 2042 program or EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7
EDMX 575	2
<i>Mild/Moderate Education Specialist Total</i>	<i>25-28</i>
Additional Moderate/Severe Education Specialist Course and Clinical Practice	
EDMX 635	4
EDMX 573	6
EDMX 673/674 Internship Option	6-12
<i>Total (with Moderate/Severe credential added)</i>	<i>35 - 60</i>
Master of Arts in Special Education Courses and Culminating Experience	
EDEX 602	3
EDUC 622	3
EDUC 698	3
<i>Total (with Masters degree and optional credential added)</i>	<i>37 - 57</i>

English Learner Authorization for Candidates Without a CLAD Certificate

A valid English Learner authorization such as CLAD, CTEL, BCLAD or SB2040 credential is required. Candidates who wish to intern and who do NOT have EL authorization must obtain it by passing the CTEL examinations or obtain their CTEL at another institution.

Additional Required Courses for Single Subject Credential Holders

EDMS or EDMX 521	3
EDMS or EDMX 543	3

Option 2b. INTERN PARTNERSHIP WITH SCHOOL DISTRICTS FOR PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST “ADD ON” PROGRAM OPTION

This intern partnership option prepares teachers in advanced instructional, assessment and differentiation skills to meet the needs of all students in grades K through 12 and adults with identified disabilities *while working as an Education Specialist*.

At CSUSM, internships are only considered for or granted to *Add On* Mild/Moderate and Moderate/Severe Disabilities Education Specialist credential candidates. *Add On* candidates are candidates who already hold a basic (e.g., Multiple Subject, Single Subject) credential and who have satisfied California subject matter competence requirements.

Additional Intern Eligibility Requirements (Typically met through initial credential)

- 1) Bachelor’s Degree as evidences by official transcripts verifying awarding of Bachelor’s degree
- 2) Valid basic credential or eligibility for a basic credential
- 3) Certificate of Clearance and Tuberculin Clearance
- 4) Subject matter competence: CSET passed for subject area(s) and grade and developmental levels of students the intern will instruct
- 5) Pre-service foundational preparation in general pedagogy, including classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development and special populations, and the teaching of English learners (usually met through initial credential)
- 6) Beginning January 1, 2014, possession of a valid English Learner authorization such as CLAD, CTEL, BCLAD or SB2040 credential is required. Candidates who wish to intern and who do NOT have EL authorization must obtain it by passing the CTEL examinations or obtain their CTEL at another institution. This is a new policy as of Fall 2015.

Candidates interested in this internship option must also apply with and be offered employment as an intern with a partnering school or school district. Subject Matter Competency and individual requirements for out-of-state trained teachers may be required, based upon an analysis of the candidate’s credential by an Education Services Center credential analyst.

Interns may obtain a Master of Arts in Education degree with a special education emphasis by completing the EDUC 602, 622, and 698 coursework and thesis/project described in Add On Option

Intern Program Delivery Model and Course of Study

As eligibility item #5 above indicates, interns in this internship option are expected to successfully complete prerequisite coursework that equip them to meet Intern Precondition #3 and Program Standard 1, that is, 120 clock hours – 8 semester units of pre-service which includes foundational preparation in pedagogy including classroom management and planning,

reading/language arts, specialty specific pedagogy, human development, and teaching English learners.

As all Add On candidates have valid teaching credentials, this requirement is met through candidate's previous completion of a basic credential program. The CSUSM Education Specialist program coordinator and the coordinator of clinical practice work closely with the personnel department of each partner district to ensure that interns are assigned support providers who possess appropriate background and experience to provide onsite guidance.

Coursework and clinical practice for the Mild/Moderate internship sequence usually takes two academic semesters to complete. Each intern candidate's course and clinical practice sequence is individually planned with the Education Specialist program coordinator.

Two Mild/Moderate supervised clinical practice experiences (i.e., EDMX 671/EDMX 672) are required, generally one each semester of program involvement. The program coordinator works jointly with the district support provider and the candidate to coach and assess candidate's progress and provide intensive supervision through an Individualized Transition Development Plan. Additionally, the clinical practice placement coordinator for the Education Specialist program pays particular attention to intern candidates and intervenes with added support as needed.

	Units
Co-requisite (if technology equivalency has not been determined)	
Completion of SB 2042 program or EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 575	2
EDEX 660	2
Clinical Practice Completed During Internship Assignment	
EDMX 672	7
<i>Mild/Moderate Education Specialist Internship Total</i>	<i>27</i>
Additional Moderate/Severe Education Specialist Course and Clinical Practice	
EDMX 635	4
EDMX 573	6
EDMX 673/674	6-12
<i>Total (with Moderate/Severe credential added)</i>	<i>36</i>

English Learner Authorization for Candidates Without a CLAD Certificate

A valid English Learner authorization such as CLAD, CTEL, BCLAD or SB2040 credential is required before becoming a CSUSM intern. Candidates who wish to intern and who do NOT have EL authorization must obtain it by passing the CTEL examinations or obtain their CTEL at another institution.

Additional Required Courses for Single Subject Credential Holders

EDMS or EDMX 521

3

EDMS or EDMX 543

3

Appendix B

Course and Clinical Practice Titles and Descriptions

Catalog descriptions of all courses taken by candidates in one of the options above are presented here and in the CSUSM catalog. Syllabi appear on the School of Education website as archived and current syllabi. Course descriptions are organized and presented below in the following four categories:

1. Courses and clinical practice experiences required of all Education Specialist candidates
2. Courses and clinical experiences required of candidates also seeking a Multiple Subject credential
3. Prerequisite and co-requisite courses required of candidates without a basic credential or without required educational technology or without the authorization to teach English learners
4. Courses required of those seeking the Master of Arts in Education

1. Courses and clinical practice experiences required of all Education Specialist Candidates

Mild/Moderate and Moderate/Severe Education Specialist Credential Courses

EDMX Mild/Moderate and Moderate/Severe Education Specialist courses required of all Education Specialist candidates are highbred courses that have distance learning elements that are managed through CSUSM's Cougar Courses online course container tool. This allows course instructors to construct online discussion boards, provide online delivery of videos and video clips and other virtual instruction that augments face-to-face instruction in the classroom.

EDMX 575 (2) Education Specialist –Transition Development Plan Seminar

Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit.*

EDEX 660 (2) Transition Plan Development

Development of an Individualized Transition Development Plan for Preliminary Mild/Moderate and Moderate/Severe Education Specialist Intern candidates. *Graded Credit/No Credit. Co-requisite: EDMX 671.*

EDMX 622 (4) Literacy for Education Specialists

Focuses on developing an advanced understanding of theory, methodology, and assessment of K-12 English Language Arts and second language learning in integrated and inclusive classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 641. Prerequisite: EDMS 521.*

EDMX 627 (3) Assessment for Planning and Instruction

Focuses on methods for assessing and planning so students with disabilities, language, and other learning differences have access to the general education curriculum. Students administer and interpret formal and informal assessments for Individual Education Program planning, implementation, and evaluation. *Requires participation/ observation in the public schools.*

EDMX 631 (3) Foundations in Law, Ethics, and Procedures of Special Education

Introduction to state and federal special laws regarding special education; ethical issues in special education; concepts of assessment of learners and learning environments; non-biased, nondiscriminatory approaches to assessment; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming.

EDMX 632 (3) Technology and Communication for Special Populations

Terms, trends, history, and current information based on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. *Prerequisite: EDUC 422 or 630 or equivalent.*

EDMX 633 (3) Community Access through Supported Environments

Focuses on methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Emphasizes the development and implementation of positive behavioral support plans and interventions that address students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

2. Mild/Moderate Education Specialist Clinical Practice (Intern and Non-Intern Options)

EDMX 572 (7) Education Specialist — Clinical Practice: Special Education Setting

Observation and teaching in special education setting in selected schools under the supervision of a credentialed special education teacher and university supervisor. Includes participation in student teaching seminars. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Prerequisite: Successful completion of program prescribed coursework.*

EDMX 671 (7) Education Specialist – Clinical Practice for Interns I

Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and university supervisor. Includes participation in student teaching seminars. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDMX 572. Graded Credit/No Credit.*

EDMX 672 (7) Education Specialist – Clinical Practice for Interns II

Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and university supervisor. Includes participation in student teaching seminars. *This course is aligned with California's SB 2042 Standards.*

3. Additional Course and Clinical Practice for Moderate/Severe Education Specialist Credential

EDMX 573 (6) Education Specialist – Clinical Practice: Moderate/Severe Disabilities

Observation and teaching of students with moderate and severe disabilities under the supervision of a credentialed special education teacher and university supervisor.

Includes seminars. *Graded Credit/No Credit.*

EDMX 673 (6) Education Specialist – Clinical Practice for Moderate/Severe Interns I

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

EDMX 674 (6) Education Specialist – Clinical Practice for Moderate/Severe Interns II

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

EDMX 635 (4) Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities

Focuses on developing knowledge and skill for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral, and communication needs to participate in school and community experiences.

4. Courses and clinical experiences required of candidates also seeking a Multiple Subject Credential: Multiple Subject Emphasis Courses

EDMX 511 (3) Elementary Teaching and Learning for Education Specialists I Provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities, and other language and learning differences. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 512 (3) Elementary Teaching and Learning for Education Specialists II Provides opportunities to apply learning theories to educational practice; to develop universally designed lessons; and to utilize appropriate teaching strategies for differentiating and accommodating learning differences of students with disabilities and other learning challenges. Candidates are introduced to special education pre-referral and referral processes, and characteristics of students with disabilities. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 521 (3) Elementary Literacy for Education Specialists Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 543 (3) Mathematics Education in Inclusive Classrooms Focuses on the scope and sequence of mathematics in the K-12 curriculum, mathematics instructional methods, materials, and assessment. Additional emphasis is provided on assessing student mathematical thinking and developmentally appropriate instructional practices. Methods of cross-cultural language and academic development and strategies for accommodating learners with special educational needs in assessment and instruction are integrated into the course. *Requires participation and observation in public school programs.*

EDMS 544 (3) Social Studies Education in Elementary Schools Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in social studies. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course. *This course is aligned with California's SB 2042 Standards. Requires participation/ observation in the public schools*

EDMS 545 (3) Elementary Science Education Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards. Requires participation in the public schools.*

EDMS 555 (3) Elementary Multilingual Education Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *This course is aligned with California's SB 2042 Standards. May not be taken for credit by students who have received credit for EDML 552. Requires participation in the public schools.*

Multiple Subject Emphasis Clinical Practice

5. EDMX 570 (6) Education Specialist – Clinical Practice in Elementary and Special Settings Observation and teaching in selected schools with directed special education field experiences under the supervision of a classroom teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment restricted to candidates in the Concurrent Education Specialist and Multiple Subject program option.*

EDMX 571 (7) Education Specialist - Clinical Practice: General Education Setting Observation and teaching in a general education setting in selected K-12 schools under the supervision of a classroom teacher and University supervisor and includes participation in student teaching seminars. This course is aligned with California's SB 2042 Standards. *May not be taken for credit by students who have received credit for EDMX 562 or EDMS 571. Graded Credit/No Credit. Enrollment Requirement: Successful completion of program prescribed coursework.*

6. Prerequisite and co-requisite courses required of candidates without a basic credential or without required educational technology or authorization to teach English learners

6a. Prerequisites for candidates without a basic credential

EDUC 350 (3) Foundations of Teaching as a Profession

Required for all credential candidates, is an orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers, to understand the nature of formal education in the United States, and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

EDUC 364 (3) The Role of Cultural Diversity in Schooling

Required of all credential candidates. Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g., the nature of culture, manifestations of, cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context.

EDUC 422 (3) Technology Tools for Teaching and Learning

Focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *The course meets the technology prerequisite skill requirement for entering the credential program.*

6b. Co-requisite for Add On and Master's Candidates Without Technology Requirement

EDUC 422 Technology Tools for Teaching and Learning

Focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. *This course meets the technology prerequisite skill requirement for entering the credential program.*

6c. Co-requisites for Add On and Master's Candidates Without Authorization to Teach English Learners

A valid English Learner authorization such as CLAD, CTEL, BCLAD or SB2040 credential is required before becoming a CSUSM intern. Candidates who wish to intern and who do NOT have EL authorization must obtain it by passing the CTEL examinations or obtain their CTEL at another institution. This is a new policy as of Fall 2015.

7. Courses required of those seeking the Master of Arts in Special Education

EDEX 602 (3) Culturally Proficient Inclusive Schooling in a Pluralistic Society

Focuses upon the pluralistic nature of society and the application of the concepts and tenants of Cultural Proficiency and Inclusive Schooling in order to transform schools into inclusive learning communities that welcome, value, empower, and support the learning of all students and their families.

EDUC 622 (3) Research Methods in Education

A core course designed to introduce educational practitioners to the fields of educational research and evaluation. Explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. Further examines measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

EDUC 698 (3) Master's Culminating Experience Seminar

Students engage in the planning, preparation, and completion of their culminating experience, which may take the form of a research thesis, a curricular project within a schooling context including the National Board Certification Teacher (NBCT) process, or a comprehensive examination. *Note: Students must continually enroll in this course until successful completion of the culminating experience. Graded Credit/No Credit. Enrollment Requirement: Successful completion of the master's option coursework and advancement to candidacy.*

8. Courses and clinical practice for Concurrent candidates seeking the Bilingual Authorization

EDUC 653 (3) Biliteracy Education I: Contexts for Learning

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. May not be taken for credit by students who have received credit for EDML 553. Conducted in Spanish.

EDUC 654 (3) Biliteracy Education II: Methodology and Cultural Contexts

Addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the interrelatedness of the domains of language. Explores the sociopolitical, historical, and economic role that Latinos and Latino culture play, including the implication of learning and instruction in public schools in California and the United States. May not be taken for credit by students who have received credit for EDML 554. Conducted in Spanish.

EDMS 573 (7) Clinical Practice in Elementary School Bilingual/ELD Settings

Observation and teaching in a bilingual setting in selected schools under the supervision of a classroom teacher and university supervisor and participating in a student teaching

seminar. May be repeated once. (Note: Replaced EDMX 571 for Concurrent candidates)

Appendix C

**Expanded Descriptions of
University Supervisor and Cooperating Teacher
Responsibilities**

Preparation in Advance of a Teacher Candidate's Arrival

A 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 spends 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:

- a. 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
- b. Prepare pupils for the arrival of the Teacher Candidate
 - emphasize that the Teacher Candidate is a teacher
 - inform pupils that an individual from the university (University Supervisor) will be visiting several times
- c. 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
 - providing an opportunity for co-teaching
- d. 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 from liability for any injury.)
- e. Provide space such as a desk, table, file cabinet drawer, and/or cupboard for work and storage for the teacher candidate to organize materials/supplies.
- f. Read the ideas for the initial orientation of the Teacher Candidate presented in Table 2 and obtain copies of important materials you want to share and websites of important district or school policies, procedures, and handbooks

Cooperating Teacher Orientation Activities and Conversations

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.
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, nurse, bus drivers, etc.
3. Share the website and/or location within the building of materials and forms the teacher may be required to use (e.g., 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). Remind the teacher candidate that all student information is confidential.
4. Provide the teacher candidate with daily, weekly, and annual schedules (e.g., school bell schedule, holidays, whole school events, individual student schedules including related services).
5. Provide school and district policies regarding Teacher Candidates (e.g., 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's issues and concerns.
7. Share emergency plans for earthquake, lock down, and fire drills.
8. Acquaint the Teacher Candidate with the library, 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 expectations and processes for unit and lesson planning, IEP planning and writing, transition planning, SST processes, the schools 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 involved in the Education Specialist's job at the site.
11. Provide complete information about the students on the Education Specialist caseload (e.g., IEP plans, most recent assessment reports).
12. Encourage the Teacher Candidate to use a variety of teaching and assessment strategies and apply best practices from university coursework.
13. Communicate expectations of open and honest communication and your role as a coach who provides regular modeling and formal and informal verbal and written observational feedback.
14. Provide opportunities for the Teacher Candidate to collaborate and co-teach not only with you, but with other professionals (e.g., general education teachers, related services personnel, paraeducators)
15. Set up (with the University Supervisor) 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 and for planning for, coaching and documenting the candidate's ES TPE performance.

Number, Content, and Documentation of Cooperating Teacher Formal Observations and Meetings with the Teacher Candidate During Education Specialist Clinical Practice

A University Supervisor formally observes a Teacher Candidate approximately every other week of clinical practice in order to assess and document a candidate's growth, performance, and progress on Teaching Performance Expectations and skill in teaching and assessing, organizing the delivery of specially designed instruction, and conducting professional collaborative meeting such as an IEP meeting /meetings. A Cooperating Teacher is in the unique position of having *daily* observational data of the candidate's general behavior that allows for immediate and frequent support as well as specific, contextually-based formative and evaluative feedback, which a University Supervisor cannot offer. It is expected that the Cooperating Teacher will informally observe, keep ongoing informal notes, and confer with the Teacher Candidate most every day of clinical practice. It also is expected that the Cooperating Teacher will supplement the University Supervisors formal observations with additional formal observations and post-observation conferencing.

Number of Cooperating Teacher Observations

As articulated in the clinical practice syllabi (see page 2 of the EDMX 572 Mild/Moderate clinical practice syllabus and page 3 of the EDMX 573 Moderate/Severe clinical practice syllabus), the Cooperating Teacher observes the Teacher Candidate a specified minimum number of times over the course of the Clinical Practice. For the 50-60 day Mild/Moderate and Moderate/Severe clinical practice experience, there is a minimum of at least **four** formal observations by the Cooperating Teacher of the candidate. In the CSUSM Education Specialist credential program, *informal* is defined as meaning communications with the Teacher Candidate that are primarily verbal and formative in nature, but which includes written notes. *Formal* is defined as communication with the Teacher Candidate that is written as well as verbal form and also evaluative (e.g., providing feedback on progress) in nature. See the definitions of terms on the second page of the *Education Specialist Clinical Practice Professional Collaboration Log* (page 13 of the EDMX 572 syllabus and page 31 of the EDMX 573 syllabus). The Cooperating Teacher uses this log weekly to note formal and informal observations made during each week of clinical practice.

Content of Cooperating Teacher Observations

As articulated in the clinical practice syllabi (see page 2 of the EDMX 572 Mild/Moderate clinical practice syllabus and page 3 of the EDMX 573 Moderate/Severe clinical practice syllabus), together the University Supervisor and Cooperating Teacher determine with the candidate the content focus of these observations, so that the observations *complement* the approximately bi-weekly required University Supervisor's teaching, assessment, IEP meeting, Behavior Intervention Plan, and otherwise agreed-upon formal observations. A Cooperating Teacher's formal observation could be additional observations that focus upon:

- a) the same observational foci of the University Supervisor (i.e., instruction, assessment, IEP-related planning and implementation activities),
- b) areas of growth identified by the candidate as one of importance or interest (e.g., use of technology in design digital age lessons and assessment),

- c) areas of growth identified by the Cooperating Teacher and/or University Supervisor as areas for needed growth and coaching (e.g., general positive behavior support strategies),
- d) school-based priorities (e.g., Multi-Tiered System of Support intervention planning and delivery),
- e) student and clinically-based priorities (e.g., use of structured teaching methods and visual with students with ASD), or
- f) other job-related responsibilities in which TPEs may be observed (e.g., training/supervising of paraeducators).

The intention is that, for the weeks in which the University Supervisor is not making a formal observation, the Cooperating Teacher is performing a formal observation, so that, on the whole, a Teacher Candidate has a formal observation and debrief nearly every week of clinical practice.

The Cooperating Teacher may use the structured observation forms that are included in either of the EDMX 572 or 573 syllabi, depending upon the focus of the observation. For example, for an observation of a lesson that is TPE-referenced, the TPE-reference instructional observation form included in EDMX 572 syllabus and posted on the Education Specialist clinical practice website would be an ideal observational tool.

Documentation of Cooperating Teacher Observations

Each Cooperating Teacher documents formal observations of the Teacher Candidate using the *Education Specialist Clinical Practice Weekly Professional Collaboration Log* (found on pages 12 and 13 of the EDMX 572 and pages 30 and 31 of the EDMX 573 syllabi), which is updated and signed each week by the Cooperating Teacher and the Teacher Candidate. As the form states and requires, “This log shall be confidentially maintained (in digital or hard copy format) and accessible to all parties throughout the clinical practice. Log entries are completed, reviewed, and signed by the Teacher Candidate and Cooperating Teacher weekly and by the US at each visitation.” The log is collected by the US at the completion of clinical practice. In summary, not only does the log prompt and document communication and collaboration among all three involved parties (i.e., candidate, cooperating teacher, supervisor), it also documents the mandatory minimum formal observation requirements for the Cooperating Teacher and University Supervisor.

Number, Content and Documentation of Cooperating Teacher Meetings with the Teacher Candidate During Education Specialist Clinical Practice

Number of Cooperating Teacher and Teacher Candidate Meetings.

A University Supervisor formally meets with Teacher Candidate approximately every other week of clinical practice in order to assess and document a candidates growth, performance, and progress on Teaching Performance Expectations A Cooperating Teacher is in the unique position of have the opportunity for *daily* informal meetings to share frequent and immediate formative and evaluative feedback that no University Supervisor can offer. It is expected that the Cooperating Teacher will informally confer with the Teacher Candidate nearly every day of clinical practice. It also is expected that the Cooperating Teacher will conduct formal post-observation conferences after the required minimum of four formal Cooperating Teacher observations.

A Cooperating Teacher is required to have at least **weekly** formal meetings with a Teacher Candidate to provide formative and summative constructive feedback to the candidate, based upon formal and informal observations and interactions. As already noted, honest and caring constructive feedback and encouragement not only provides the candidate with guidance and direction to improve, but motivates the candidate to strive and achieve the expected TPE performances.

Content of Cooperating Teacher and Teacher Candidate Meetings.

Meetings between the Cooperating Teacher and the Teacher Candidate may take multiple various forms. For example, prior to or in the first week of clinical practice, the Cooperating Teacher (with the University Supervisor) has an initial orientation meeting with the Teacher Candidate to determine how TPE elements might be addressed in clinical practice and the opportunities the Cooperating Teacher can arrange and structure for TPE elements to be demonstrated.

Another structured and regular meeting or meeting agenda item during the first several weeks of clinical practice concerns TPEs and TPE elements on the *Cal State San Marcos Preliminary (Mild/Moderate or Moderate/Severe) Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form. Namely, to ensure that the Teacher Candidate and Cooperating Teacher share a clear and common understanding of each TPE element and that they have expressly discussed how opportunities for each TPE to be demonstrated by the candidate, the Cooperating Teacher and Teacher Candidate meet and follow the timeline for discussing the TPEs suggested in the *TPE and Weekly Conversations and Planning* form included on page 9 of the Mild/Moderate clinical practice syllabus and page 29 of the Moderate/Severe clinical practice syllabus. Dates on which the Cooperating Teacher and Candidate meet to discuss and the TPEs are recorded on the form and retained for submission to the University Supervisor.

Additionally, in-depth conversations between the Cooperating Teacher and the candidate regarding TPEs is prompted by the *TPE Weekly Conversations and Planning* form located on

page 9 of this syllabus. Using the *Teacher Candidate Clinical Practice Weekly Reflection and Planning* form (found on page 10 of the EDMX 572 Mild/Moderate clinical practice syllabus and page 28 of the EDMX 573 Moderate/Severe clinical syllabus), the Teacher Candidate e-mails both the Cooperating Teacher and the University Supervisor the form which includes weekly reflections on TPE foci of the week, “aha” moments, specific areas of competence, challenges, co-teaching approaches used, questions that have arisen, and a request for a focus in the next observation. This weekly reflection forms the basis for the required weekly Cooperating Teacher and Teacher Candidate meeting conversations about the candidate’s progress and growth toward TPE achievement and setting of goals and structuring of opportunities for TPE practice and demonstration in the following week. The form and the discussion it prompts during the at least weekly meetings, helps the Cooperating Teacher to identify the specific types of support from which the Teacher Candidate will benefit.

Finally, through the at least weekly conference meetings, the Cooperating Teacher and the Teacher Candidate examine TPE elements, compare the “Meets” criterion (as stated in the TPE element) with behaviors observed and/or artifacts provided to evidence that the candidate is on the way to or has achieved the performance of the specific criterion. If a TPE criterion has yet to be demonstrated and is in need of further instruction, modeling, coaching or clarification, the Cooperating Teacher (with University Supervisor input) crafts with the candidate an action plan to structure opportunities for the candidate to practice and exhibit the components of the specific TPE element (criterion). In regular (daily) informal and the four formal meetings between the Cooperating Teacher and the candidate, the conferences deconstruct and illuminate:

- (1) the elements (criteria) for each TPE,
- (2) behaviors observed and/or evidences provided by the candidate and/or Cooperating teacher that compares performances to date with the “Meets” criterion for each TPE element,
- (3) whether the element (criterion) has yet been met, and
- (4) the date on which a TPE criterion is met is recorded on the candidate’s respective Mild/Moderate or Moderate/Severe *Education Specialist Teaching Performance Expectations Clinical Practice Assessment*.

Each clinical practice experience concludes with a culminating *exit assessment* meeting. At this conference, the Cooperating Teacher and University Supervisor confer to finalize the score of each TPE element (criterion), using the *TPE Element Rubric*. With the teacher candidate, they review evidences and “on the way” and “culminating” performance ratings for each TPE element. This is done to ensure there is appropriate and adequate evidence recorded and described in the *Description of Evidences(s) Verifying Assessment of ES TPE* column of the respective Mild/Moderate and/or Moderate/Severe ES TPE assessment document.

Documentation of Cooperating Teacher Meetings

Each Cooperating Teacher documents meetings with the Teacher Candidate using the *Education Specialist Clinical Practice Weekly Professional Collaboration Log* (found on pages 12 and 13 of the EDMX 572 and pages 30 and 31 of the EDMX 573 syllabi). This form is updated and signed each week by the Cooperating Teacher and the Teacher Candidate. As the form states and requires, “This log is confidentially maintained and is accessible to all parties throughout the Clinical Practice. Log entries are completed, reviewed, and signed by the Teacher Candidate and

Cooperating Teacher weekly and by the University Supervisor at each visitation.” The log is collected by the University Supervisor at the end of clinical practice. In summary, not only does the log prompt and document communications among all three involved parties (i.e., candidate, cooperating teacher, supervisor), it documents the required regular (i.e., at least weekly) candidate-supervisor planning and feedback conferences and meetings.

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. Be prepared to provide specific suggestions for improvement with tangible ideas.
- Create a supportive atmosphere by conducting the conference where you have privacy. This includes minimizing interruptions and establishing an adequate time frame to cover the key points.
- Review the Teacher Candidate's performance objectively (with observational and other observable 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. But continually move back the collaboration 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.
- 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!