

EDU 1/378 A&B: Supervised Teaching: Education Specialist -Traditional

Mount Saint Mary's University

Fall or Spring semester at MSMU approved site

Course Syllabus

Fieldwork Coordinator: Kelli Agner

Email: kagner@msmu.edu

Phone: (213) 477-2988

Office hours: *Please call for an appointment. Office Hours are generally 4:00-5:00 Tuesdays and Wednesdays. However, other times can be arranged.*

School Site:

School Phone:

Cooperating Teacher:

Email:

Phone:

This information will be unique for each candidate. Please refer to the Student Teaching email sent from the Fieldwork Coordinator at the start of the semester.

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description:

Supervised teaching is designed as the culminating experience in the Education Specialist Preliminary M/M Program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of Education Specialist's role. Pre-service/Student teachers complete their supervised teaching experience under the supervision of an experienced teacher and a University supervisor in an approved RSP and/or SDC setting.

Course Objectives and Student Learning Outcomes:

The objectives of this course are:

Demonstrate the competencies of a novice teacher and the readiness to serve as an education specialist.

Student Learning Outcomes. In order to meet these objectives, students will:

- *Engage and support all students in learning*
- *Create and maintain effective environments for student learning*
- *Apply subject-specific pedagogy and organize subject matter for student learning*
- *Plan instruction and design learning experiences for all students*
- *Assess student learning*
- *Develop as a professional educator*

Required Texts (available at the Doheny Bookstore):

- *There are no required textbooks for this course. However, texts from previous courses may serve as important resources.*

Course Requirements:

1. Pre-service candidates are expected to gradually assume all teaching responsibilities. Timing will vary in accordance with school demands, the Cooperating Teacher's classroom schedule, and the appropriateness for

the individual student teacher. The *Suggested Timeline of Responsibilities for Supervised Teaching* provides more detailed information on this topic.

2. All candidates are expected to maintain open communication with their Cooperating Teacher and University Supervisor. It is the candidates' responsibility, in collaboration with their Cooperating Teacher and University Supervisor, to arrange and confirm visits to the classroom by the University Supervisor. Six visits during the first half of the semester and six more during the second half of the semester. These visits will include an IEP meeting.
3. Student teacher must maintain the *Student Teaching Log*. If there are questions about this log, please direct your questions to the fieldwork coordinator.
4. Candidates must prepare written plans, using the MSMU Lesson Plan format, for each visit by the University Supervisor. Plans are due to the University Supervisor by email the night before the observation visit. These plans must be discussed and approved by the Cooperating Teacher in advance. Other lesson plans should be discussed in advance and written-up in the manner requested by the Cooperating Teacher.

Required Field Experience:

Pre-service candidates -- This field experience requires student teachers to be at their assigned school site during the whole day. They must arrange to arrive at the school 30 minutes prior to the start of the school day. Student teachers must go to the school office each day to complete the sign-in procedure. Student teachers should plan to stay until planning and preparations are complete, which could be 4:30 in the afternoon. When deemed appropriate by the Cooperating Teacher and school administration, student teachers also participate in meetings, professional development, and school events. Placement information will be provided by the Fieldwork Coordinator: at the beginning of the semester.

Course Format:

This course does not meet in person on the Doheny campus. All course documents will be available on Canvas. However, all required lesson plans will be submitted digitally to the university supervisor.

Classroom Policies:

- **Submitting work:** Lesson plans submitted by email to university supervisor
- **Formatting: Use MSMU Lesson Plan template.** All lessons should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- **Written feedback:** You will receive lesson feedback from the university supervisor after each lesson observation.
- **Attendance:** Student teachers are expected to be at the school for each and every day of their placements. In the case of an **emergency absence**, in addition to the professional courtesy of contacting the school and the Cooperating Teacher, **you must contact** the Fieldwork Coordinator, Kelli Agner at kagner@msmu.edu or (213) 477 2988 to report your absence. More than two emergency absences in a course will result in a "no credit" grade for the course. If you wish to contest the policy for any reason (i.e.-illness) you would need to file an academic petition, gain support from the Fieldwork Coordinator, and contact the Department Chair.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on

each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program. You are expected to be at your assigned school site on all days that the teachers are in attendance during the date range of your placement.
 - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. You will be expected at your placement site.
 - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
 - **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students).
 - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential and valid TB test. This is a non-negotiable state requirement.

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - files the application no later than 1 week prior to finals
 - has completed the majority of requirements
 - on the basis of the work completed, has a passing grade in the class (CR). This is not necessarily the same as the default grade.
 - is prevented from completing the final requirements by the end of the scheduled placement date.

- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written

assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

Suggested Timeline of Responsibilities for Supervised Teaching

Over the course of the student teaching assignment, the student teacher should gradually be given the opportunity to assume all teaching responsibilities. The following are general guidelines for the supervised teaching assignment. For some candidates these will vary in accordance with school demands, the Cooperating Teacher's classroom schedule, and the appropriateness for the individual student teacher. During the period of the student teaching placement, the student teacher must engage in a **minimum** of four weeks of solo or co-teaching.

Solo or co-teaching includes those activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

The minimum time requirement (4 weeks) for the solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

As long as this full range of instruction is occurring, the program may allow a candidate's solo or co-teaching experience to be either contiguous or divided into one or two-week segments, as appropriate. To support candidates completing the CalTPA, at least one week should take place around the fourth or fifth week of the placement. The remaining weeks should be planned for and must be completed by the end of the placement. Any questions about this requirement should be promptly discussed with the Fieldwork Coordinator.

Student teachers are expected to arrive at school at least 30 minutes before the school day begins, or earlier if requested by the Cooperating Teacher. She/he is responsible to stay after school until the Cooperating Teacher thinks planning and preparation are adequate.

Week 1

Management

- Begin handling routines of attendance, recording grades, grading assignments, dismissing class
- Learn students' names
- Observe the Cooperating Teacher's discipline techniques, behavioral and academic expectations

Curriculum and Instruction

- Plan, implement, and evaluate several small group lessons, demonstrating knowledge how to assess student learning and re-teach necessary concepts. (Written lesson plans are required.)
- Work one-on-one with selected students
- Assist the Cooperating Teacher with lesson development, preparation of materials

School Culture

- Become familiar with the school schedules, location of facilities, and the roles of personnel
- Meet school staff and administrators

Week 2

Curriculum and Instruction

- Become familiar with how the school uses State Frameworks and Standards for relevant subject area(s)
- Plan, implement, and evaluate several full class lessons (written lesson plans are required)
- Evaluate student work and provide meaningful feedback to students and additional follow-up instruction
- Learn about cumulative folders of students and other student records
- Discuss Teaching Performance Assessment (TPA) task(s) to be completed during this rotation (once TPA is established for Education Specialists)

School Culture

- Attend all-school activities (e.g., PTA meeting, School Board meeting, School Site Council meeting, common planning time meeting, parent/teacher conferences, workshops)

Week 3

Management

- Begin forming and implementing own discipline techniques

Curriculum and Instruction

- Plan, implement, and evaluate several full class lessons which are sequential
- Begin planning a unit of study to be taught within the next few weeks
- Calendar at least four weeks of solo or co-teaching

School Culture

- Talk with the teacher who heads the student government program; with a coach of a popular sport; with the music, art, or drama teacher; with the instructional support faculty; etc.
- Talk with parents, teachers, and community liaisons about how the school involves the community and students' community knowledge in the learning environment.
- Read the school newspaper; look at last year's yearbook, etc.

Feedback and Evaluation

- First Preliminary feedback on MSMU form discussed and signed. Submit this document to the university supervisor

Remainder of Weeks

- Continue to increase involvement in the classroom and school.
- Co-planning and co-teaching with Cooperating Teacher as well as solo planning and instruction that is pre-approved by the Cooperating Teacher
- Collecting video and written evidence of teaching and learning, as required by CalTPA Instructional Cycle 1. (once TPA has been established for Education Specialists)
- Second Preliminary feedback on MSMU form discussed and signed. Submit this document to the university supervisor.
- Collecting video and written evidence of teaching and learning, as required by CalTPA Instructional Cycle 2. (once TPA has been established for Education Specialists)
- Final Feedback and Evaluation on MSMU form (final week is okay) discussed and signed. Submit to university supervisor or arrange for delivery to the Fieldwork Coordinator by the published end of the MSMU semester.

Mount Saint Mary's University
Education Specialist Credential Programs
Supervised Teaching Feedback Form

Candidate _____

School _____

Subject _____

District _____

Grade Level(s) _____

Dates: Beginning _____ Ending _____

5 – OUTSTANDING PERFORMANCE
2 – PARTIAL or INCONSISTENT PERFORMANCE

4 – GOOD PERFORMANCE
1 – UNSATISFACTORY

3 – SATISFACTORY PERFORMANCE
N – NOT OBSERVED

Revised: Spring 2019

Directions: Please use the scale shown above to assess the candidate's performance. Circle the appropriate number. Comments for individual elements may be made in the spaces provided. A brief narrative may be written on the last page. This form must be discussed and signed by the person completing it and the candidate.

TPE 1: Engaging and Supporting Students in Learning			
1.1	Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	Comments:	N 1 2 3 4 5
1.2	Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.		N 1 2 3 4 5
1.3	Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		N 1 2 3 4 5
1.4	Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).		N 1 2 3 4 5
1.5	Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, postsecondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.		N 1 2 3 4 5
1.6	Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills		N 1 2 3 4 5

	related to career, college, independent living and community participation.		
1.7	Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.		N 1 2 3 4 5
TPE 2: Creating and Maintaining Effective Environments for Student Learning			
2.1	Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.		N 1 2 3 4 5
2.2	Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.		N 1 2 3 4 5
2.3	Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.		N 1 2 3 4 5
2.4	Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		N 1 2 3 4 5
2.5	Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.		N 1 2 3 4 5
2.6	Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.		N 1 2 3 4 5
2.7	Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to		N 1 2 3 4 5

	provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.		
2.8	Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		N 1 2 3 4 5
2.9	Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.		N 1 2 3 4 5
2.10	Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.		N 1 2 3 4 5
2.11	Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.		N 1 2 3 4 5
TPE 3: Understanding and Organizing Subject Matter for Student Learning			
3.1	Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).		N 1 2 3 4 5
3.2	Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.		N 1 2 3 4 5
3.3	Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (i.e. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		N 1 2 3 4 5
TPE 4: Planning Instruction and Designing Learning Experiences for All Students			
4.1	Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.		N 1 2 3 4 5
4.2	Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and		N 1 2 3 4 5

	experiences aligned with the state-adopted core curriculum.		
4.3	Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.		N 1 2 3 4 5
4.4	Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.		N 1 2 3 4 5
4.5	Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.		N 1 2 3 4 5
4.6	Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.		N 1 2 3 4 5
4.7	Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.		N 1 2 3 4 5
TPE 5: Assessing Student Learning			
5.1	Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.		N 1 2 3 4 5
5.2	Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.		N 1 2 3 4 5

5.3	Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		N 1 2 3 4 5
5.4	Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.		N 1 2 3 4 5
5.5	Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		N 1 2 3 4 5
5.6	Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.		N 1 2 3 4 5
TPE 6: Developing as a Professional Educator			
6.1	Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.		N 1 2 3 4 5
6.2	Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.		N 1 2 3 4 5
6.3	Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.		N 1 2 3 4 5
6.4	Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		N 1 2 3 4 5
6.5	Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.		N 1 2 3 4 5
6.6	Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.		N 1 2 3 4 5

Final Requirements: The candidate is to successfully perform the following skills.

_____ Demonstrate the Formal Assessment: Process and Application

_____ Demonstrate the IEP process and leadership role

_____ Note application of appropriate Transitional requirements

General Comments:

Signature: _____ Full Name: _____ Date: _____
Cooperating Teacher / University Supervisor / On-site Supervisor (Please circle the title that applies.)

I have discussed this report with the above named person and understand its contents. My signature does not necessarily indicate concurrence with the content.

Candidate's Signature: _____ Date: _____