

# **Purdue University Fort Wayne**

## **School of Education**

### **Special Education**

#### **Field Experience and Practicum Guide**

Minor in Special Education with Mild Intervention License (Undergraduate)

Master of Science in Education with a Major in Special Education

Advanced Degree License in Special Education

Graduate Certificate in Special Education

Effective for all program completers as of Fall 2018

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## **I. Field Experience Requirements**

### **Description**

EDU 35201 and EDU 37101 at the undergraduate level and EDU 53600 and EDU 53501 are required courses for the Mild Intervention license program and Masters of Science in Special Education at the graduate level. The corresponding Field Experience of 30 hours is required for all teacher candidates in each of the courses, for a total of 60 clock hours of field experiences over the two (2) semesters.

According to the REPA rules for state teacher licensing Mild Intervention Licenses are P-6, 5-12, P-12, or a combination. PFW follows this set of standards for licensing candidates for the MI. We are also required to follow the Council for Exceptional Children (CEC) standards for licensing, including content and field experiences and/or practicum. As the specific guidelines state,

“Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.” (CEC Program Guide 2013).

This means that for teacher candidates to receive the state of IN MI P-12 license one of the field experiences has to be for the alternate grade category from the original license. If an elementary major, then one of the 2 field experiences for (MI) has to be at the secondary level. If a secondary major/all grades major, one of the 2 field experiences for (MI) has to be at the elementary level.

In order to make sure that we can grant the license for MI at the P-12 level, candidates need to work with the instructor for the EDU 35201/53600 and EDU 37101/53501 courses to ensure these Field Experiences are in different schools with different aged students.

Graduate students currently employed should discuss the placements with the instructor to ensure that the correct license requirements are enacted.

### **Criteria**

The field experience must be completed by documentation on the Field Experience Log with verified 30 hours per semester. The supervisor completes a Field Experience Evaluation Form. The teacher candidate must receive a ‘Meets expectations’ or ‘Exceeds expectations’ on all assignments and evaluations criteria to receive a passing grade for the field experience. The instructor is in contact with the supervisor during the semester to ensure the criteria are met.

## Requirements

1. Field Experience Data Form

For each course the Teacher Candidate will complete the data sheet to monitor the field experience placements and to verify the placements for the licensing process. These forms will be maintained by the Special Education Program Director and provided to the Director of Licensing to ensure compliance.

2. Limited Criminal History Report

All teacher candidates will provide a current (within a 1 year time period) Criminal History Report. A copy shall be on file with the Instructor/University supervisor during the field experience and practicum semesters.

3. Professional and Ethical Behavior Acknowledgement Form

The Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of the teacher candidates in the program. For each course taken in the special education program, teacher candidates are expected to act in a professional and ethical manner. The **Special Education Program Professional and Ethical Behavior Policy Acknowledgement Form** must be signed each semester. The full policy can be found on the course Blackboard or on the special education website under the **Student Resources** tab <https://www.pfw.edu/departments/cepp/depts/professional-studies/special-education/sped-student-resources>

4. Field Experience Log

A Field Experience Log must be turned in and signed by the supervisor for the field experience to be valid.

5. Field Experience Evaluation

The supervisor completes a Field Experience Evaluation Form. The teacher candidate must receive a 'Meets expectations' or 'Exceeds expectations' on all criteria to receive a passing grade for the field experience.

6. Signature Assessments

Each course has 1 or 2 signature assessments connected with the course content and field experience. Please consult the course Black Board for specifics for each assignment.

## **Council for Exceptional Children Teacher Preparation Standards for Field Experiences**

### **Standard 1: Learner Development and Individual Learning Differences**

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

#### **Key Elements**

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities

### **Standard 2 Learning Environments**

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

#### **Key Elements**

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

### **Standard 3 Curricular Content Knowledge**

3.0 Beginning special education professionals use knowledge of general and specialized curricular to individualize learning for individuals with exceptionalities.

### **Standard 4 Assessment**

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

#### **Key Elements**

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

#### Standard 5 Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>6</sup> to advance learning of individuals with exceptionalities.

#### Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

## II. Practicum Requirements

The Special Education Practicum is EDU 47000 at the undergraduate level and EDU 59501 at the Graduate level. The practicum is completed only after all content courses have been completed.

The practicum needs to be a minimum of full-time for 6 weeks with a special education teacher who has a license in Mild Intervention. The equivalent is a minimum of 240 documented hours of teaching, planning, etc. and other duties of the special education teacher. The practicum sites need to have K-12 students who have a diagnosed disability of mild or moderate disability to be eligible for practicum placement.

The minimum requirements expected during the practicum are below.

1. Prepare/follow daily written lesson plans as per Teacher Candidate cooperating teacher's or school guidelines. The full lesson plan format in the syllabus is required for the 2 observed lessons.
2. Practicum Experiences Record: The teacher candidate will complete an experience record of activities (time log) performed during the practicum time period. Between 60% -70% of the time documented needs to be teaching (i.e. co-teaching, direct service, consultation with general education teacher in inclusive room).
3. Domain Activities: All teacher candidates will complete a Domain Activities Record, for activities performed during the practicum time period. This Domain Activities Record represents the basics of the CEC standards for a beginning special education teacher.
4. Evaluations based on CEC standards for teacher preparation: A minimum of two (2) lesson plans will be observed and evaluated by the university supervisor. A copy of the criteria for the observation is in Appendix B.
5. For one of the lessons observed the teacher candidate will write a detailed analysis of the lesson, including objectives, strategies used, assessment techniques, etc. This assignment is the Impact on Student Learning Signature Assessment and details and the rubric are in Appendix B.
6. The cooperating teacher/supervisor with the school system are required to complete a midterm and final evaluation based on CEC standards for teacher preparation. These completed evaluations are returned to the University Supervisor via a Qualtrics link.
7. The university supervisor will meet with the teacher candidate and his/her supervisor before the timeframe for the practicum, schedule 2 classroom observations and complete a final evaluation. Additional observations/meetings with the teacher candidate and supervisors will be conducted as necessary.
8. All observations and assignments are due to taskstream before a grade can be submitted.

### **III. Practicum Policies**

#### **Special Education Program Professional and Ethical Behavior Policy**

The Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of the teacher candidates in the program. For each course taken in the special education program, teacher candidates are expected to act in a professional and ethical manner. The *Special Education Program Professional and Ethical Behavior Policy Acknowledgement Form* must be signed each semester. The full policy can be found on the course Blackboard or on the special education website under the Student Resources tab

<http://www.PFW.edu/departments/cepp/depts/professional-studies/special-education/>.

#### **Calendar/Vacations/School Closings**

It is the policy of PFW that candidates will follow the calendar of the respective school corporation. Fall teacher candidates will report the first Teacher Day of the school corporation. Spring teacher candidates will report the first day back from break and also will honor the corporation's spring break. Specific dates for the special education practicum will be provided for each semester.

If the school experiences a delay or early dismissal due to, for example, fog, snow, emergency shut down, etc., notify the University Supervisor via email immediately.

Teacher Candidate timeframe will follow the PFW academic semester.

#### **Family Responsibilities**

Child care or family responsibilities should not affect the teacher candidates' arrival time or departure time or their responsibilities during the school day. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

#### **Absences for teacher candidates in EDU 47000**

Working in educational settings can often result in acquiring illnesses. Due to the short duration of the practicum, there are no formal number of approved absences (e.g., sick or personal days) provided to teacher candidates, missing two or fewer days will be accepted. Such absences should be rare and reported immediately.

1. Notify the school office by 6:15 a.m. if teacher candidate is going to miss a day.
2. Notify the Cooperating Teacher and University Supervisor via phone, text and/or email about the absence.



## **Absences for teacher candidates in EDU 59501**

If the Teacher Candidate is an employee of the school, follow the teacher contract. If Teacher Candidate absence is on a day of a scheduled visit from the university supervisor please make sure to contact the supervisor ASAP, so an alternative observation can be scheduled.

## **Responsibilities of School Supervisor/ Cooperating Teacher**

For the practicum requirements, we expect that the teacher candidate will perform as many of the actual aspects of a special education teacher as possible.

The basic requirements are as follows:

1. An Initial Informational meeting with the teacher candidate, cooperating teacher and university supervisor, during a non-instructional time, to discuss the practicum requirements.
2. Practicum Experience Record (time log): 60%-70% of the practicum time is on teaching. The teacher candidate is responsible to maintain this form.
3. Domain Activities: These are the basics of special education teaching. We know that the teacher candidates will not have opportunities for all activities listed. We expect the teacher candidate to experience as many as possible. The teacher candidate is responsible to maintain this form.
4. **Specific paperwork for School Supervisor/Cooperating teacher:** The special education faculty will send the supervisor a **Qualtrics** link to complete the actual evaluations.
  - 1) The end of the 3-week period: Complete the **mid-term evaluation**, either on a specific lesson or as a midterm culmination of work at.
  - 2) The end of the 6-week period: Complete the **final summary evaluation**, considering the full experience for the teacher candidate.

## IV. Required Paperwork for the Special Education Practicum

### EDU 47000

Teacher candidates' practicum placements are arranged in conjunction with the elementary or secondary student teaching placement, if conducted in the same semester. Please see the SOE Undergraduate Student Teaching tab for specifics about the application. If conducted as a stand-alone semester, the arrangements should have been made with the director of the special education program, in conjunction with the Director of Student Teaching.

### EDU 59501

#### 1. Application and Verification Process

Teacher candidates should complete the Application Form and return it to the Director of Special Education Programs at PFW. The application is due by the end of the third week of the semester before the student intends to do the practicum. Therefore, if the candidate plans to take EDU 59501 in fall, the application is due the summer semester before, and if the candidate plans to take EDU 59501 in the spring, the application is due in the fall. Currently, there are no practicum offerings in the summer. Teacher candidates may sign up for the practicum, EDU 59501, after completing 15 credit hours of the graduate certificate program. Under special circumstances, the teacher candidate may be allowed to take one course while he/she completes the practicum.

In-service teachers completing the special education practicum must have a Verification Form signed by the special education director for the school corporation and the building administrator.

#### 2. Placement verification

Teacher candidates provide details of types of disabilities to be served; grade level of students served; type of placement (i.e. inclusive, self-contained, etc.); name of the school supervisor with the type of license. If the school supervisor does not hold a Special Education Mild Intervention License then a mentor must be designated (needed on file the name and connection with the school and the licenses held with grade levels of the mentor). The teacher candidate must complete the form and return to the director of special education programs at PFW.

These forms may be obtained from the faculty advisor or program director, after a discussion of Teacher Candidate practicum situation.

**All Teacher Candidates in EDU 47000 and EDU 59501:** All teacher candidates will provide a current (within a 1-year time period) Criminal History Report.

## Overview of the Requirements (During Practicum)

### 1. Signature Assessment # 4: Observations and Evaluations

All teacher candidates will implement a minimum of two (2) lessons utilizing original lesson plans that are observed and evaluated by the university supervisor. There is also a final evaluation completed by the University Supervisor. The cooperating teacher/supervisor will complete a midterm and final evaluation. These evaluations will be returned to the University Supervisor. The single observation and final evaluation forms are in Appendix B. Practicum Documents

### 2. Signature Assessment #5: Impact on Student Learning Assessment

For 1 of the 2 observations/ lesson plans teacher candidates will do a detailed evaluation of the lesson planning and evaluation process. Teacher candidates are encouraged to work with his or her Cooperating Teacher and/or University Supervisor as candidates plan. Teacher candidates will arrange to have a University Supervisor or Cooperating Teacher observe their teaching during the specific lesson. The Impact on Student Learning Assessment is in Appendix A. Practicum Documents

### 3. Special Education Domain Activities

All teacher candidates will complete a Special Education Domain Activities record, for activities performed during the practicum time period. This record is a listing of expected activities during the practicum time. The Domain Activities is in Appendix A. Practicum Documents.

### 4. Practicum Experience Record

Each teacher candidate is required to complete the Practicum Experience Record and to document a total of 240 hours. Between 60% -70% of the documented hours must be direct interaction with students in the learning environment. The Practicum Experience Record is in Appendix A. Practicum Documents.

**Professional Improvement Plan:** Professional Improvement Plan will be completed on teacher candidates who **do not meet** expectations on all criteria based on the CEC Standards and the Conceptual Framework. The university supervisor will provide specifics of the format and requirements if needed.

## V. Tips for a Successful Practicum Experience

Student teaching can be an enriching experience that will be greatly valuable when the Teacher Candidate apply for jobs and begin teaching in your own classes. Here are some tips to make the experience a positive one:

1. Be on time or before time-Reach the practicum site early. Please be prepared to work the hours of your cooperating teacher, unless otherwise discussed.
2. Make sure you have current phone numbers and email addresses of the school, the principal, Teacher Candidate cooperating teacher and University supervisor.
3. Dress professionally. Have a section of your wardrobe organized for the week.
4. Show initiative. Offer to do things in the class and don't wait to be asked. Arranging desks and workstations, organizing display, supervising individual and small groups, preparing worksheets, checking and grading work, supervising outdoor and indoor play, helping with transitions, etc.
5. Look for opportunities to practice what the Teacher Candidate learned in your college courses. Remember things may not play out exactly like what it says in the text book!
6. Ask questions-if you don't, you will not learn! Find out school procedures and class procedures and routines, emergency procedures, school rules, class room rules, discipline procedures, triggers for negative behaviors-ANYTHING you want to know about the way the class is run-ask your cooperating teacher.
7. Make friends! People managing the front office, paraeducators and therapists, administrators, maintenance staff, other teachers-spend at least a few minutes talking to some of these people regularly.
8. Smile! Have a pleasant demeanor, smile often and be approachable.
9. Take notes. Develop a keen sense of observation. Note good practices and questionable practices. If the Teacher Candidate observe something that makes the Teacher Candidate uneasy, talk to Teacher Candidate university supervisor immediately.
10. Do not gossip! Avoid discussion about students or staff.
11. Maintain confidentiality! At all costs, keep student information confidential. Do not discuss student diagnosis, behaviors and information about families with people outside your classroom.

12. Plan, plan, plan! Plan ahead for the next day before you exit the classroom. Ask your cooperating teacher what he/she would like help with for the next day.
13. Welcome constructive criticism and feedback! Remember you are learning valuable lessons from this experience. Find out what you could have done differently or how to do things better.
14. Be a part of the school culture! Take part in all the fun activities that the school observes.
15. Be prepared for meetings. If you are asked to attend an IEP meeting with your cooperating teacher, be prepared with your notes, calendar and student work samples. Share if you are asked to.
16. Have a plan B if you have to take a day off due to sickness or family issues. Inform the cooperating teacher and the university supervisor about the make-up time.
17. Have a clean social media account. Remember not to 'friend' your students on your personal accounts. Have a separate account for your class. Keep in mind prospective employers may be interested in knowing how professional the Teacher Candidate are in public
18. Remember you are representing PFW! Be proud of yourself and make us proud!

## **Appendix A. Field Experience Forms**

Field Experience Data Form

Special Education Programs-School of Education Limited Criminal History Report

Professional and Ethical Behavior Acknowledgement Form

Field Experience Log

Field Experience Evaluation-Special Education

**EDU 37101/53501**

**EDU 35201/53600**

**Field Experience Data Form**

Name \_\_\_\_\_

Home city/area \_\_\_\_\_

Circle: Are the Teacher Candidate an Elementary Major or Secondary Major ?

Circle: Do the Teacher Candidate plan to get the P-12 license or the developmental (i.e. elem or secondary)

Where was the other FE placement for Sped (i.e. EDU 35201/37101)

\_\_\_\_\_

First choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Graduate Student in own classroom: School and grades level \_\_\_\_\_

\_\_\_\_\_

**\*\*In order to comply with our Accreditation requirements the Teacher Candidate need to be placed in different types of field experience placements, therefore each semester placement will be in a different school.**

**EDU 35201 and EDU 37101**

**EDU53600 and EDU 53501**

**Special Education Programs- School of Education  
Limited Criminal History Report for all Field Experiences**

I \_\_\_\_\_ (name) am currently employed at

\_\_\_\_\_ (school)

in the \_\_\_\_\_ (School corporation).

My Limited Criminal History Report is on file with my school/employer.

Signature \_\_\_\_\_ Date \_\_\_\_\_

I \_\_\_\_\_ (name) am currently enrolled as a student in the

School of Education at PFW. My Limited Criminal History Report is on file in the Student Teaching/Field Services office.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_



**Special Education Program Professional and Ethical Behavior Policy Acknowledgement Form**

The Special Education Program values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one’s own work. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood responsibilities of all scholars. Additionally, the Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of the teacher candidates in the program.

Below are the Professional and Ethical Behaviors that are expected of all teacher candidates enrolled in special education courses at PFW.

1. Teacher candidate maintains confidentiality of all content discussed in class and in field experiences or practicum.
2. Teacher candidate maintains confidentiality of all content or information about peers, students, families, and school systems in field experiences or practicum.
3. Teacher candidate employs effective listening skills, and communicates understanding of messages that are communicated to him or her.
4. Teacher candidate is open-minded and accepting of others and the values of others.
5. Teacher candidate is able to tolerate ambiguity among peers’ views/values.
6. Teacher candidate demonstrates respectful verbal and non-verbal behavior when interacting with faculty/staff, and peers.
7. Teacher candidate demonstrates honest and trustworthy behavior with willingness to accept personal responsibility.
8. Teacher candidate is willing to sincerely consider others’ feedback and make appropriate changes.
9. Teacher candidate respects the uniqueness and inherent worth of all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status.
10. Teacher candidate upholds professional ethics and demonstrates commitment to professional codes of conduct.

The full policy, procedures, and checklist are located at [www.PFW.edu/special-education](http://www.PFW.edu/special-education) under the student resources tab or available from a special education faculty member.

By signing this form I agree to abide by these professional and ethical behaviors while enrolled in special education courses at PFW.

Teacher Candidate Printed Name \_\_\_\_\_

Teacher Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

**EDU 35201 and EDU 37101**

**EDU 53600 and EDU 53501**

**Field Experience Log**

Name \_\_\_\_\_ Course \_\_\_\_\_

Location of field experience \_\_\_\_\_

(Need a total of 30 hours documented working with students with LD, MiMH or EH/ED)

Date	Activity with student	Time on tasks

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Purdue University Fort Wayne**  
**Field Experience -Special Education**

Student \_\_\_\_\_ Date: \_\_\_\_\_

School Name: \_\_\_\_\_ Supervisor/Teacher: \_\_\_\_\_

**Supervisor will receive this evaluation as a Qualtric Survey from the course instructor.**

**Rubric Levels Defined:**

**Exceeds Expectations (2):** The teacher candidate (TC) has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning.

**Meets Expectations (1):** The teacher candidate (TC) clearly understands the concepts and implements them well. This implementation is consistent and effective.

**Does not Meet Expectations (0):** The teacher candidate (TC) does not appear to fully understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area.

<b>Standard #1 Learner Development and Individual Learning Differences</b>	<b>Level</b>	<b>Evidence/Comments</b>
TC uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  (e.g., knowledge of characteristics of students with disabilities, respect for individual differences and culture/family influences)		
<b>Standard #2 Learning Environments</b>	<b>Level</b>	<b>Evidence/Comments</b>
TC through collaboration with general educators and other colleagues creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.(e.g., motivation and learning environment, management of scheduled instructional time and space)		

<b>Standard #3: Curricular Content Knowledge</b>		
TC modifies general and specialized curricula to make them accessible to individuals with exceptionalities.(e.g., ability to individualize instruction, ability to modify lessons)	<b>Level</b>	<b>Evidence/Comments</b>
<b>Standard #4: Assessment</b>		
TC in collaboration with colleagues and families uses multiple types of assessment information in making decisions about individuals with exceptionalities.  (e.g., knowledge of progress monitoring/RTI tiers, use of district/state/standardized assessment data)	<b>Level</b>	<b>Evidence/Comments</b>
<b>Standard #5: Instructional Planning and Strategies</b>		
TC considers an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	<b>Level</b>	<b>Evidence/Comments</b>
<b>Conceptual Framework of College of Education</b>		
Teacher candidate creates democratic communities by working with and valuing diversity		
Teacher candidate integrate critical thinking or habits of mind, such as inquiring, critiquing, and analyzing, in all aspects of their professional work		
Teacher candidate advocates for the rights of children and/or adults as well as the profession by drawing on their knowledge, theory, and		

**Comments**

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B. Practicum Forms

Special Education Program Professional and Ethical Behavior Policy  
Acknowledgement Form

Signature Assessment #4: Observation Forms

Signature Assessment #5: Impact on Student Learning

Practicum Experience Record Form

Special Education Domain

**Special Education Program Professional and Ethical Behavior Policy Acknowledgement Form**

The Special Education Program values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one’s own work. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood responsibilities of all scholars. Additionally, the Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of the teacher candidates in the program.

Below are the Professional and Ethical Behaviors that are expected of all teacher candidates enrolled in special education courses at PFW.

1. Teacher candidate maintains confidentiality of all content discussed in class and in field experiences or practicum.
2. Teacher candidate maintains confidentiality of all content or information about peers, students, families, and school systems in field experiences or practicum.
3. Teacher candidate employs effective listening skills, and communicates understanding of messages that are communicated to him or her.
4. Teacher candidate is open-minded and accepting of others and the values of others.
5. Teacher candidate is able to tolerate ambiguity among peers’ views/values.
6. Teacher candidate demonstrates respectful verbal and non-verbal behavior when interacting with faculty/staff, and peers.
7. Teacher candidate demonstrates honest and trustworthy behavior with willingness to accept personal responsibility.
8. Teacher candidate is willing to sincerely consider others’ feedback and make appropriate changes.
9. Teacher candidate respects the uniqueness and inherent worth of all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status.
10. Teacher candidate upholds professional ethics and demonstrates commitment to professional codes of conduct.

The full policy, procedures, and checklist are located at [www.PFW.edu/special-education](http://www.PFW.edu/special-education) under the student resources tab or available from a special education faculty member.

By signing this form I agree to abide by these professional and ethical behaviors while enrolled in special education courses at PFW.

Teacher Candidate Printed Name \_\_\_\_\_

Teacher Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

## Signature Assessment # 4

### Practicum Observations and Evaluations

Description The Special Education Practicum is EDU 47000 at the undergraduate level and EDU 59501 Practicum is a required course for the Mild Intervention license program and Masters of Science in Special Education at the graduate level. Teacher Candidates will complete a six-week full-time practicum (student teaching) experience in special education. Teacher Candidates who are serving as the “teacher of record” or “teacher of service” for students with mild disabilities will be allowed to complete the practicum within their current positions. For all teacher candidates there will be two observations of specified lessons with appropriate lesson plans and a final summary evaluation from the University Supervisor. In addition, there will be a mid-term and a final summary evaluation of each teacher candidate by the cooperating teacher or appropriate supervisor within teacher candidate’s school.

#### Rationale

The teacher candidate will perform the duties of a special education teacher. The teacher candidate will develop a comprehensive view of special educational leadership through the completion of task assigned by the supervisor. The tasks include but are not limited to assessment and lesson planning, behavior management programs and collaboration with other professionals and families.

#### Alignment of Practicum with CEC Standards

##### Standard 1 Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

##### Key Elements

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

##### Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

##### Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

### Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricular to individualize learning for individuals with exceptionalities.

#### Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

### Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

#### Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

### Standard 5 Instructional Planning and Strategies



5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

#### Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

#### Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

#### Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

### Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

#### Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

#### Criteria

The practicum must be completed by documentation on the Practicum Log with documented 240 hours. The supervisor completes an Observation Form and the Final Evaluation Forms. The teacher candidate must receive a 'Meets Expectations' or 'Exceeds Expectations' on all criteria to receive a passing grade for the field experience. The university supervisor is in contact with the cooperating teacher/supervisor during the semester to ensure the criteria are met.

Bolded words are specifically informed by specialty sets of ICSI and/or IGC

**SPECIAL EDUCATION**  
**Single Observation and Mid-term Evaluation**

Student Name (please print) \_\_\_\_\_ Dates (from) \_\_\_\_\_ (to) \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_  
School Name \_\_\_\_\_ School Corporation \_\_\_\_\_

Rubric Levels:

Exceeds Expectations (3): The teacher candidate has demonstrated an exemplary ability to create a community of learners that students highly motivated and engaged and assuming considerable responsibility for their own learning.

Meets Expectations (2): The teacher candidate clearly understands the concepts and implements them well. This implementation is consistent and effective.

Partially Meet Expectations (1): The teacher candidate partially understands the concepts and implements them. This implementation is partially consistent and effective.

Does not Meet Expectations (0): The teacher candidate does not appear to fully understand the concepts underlying the component. Fundamental practices associated with the elements is required to enable growth in this area.

Standard 1				
Criteria/CEC standard major element	Does not meet Expectation =0	Partially Meets Expectation =1	Meets Expectation =2	Exceeds Expectation =3
Beginning special education professionals use understanding of development and individual	Teacher candidate failed to use understanding of development and individual differences to respond to the needs of individuals with	Teacher candidate used understanding of human development to respond to the needs of individuals with exceptionalities, but did not use individual	Teacher candidate used understanding of human development and individual differences to respond to the needs of individuals with	Teacher candidate used clear understanding of human development and individual differences to develop specific, systematic, and

differences to respond to the needs of individuals with exceptionalities. CEC Key Element 1.2	exceptionalities.	differences to respond to the needs.	exceptionalities.	developmentally appropriate academic and social interventions and accommodations to meet the needs of individuals with exceptionalities.
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Standard 2				
Criteria/CEC standard major element	Does not meet Expectation =0	Partially Meets Expectation =1	Meets Expectation =2	Exceeds Expectation =3
Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social	Teacher candidate failed to provide safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions or beginning special education professionals failed to collaborate with general educators and other colleagues.	Teacher candidate provided a safe and inclusive learning environment, but did not provide culturally responsive learning environment to engage individuals with exceptionalities in meaningful learning activities and social interactions, or did not collaborate with general educators and other colleagues.	Teacher candidate provided safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions through collaboration with general educators and other colleagues.	Teacher candidate provided safe, inclusive, culturally responsive, and developmentally appropriate learning environments to actively engage individuals with exceptionalities in various meaningful and beneficial learning activities.  Teacher candidate provided various positive social interactions through successful and constant collaboration with general educators and other colleagues in various

interactions. CEC Key Element 2.1				settings.
Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. CEC Key Element 2.2	Teacher candidate failed to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Teacher candidate used motivational and instructional interventions to teach individuals with exceptionalities, but did not use appropriate instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Teacher candidate used motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Teacher candidate used a variety of methods of motivational and instructional interventions that are developmentally appropriate and pedagogically sound to teach individuals with exceptionalities how to adapt to different environments.  Teacher candidate included consistent routines and conflict resolution across the classroom settings.

Standard 3				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. CEC Key Element 3.1	Teacher candidate failed to understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Teacher candidate understood the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, but did not organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities.	Teacher candidate understood the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Teacher candidate understood the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.  Teacher candidate provided opportunities to individuals with exceptionalities for connecting cross-curricular knowledge.

<p>Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. CEC Key Element 3.3</p>	<p>Teacher candidate failed to modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Teacher candidate modified general curricula to make them accessible to individuals with exceptionalities, but did not modify specialized curricula.</p>	<p>Teacher candidate modified general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Teacher candidate modified general and specialized curricula to make them accessible to individuals with exceptionalities with pedagogically sound instructional accommodations based on the IEP goals of the individuals with exceptionalities.</p> <p>Teacher candidate integrated affective, social, and life skills with academic curricula.</p>
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Standard 4				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. CEC Key Element 4.1	Teacher candidate failed to select and use technically sound formal and informal assessments that minimize bias.	Teacher candidate selected and used technically sound formal and informal assessments, but did not account for potential bias within the assessments.	Teacher candidate understood special assessment terminology and selected and used technically sound formal and informal assessments that minimize bias.	Teacher candidate understood special assessment terminology and used technically sound and non-biased formal and informal assessments and effectively monitored student progress.  Teacher candidate selected and used effective individualized assessment strategies to meet the needs of individuals with exceptionalities for all lessons.
Beginning special education professionals use knowledge of measurement principles to interpret assessment results and make educational	Teacher candidate failed to use knowledge of measurement principles to interpret assessment results and make educational decisions for individuals with exceptionalities.	Teacher candidate used knowledge of measurement principles to interpret assessment results, but did not use this knowledge to make sound educational decisions for individuals with exceptionalities.	Teacher candidate used knowledge of measurement principles to interpret assessment results and made informed educational decisions for individuals with exceptionalities.	Teacher candidate used strong knowledge of measurement principles to accurately interpret assessment results for academic and social behaviors, and made pedagogically sound.  Teacher candidate used



decisions for individuals with exceptionalities. CEC Key Element 4.2				data to inform educational decisions to meet the academic and social needs of individuals with exceptionalities.
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. CEC Key Element 4.3	Teacher candidate failed to use multiple types of assessment information in making decisions about individuals with exceptionalities.	Teacher candidate used formal and informal assessment information in making decisions about individuals with exceptionalities, but did not collaborate with colleagues and families.	Teacher candidate, in collaboration with colleagues and families, used multiple types of assessment information in making decisions about individuals with exceptionalities.	<p>Teacher candidate, in successful and constant collaboration with colleagues and families, used multiple types of nondiscriminatory and multi-factored assessment information in making decisions about the academic and behavioral interventions for individuals with exceptionalities.</p> <p>Teacher candidate monitored individual progress and reported assessment results with effective communication skills.</p> <p>Teacher candidate used assessment data to inform</p>

				decisions about students including those from culturally different backgrounds.
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Standard 5				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning	Teacher candidate failed to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Teacher candidate considered an individual's abilities, interests, and learning environments, but did not consider cultural and linguistic factors in the selection and development of learning experiences, or but did not consider them in adaptation of learning experiences for individual with exceptionalities.	Teacher candidate considered an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Teacher candidate effectively and explicitly used an individual's abilities, interests, learning environments, gender, and cultural and linguistic factors in the selection, development, and adaptation of a wide range of meaningful and developmentally appropriate academic and behavioral interventions for individual with

experiences for individual with exceptionalities. CEC Key Element 5.1				exceptionalities.
Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. CEC Key Element 5.2	Teacher candidate failed to use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Teacher candidate used technologies to support instructional assessment, but did not use technologies in planning, and delivery for individuals with exceptionalities.	Teacher candidate used technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Teacher candidate demonstrated a strong understanding of technologies and used a variety of developmentally and pedagogically appropriate technologies to support all instructional assessment, planning, and delivery of academic and behavioral interventions for individuals with exceptionalities.
Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. CEC Key Element 5.4	Teacher candidate failed to use strategies to enhance language development and communication skills of individuals with exceptionalities.	Teacher candidate used strategies to enhance language development, but did not use strategies to enhance communication skills of individuals with exceptionalities.	Teacher candidate used strategies to enhance language development and communication skills of individuals with exceptionalities.	Teacher candidate used a variety of effective strategies and technology devices to enhance developmentally appropriate language development and communication skills of individuals with exceptionalities across curriculum. Teacher candidate used strategies and resources to

				facilitate understanding of subject matter for cultural differences.
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. CEC Key Element 5.5	Teacher candidate failed to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Teacher candidate developed and implemented a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences, but did not collaborate with individuals, families, and teams.	Teacher candidate developed and implemented a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Teacher candidate developed and implemented a variety of clear, detailed, and systematic education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in close collaboration with individuals, families, and teams.  Teacher candidate used strategies to promote transition activities for individual with exceptionalities.
Beginning special education professionals teach to mastery and promote	Teacher candidate failed to teach to mastery and promotes generalization of learning.	Teacher candidate taught to mastery, but did not promote generalization of learning.	Teacher candidate taught to mastery and promotes generalization of learning.	Teacher candidate clearly demonstrated in detail that beginning special education professionals taught to mastery and

<p>generalization of learning. CEC Key Element 5.6</p>				<p>promoted generalization of learning through various interventions and evidence-based practices across a wide range of settings and learning experience</p>
<p>Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. CEC Key Element 5.7</p>	<p>Teacher candidate failed to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>	<p>Teacher candidate taught cross-disciplinary knowledge such as critical thinking and problem solving to individuals with exceptionalities, but did not teach skills.</p>	<p>Teacher candidate taught cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>	<p>Teacher candidate taught cross-disciplinary knowledge and skills, such as critical thinking and problem solving to individuals with exceptionalities, using multiple strategies based on individual student needs across various learning environments.</p>

Standard 6				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
<p>Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. CEC Key Element 6.1</p>	<p>Teacher candidate failed to use professional ethical principles and professional practice standards to guide their practice.</p>	<p>Teacher candidate used professional ethical principles, but did not use professional practice standards to guide their practice.</p>	<p>Teacher candidate used professional ethical principles and professional practice standards to guide their practice.</p>	<p>Teacher candidate used high level of professional ethical principles and professional practice standards to guide their practice and advocate for appropriate services.</p> <p>Teacher candidate used sound judgment in practices, especially in matters of confidentiality of information about students and families.</p>
<p>Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC Key Element</p>	<p>Teacher candidate failed to understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p>	<p>Teacher candidate understood that diversity is a part of families, cultures, and schools, did not understand complex human issues can interact with the delivery of special education services.</p>	<p>Teacher candidate understood that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p>	<p>Teacher candidate understood that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p> <p>Teacher candidate demonstrated sensitivity and commitment in developing the highest education and quality-of-</p>

6.3				life potential of individuals with exceptionalities.
Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. CEC Key Element 6.4	Teacher candidate failed to understand the significance of lifelong learning and participate in professional activities and learning communities.	Teacher candidate understood the significance of lifelong learning, but did not show evidence of participation in professional activities.	Teacher candidate understood the significance of lifelong learning and participates in professional activities and learning communities.	Teacher candidate understood the significance of lifelong learning and participates in professional activities and learning communities.  Teacher candidate understood how personal biases affect instruction and he/she used self-evaluation and reflection to improve professionally.

Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. CEC Key Element 6.6	Teacher candidate failed to provide guidance and direction to paraeducators, tutors, and volunteers.	Teacher candidate provided guidance and direction to paraeducators, tutors, and volunteers, but did not provide an appropriate and systematic guidance and direction to paraeducators.	Teacher candidate provided guidance and direction to paraeducators, tutors, and volunteers.	Teacher candidate provided clear, appropriate, constructive, and systematic guidance and direction to paraeducators, tutors, and volunteers to meet the needs of individuals with exceptionalities across settings and followed through.  Teacher candidate clearly demonstrated the exceptional performance in pursuing multiple professional roles.

Standard 7				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals use the theory and elements of	Teacher candidate failed to use the theory and elements of effective collaboration.	Teacher candidate used the theory of effective collaboration, but did not use elements of effective collaboration, such as	Teacher candidate used the theory and elements of effective collaboration with colleagues and family members.	Teacher candidate used the appropriate and specific theory and elements of effective collaboration across a wide range of



<p>effective collaboration. CEC Key Element 7.1</p>		<p>responsive listening skills.</p>		<p>settings and collaborators to foster respectful and beneficial relationships between families and professionals.</p>
<p>Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC Key Element 7.3</p>	<p>Teacher candidate failed to uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Teacher candidate used collaboration to promote the well-being of individuals with exceptionalities, but did not collaborate across a wide range of settings and collaborators.</p>	<p>Teacher candidate used collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Teacher candidate used collaboration effectively to promote the well-being of individuals with exceptionalities across a wide range of settings and professionals and family members.</p> <p>Teacher candidate provided specific examples how the decisions were made to promote learning and/or positive behaviors of individuals with exceptionalities.</p>

-PURDUE UNIVERSITY FORTWAYNE

University Supervisor: Final Evaluation

Student Teacher: \_\_\_\_\_ Date \_\_\_\_\_

School Name: \_\_\_\_\_

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

Rubric Levels:

Exceeds Expectations (3): The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning.

Meets Expectations (2): The teacher candidate clearly understands the concepts and implements them well. This implementation is consistent and effective.

Partially Meet Expectations (1): The teacher candidate partially understands the concepts and implements them. This implementation is partially consistent and effective.

Does not Meet Expectations (0): The teacher candidate does not appear to fully understand the concepts underlying the component. Work on practices associated with the elements is required to enable growth in this area.

Council for Exceptional Children (CEC) Standards  Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>Standard 1: Learner Development and Individual Learning Differences Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>CEC 1.0</p>	<p>Teacher candidate fails to understand how exceptionalities may interact with development and learning and fails to use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>Teacher candidate understands how exceptionalities may interact with development and learning but does not use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>Teacher candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>Teacher candidate understands how exceptionalities, including language, culture and family background, may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences in a variety of settings for individuals with exceptionalities that promotes generalization.</p>

Council for Exceptional Children (CEC) Standards  Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>Standard 2: Learning Environments</p> <p>Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>CEC 2.0</p>	<p>Teacher candidate fails to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>Teacher candidate creates a safe, learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination, but does not incorporate inclusive and culturally responsive learning opportunities.</p>	<p>Teacher candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>Teacher candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination and use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.</p>

Council for Exceptional Children (CEC) Standards  Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>CEC 3.0</p>	<p>Teacher candidate fails to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Teacher candidate uses knowledge of general or specialized curricula to individualize learning for individuals with exceptionalities but does not integrate both.</p>	<p>Teacher candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Teacher candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities and provides opportunities for connecting cross-curricular knowledge, and modifies the curriculum to make it accessible to the individual with exceptionalities</p>
<p>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>CEC 4.0</p>	<p>Teacher candidate fails to use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>Teacher candidate uses multiple methods of assessments but fails to use the data in making educational decisions.</p>	<p>Teacher candidate uses multiple methods of assessment and data-sources in making educational decisions, in collaboration with colleagues and the family.</p>	<p>Teacher candidate uses multiple methods of assessment and data-sources in making educational decisions, in collaboration with colleagues and family. Assessments are conducted in a variety of contexts and are culturally informed measures.</p>

(CEC) Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>Standard 5: Instructional Planning and Strategies</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>CEC 5.0</p>	<p>Teacher candidate fails to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Teacher candidate selects, adapts, and uses evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Teacher candidate selects, adapts, and uses a variety of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Teacher candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities and keeps self constantly updated about current best practices.</p>
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance</p>	<p>Teacher candidate fails to use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Teacher candidate partially uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Teacher candidate uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>Teacher candidate provides guidance and directions to</p>	<p>Teacher candidate uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>Teacher candidate provides guidance and directions to paraeducators and others in the classroom. Teacher Candidate keenly pays attention to</p>

the profession. CEC 6.0			paraeducators and others in the classroom.	professional and ethical considerations
Council for Exceptional Children (CEC) Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Standard 7: Collaboration  Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.  CEC 7.0	Teacher candidate fails to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Teacher candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies, but does not address the cultural issues for the student to address the needs of individuals with exceptionalities across a range of learning experiences.	Teacher candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across learning experiences.	Teacher candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a wide range of learning experiences.  Teacher candidate is a resource for other professionals in the school and community.

Comments:

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

(Signature) \_\_\_\_\_

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

(Signature) \_\_\_\_\_



## Signature Assessment # 5

### Description of Impact on Student Learning Assessment

#### EDU 47000/ EDU 59501 Student Learning Assessment

##### Description

EDU 47000 and EDU 59501 is a required course for the Mild Intervention license program at the undergraduate level and graduate level, respectively. Impact on Student Learning Assessment is a requirement for all teacher candidates in the course. This practicum is the final course for the teacher candidates. During the practicum the teacher candidate will develop and implement a lesson plan and write an analysis of the assessment and learning process for the student(s) in the class or small group.

The Student Learning Assessment consists of: a lesson/experience plan in agreed upon format; an assessment from University Supervisor or Cooperating Teacher of the lesson (on the official Student Teaching assessment form); the data gathered from the lesson on the student in a detailed format and a written analysis about the impact on K-12 student learning.

##### Rationale

The Student Learning Assessment requires the teacher candidate to develop and implement lesson plans, describe contextual factors related to the community, district, school, classroom, and/or students that are likely to impact instruction and/or student learning with regard to the selected lesson/experience, analyze the assessment tool(s), analyze and interpret what the K-6 student(s) learned during the lesson, analyze the teaching-learning process and analyses of implications of the K-12 student learning data on future teaching and learning plans.

##### Alignment of Student Learning Assessment with CEC Standards

###### Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities

##### Key Elements

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

### Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

#### Key Elements

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

### Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

#### Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

### Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

## Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

## Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

## Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

## Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

## Key Elements

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

## Criteria

The teacher candidate must score ‘Meets Expectations’ or ‘Exceeds Expectations’ for each of the criteria on the rubric. If the teacher candidate does not meet expectations then the teacher candidate will have the opportunity to redo the assessment after appropriate remediation with the instructor. This remediation may include additional lessons and implementation with appropriate analysis.

#### Description of assignment for Teacher Candidate

- \_\_\_ For 1 of Teacher Candidate 2 observations/lesson plans the Teacher Candidate will do a detailed evaluation of the lesson planning and evaluation process. We encourage the Teacher Candidate to work with Teacher Candidate Cooperating Teacher and/or University Supervisor as the Teacher Candidate plan.
- \_\_\_ Arrange to have Teacher Candidate University Supervisor or Cooperating Teacher observe Teacher Candidate teaching during the specific lesson.
- \_\_\_ Provide a rationale for what the Teacher Candidate are planning to teach going beyond what is next in the curriculum guide or district mandates. This means that the Teacher Candidate will need to provide evidence of the students’ prior knowledge and how the Teacher Candidate will build on this.
- \_\_\_ Carefully select Teacher Candidate assessment tool(s); understanding that the Teacher Candidate can use either formal or informal methods of assessment. There are many ways to assess, so the Teacher Candidate can be creative. The goal is to help the Teacher Candidate evaluate students’ learning, Teacher Candidate effectiveness as a teacher, and plan for more effective teaching in the future.
- \_\_\_ Teach the lesson while gathering data on student(s).
- \_\_\_ In Teacher Candidate analysis and reflection, the Teacher Candidate will consider what the Teacher Candidate planned, Teacher Candidate teaching methods/strategies, how they contributed to what the student(s) learned (as the Teacher Candidate can see through Teacher Candidate assessments), and how the Teacher Candidate would change Teacher Candidate plans, methods/strategies, and assessments in the future to help more students learn.
- \_\_\_ Teacher Candidate analysis will also include an evaluation of the students’ learning in regards to the new Indiana State Standards.

#### Required Components:

- 1) Include a lesson/experience plan in agreed upon format.
- 2) Include an assessment from University Supervisor or Cooperating Teacher of the lesson (on the official Student Teaching assessment form).

3) Provide the data gathered from the lesson on the student in a detailed format. Provide actual data (photocopies or scanned) for 1 or more of the students.

4) Write an analysis about Teacher Candidate impact on K-12 student learning, including the following points and reflect on learning experiences and their implications:

\_\_\_\_\_ a) Describe contextual factors related to the community, district, school, classroom, and/or students that are likely to impact instruction and/or student learning with regard to the selected lesson/experience. For the children the Teacher Candidate worked with, investigate their learning more deeply. Explain the factors that may influence their learning. This section should also include an explanation of the ways in which these factors were taken into consideration when planning instruction and selecting assessments (CEC Standards 1 & 7).

\_\_\_\_\_ b) Analyze the assessment tool(s) the Teacher Candidate used, data the Teacher Candidate collected, and how the assessment of learning was an appropriate measure of instructional goals (CEC Standard 4).

\_\_\_\_\_ c) Analyze what the K-12 student(s) learned during the lesson—using specific evidence from Teacher Candidate data of K-6 student work—in relation to what the Teacher Candidate taught (CEC Standard 4).

\_\_\_\_\_ d) Interpret the K-12 student learning in reference to IN State Standards for appropriate instructional area[s]. (CEC Standard 3).

\_\_\_\_\_ e1 and e2) Analyze the teaching-learning process with specific reference to Teacher Candidate lesson/experience, Teacher Candidate instructional strategies/methods, and K-12 student learning data (CEC Standard 5). And,

\_\_\_\_\_ f) Reflect on implications of the K-12 student learning data on Teacher Candidate future teaching and learning plans, and how the Teacher Candidate will improve/inform Teacher Candidate educational practices (CEC Standard 5).

Signature Assignment #5: Student Learning Assessment Rubric

Impact on Elementary-Secondary (K-12) Student Learning during  
Special Education Practicum

Student Teacher: \_\_\_\_\_

Placement Grade level \_\_\_\_\_ Subject of lessons taught: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p> <p>CEC Key Element 1.2</p>	<p>Teacher candidate failed to use understanding of development, individual differences, and knowledge of community, school, and classroom to respond to the needs of individuals with exceptionalities.</p>	<p>Teacher candidate used understanding of development, but did not consider individual differences or did not use knowledge of community, school, and classroom to respond to the needs of individuals with exceptionalities.</p>	<p>Teacher candidate used understanding of development, individual differences, and knowledge of community, school, and classroom to respond to the needs of individuals with exceptionalities.</p>	<p>Teacher candidate used clear understanding of development and individual differences to develop specific, systematic, and developmentally appropriate academic and social interventions and accommodations to meet the needs of individuals with exceptionalities.</p> <p>Teacher candidate displayed a comprehensive understanding of community, school, and classroom characteristics</p>

				<p>that may affect learning. Articulated specific characteristics of individual student that may affect learning.</p> <p>Teacher candidate thoroughly explained how these contextual characteristics were used to inform instructional and assessment strategies</p>
Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectation=2	Exceeds Expectation=3
<p>Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>CEC Key</p>	<p>Teacher candidate failed to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p>	<p>Teacher candidate understood and used general content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities, but did not understand and use specialized content knowledge.</p>	<p>Teacher candidate understood and used general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p>	<p>Teacher candidate clearly understood and used general and specialized content knowledge effectively and appropriately for teaching across curricular content areas to individualize learning for individuals with exceptionalities with pedagogically sound instructional accommodations based on the IEP goals of the individuals with</p>

Element 3.2				<p>exceptionalities.</p> <p>Teacher candidate effectively integrated affective, social, and life skills with curricula content areas.</p>
Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p> <p>CEC Key Element 4.1</p>	<p>Teacher candidate failed to use technically sound formal and informal assessments that minimize bias.</p>	<p>Teacher candidate used technically sound formal and informal assessments, but did not account for potential bias within the assessments.</p>	<p>Teacher candidate understood special assessment terminology and used technically sound formal and informal assessments that minimize bias.</p>	<p>Teacher candidate understood special assessment terminology and used technically sound and non-biased formal and informal assessments and effectively monitored student progress.</p> <p>Teacher candidate used effective individualized assessment strategies to meet the needs of individuals with exceptionalities for all lessons.</p>



				<p>Teacher candidate provided clear evidence of how assessment tools were modified for individuals with exceptionalities.</p> <p>Teacher candidate provided the analysis that synthesized meaningful examples of how data were used to improve instruction during the lesson/experience.</p>
Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
Beginning special education professionals use knowledge of measurement principles to interpret assessment results and make educational decisions for	Teacher candidate failed to use knowledge of measurement principles to interpret assessment results and make educational decisions for individuals with exceptionalities.	Teacher candidate used knowledge of measurement principles to interpret assessment results, but did not apply them to make sound educational decisions for individuals with exceptionalities.	Teacher candidate used knowledge of measurement principles to interpret assessment results and made informed educational decisions for individuals with exceptionalities.	Teacher candidate used strong knowledge of measurement principles to accurately interpret assessment results for academic and social behaviors, and made pedagogically sound.

<p>individuals with exceptionalities.</p> <p>CEC Key Element 4.2</p>				<p>Teacher candidate used data and specific examples of student work to inform educational decisions to meet the academic and social needs of individuals with exceptionalities. Data analyses focused on strengths as well as areas for improvement for individuals with exceptionalities.</p>
<p>Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p> <p>CEC Key Element 4.4</p>	<p>Teacher candidate failed to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p>	<p>Teacher candidate engaged individuals with exceptionalities to work toward quality learning and performance, but did not provide appropriate feedback to guide them.</p>	<p>Teacher candidate engaged individuals with exceptionalities to work toward quality learning and performance and provided appropriate feedback to guide them.</p>	<p>Teacher candidate actively engaged individuals with exceptionalities to work toward quality and meaningful learning and performance and provided appropriate feedback to guide them.</p> <p>Teacher candidate analyzed K-12 student performance data and background information for individuals with</p>

				<p>exceptionalities in reference to meaningful, appropriate Indiana Common Core Standards (CCSS).</p> <p>Teacher candidate provided distinctions between the learning for the individuals with exceptionalities in relationship to the CCSS to examine the complexity of the teaching-learning process.</p>
Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of	Teacher candidate failed to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Teacher candidate considered an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection and development of learning experiences, but did not consider them in adaptation of learning experiences for individuals with exceptionalities.	Teacher candidate considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	Teacher candidate effectively and explicitly used an individual's abilities, interests, learning environments, gender, and cultural and linguistic factors in the selection, development, and adaptation of a wide range of meaningful and developmentally appropriate academic and behavioral interventions for individuals with

<p>learning experiences for individuals with exceptionalities.</p> <p>CEC Key Element 5.1</p>				<p>exceptionalities.</p> <p>Teacher candidate provided the analysis that is comprehensive description of how the teaching methods and instructional strategies used resulted in specific learning of individual with special needs.</p> <p>Teacher candidate provided the analysis that included specific examples from the lesson.</p> <p>Teacher candidate provided the analysis that highlighted decisions made during and after instruction to continuously adjust instruction for individuals with exceptionalities and also provided specific examples of those adjustments.</p>
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Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>CEC Key Element 5.2</p>	<p>Teacher candidate failed to use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>	<p>Teacher candidate used technologies to support instructional assessment, but did not use technologies in planning, and delivery for individuals with exceptionalities.</p>	<p>Teacher candidate used technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>	<p>Teacher candidate demonstrated a strong understanding of technologies and used a variety of developmentally and pedagogically appropriate technologies to support all instructional assessment, planning, and delivery of academic and behavioral interventions for individuals with exceptionalities.</p> <p>Teacher candidate provided critical analysis of teaching practices that demonstrated that teacher candidate can use K-12 assessment data to improve future teaching plans and thus increase the learning of individuals with exceptionalities.</p>

				Teacher candidate provided several specific examples of how this experience will meaningfully inform his/her educational practices.
Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.  CEC Key Element 6.1	Teacher candidate failed to use professional ethical principles and professional practice standards to guide their practice.	Teacher candidate used professional ethical principles, but did not use professional practice standards to guide their practice.	Teacher candidate used professional ethical principles and professional practice standards to guide their practice.	Teacher candidate used high level of professional ethical principles and professional practice standards to guide their practice and advocate for appropriate services.  Teacher candidate used sound judgment in practices, especially in matters of confidentiality of information about students and families.

Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> <p>CEC Key Element 7.3</p>	<p>Teacher candidate failed to uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Teacher candidate used collaboration to promote the well-being of individuals with exceptionalities, but did not collaborate across a wide range of settings and collaborators.</p>	<p>Teacher candidate used collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Teacher candidate used collaboration effectively to promote the well-being of individuals with exceptionalities across a wide range of settings and professionals and family members.</p> <p>Teacher candidate provided specific examples how the decisions were made to promote learning and/or positive behaviors of individuals with exceptionalities.</p>

## Practicum Experience Record

Name of student \_\_\_\_\_ Dates of teaching \_\_\_\_\_

Name of cooperating teacher: \_\_\_\_\_ Subject/grade \_\_\_\_\_

School \_\_\_\_\_ School Corporation \_\_\_\_\_

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

Week	Teaching	Observation	Preparation	Conferences	All other	Total Hours
1						
2						
3						
4						
5						
6						
7						
8						

Observations

Cooperating teachers

Co-teachers

Extracurricular activities

Preparation

Planning

Grading papers

Evaluations

Clerical duties

IEP preparation

Conferences

Cooperating teachers

Administrators

University Supervisors

Parents

Faculty meetings

Counselors

All other

Consulting

Collaboration

School events

Practicum Experience Record. Each teacher candidate is required to complete the Practicum Experience Record and to document a total of 240 hours. Between 60%- 70% of the documented hours must be direct interaction with students in the learning environment.



## Special Education Domain Activities

During the practicum (EDU 47000/59501) these specific responsibilities need to be documented for all teacher candidates.

Responsibilities	Initial date completed & notes	Initial of supervisor
<b>Legal and ethical responsibilities</b>		
Maintains the high level of ethical behavior that is expected of all school personnel.		
Maintains confidentiality of information about teacher candidates and staff.		
Adheres to all laws and regulations regarding special education.		
<b>Coordination</b>		
Serves as teacher of record or teacher of service for students with Learning Disabilities, Emotional or behavioral disorders, Cognitive Disabilities (Mild Intervention License)/ or works under the direct supervision of a teacher of record or teacher of service.		
Coordinates and schedules all services received by special education students or works under the direct supervision of the teacher who coordinates and schedules all services received by special education students.		
Coordinates, schedules, and conducts Individualized Education Plan meetings with the appropriate participants and develops recommendation for eligible students or works under the direct supervision of the person who coordinates, schedules, and conducts Individualized Education Plan meetings with the appropriate participants and develops recommendation for eligible students.		
Coordinates, schedules, and conducts Individualized Transition Plan (appropriate age level) meetings with the appropriate participants and develop recommendation for eligible students or works under the direct supervision of the person who is responsible for those activities.		

Responsibilities	Initial date complete and notes	Initial of supervisor
As appropriate, administers diagnostic assessments, interpret scores, and plan instruction to address areas of concern for the student.		
As appropriate, participates in the coordination and implementation of state (i.e. ISTEP) or district (i.e. NWEA) testing for students with disabilities.		
<b>School Records and reports</b>		
Maintains all special education records to ensure they are up to date or work with the teacher who maintains all special education records to ensure they are up to date.		
Reports progress on IEP goals at each reporting period or report progress on IEP goals at appropriate reporting periods to assist in the development of the system-wide progress reports.		
<b>Curriculum</b>		
Implements direct instruction (in the LRE) focused on the IEP goals for each student receiving special education services.		
Bases instruction on adopted curricula for the school; demonstrate accurate and current knowledge in the subject field; develops appropriate lessons to teach instructional objectives; employs a variety of instructional strategies to augment achievement; uses content scope and sequence in planning.		
Assists in the modification and/or adaptation of curriculum to address individual student needs.		
Organizes teaching strategies to maximize allocated instructional time to increase student learning through appropriate preparation and implementation of lesson plans.		
Assists in the writing and implementing the Functional Behavioral Assessment and/or Behavioral Improvement Plan.		
Responsibilities		

	Initial date complete and notes about the activity	Initial of supervisor
Fosters a classroom environment (resource room or inclusive classroom) conducive to learning and appropriate discipline procedures of the school.		
Monitors student progress towards achieving the IEP goals.		
Collaboration/Consultation		
Maintains active, positive, relationships with students, parents and staff.		
Communicates with other special education staff and classroom teachers regarding the student with an IEP progress and concerns.		
Collaborates with other special education staff on goals for each student in and out of the classroom setting.		
Provides consultation (when appropriate) to general education teachers in regard to students' educational needs.		
Provides leadership and ensure communication with all members of the multidisciplinary team.		
Communicates with all school personnel in a professional manner and adhere to all school corporation policies.		

Comments:

Practicum student signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_