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PART I: INTRODUCTION

The goal of the special education teacher education program is to prepare competent and confident teachers who can assume a leadership role in the education of students with a wide array of learning, cognitive, social/emotional and behavioral disabilities.

If your actions inspire others to dream more, learn more, do more and become more, you are a leader. -John Quincy Adams

The special education faculty and staff promote and encourage:

- Recognition and acceptance of differences.

- Knowledge and understanding of learning, cognitive and social-emotional disabilities.

- The discrediting of stigma and stereotyping of people with disabilities.

- Individualized educational planning that meets the needs of students with disabilities and their families.

- Educational practices that promote equitable outcomes for students from diverse backgrounds.

- Maximizing students' learning potential with high expectations.

- Tolerance, acceptance and the full inclusion of <u>all</u> students in the educational process.

- The full inclusion of students with disabilities in general education classrooms with same aged peers.

- Accommodations through adapted and modified curriculum.

- Safe, positive and productive learning environments.

- High quality instruction that incorporates data-based practices (see appendix 1).

- Task analytic procedures that assist in breaking down information into learnable, measureable units.

- Collaborative practices that focus on the needs of students with disabilities and their families.

- Cooperation with other departments, units, disciplines and/or agencies serving people with disabilities.

- Wellness, including sound physical and mental health.

- Appreciation for and participation in the arts.

- Academic freedom.

<u>Welcome</u>
Welcome to the student teaching experience in special education. Student teaching is an important part of your educational program. It provides you with the opportunity to apply knowledge acquired during your coursework and to practice teaching under the guidance of a skilled and experienced teacher. While student teaching you will be attending a student teaching seminar where you will acquire additional information and have an opportunity to discuss and reflect on the experience with the seminar instructor, the student teaching supervisory staff and your fellow student cohort. The purpose of the student teaching and seminar experience is to assist you in preparing for the responsibilities that lie ahead as a beginning teacher. These experiences will provide you with the opportunity to implement and/or practice skills that will serve you throughout your teaching career including:

- developing your own teaching style

- building trust and rapport with students, their families and school & community personnel

- various instructional strategies and techniques

- classroom & behavior management strategies and techniques

- classroom organizational and time management skills

- curriculum and norm based assessments

- instructional and non- instructional responsibilities

- reflect upon your teaching & management skills and non-instructional responsibilities

- cooperation and collaboration with students, their families and school & community personnel

- professionalism and leadership skills

You probably know that teaching students with disabilities is not easy. Entering the profession and becoming a special education teacher requires a resolute work ethic, focus, a commitment to professional development and flexibility. A strong work ethic is necessary because teaching is rigorous, both mentally and physically. Focus is important because it gives you purpose and keeps you grounded and directed towards meeting the needs of your students. Professional development is helpful because you will need to stay relevant and current with best practices in the field. Flexibility is crucial as you

will need to adapt and adjust to various professional situations some of which you may find to be less than perfect.

Nune ov us is purfict, nevr wil b, Bute we auta tri owr beste,. – anonemus

You may or may not know that the "burn out" rate in special education is among the highest in the teaching profession with roughly fifty percent of beginning special education teachers leaving the field within five years. The most commonly cited reason for leaving is stress. To avoid teacher burnout you should have clear priorities, be prepared for the day to day demands of teaching and also learn and/or practice stress management. Stress management begins with sound physical and mental health and finding a balance between your professional and personal life. So, in addition to having a strong work ethic, being focused, making a commitment to your professional development and being flexible you should also exercise regularly, eat well and enjoy a healthy, well-rounded and satisfying lifestyle and personal life. You owe it to yourself and to your students as a role model and mentor.
Adequate preparation is essential for teaching students with disabilities. When adequately prepared, teaching can be a rewarding and fulfilling experience. If you are ill prepared, you will find teaching to be difficult, without sustainable reward and potentially short-lived. As Benjamin Franklin so aptly said, "By failing to prepare, you are preparing to fail."

The special education faculty adopted the Council for Exceptional Children (CEC) code of ethics and

knowledge and practice standards to guide its teacher education programs.

CEC Professional Code of Ethics: Ethical Principles

Professional special educators are guided by CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individual with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language and background.

- Maintaining a high level of competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

- Practicing collegially with others providing services to individuals with exceptionalities.

- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

- Using evidence, instructional data, research and professional knowledge to inform practice.

- Protecting and supporting the physical and psychological safety of individual with exceptionalities.

- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

- Practicing within the professional ethics, standards and policies of CEC; upholding laws, regulations and policies that influence professional practice; and advocating improvement in laws, regulations and policies.

- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

- Participating in the growth and dissemination of professional knowledge and skills.

Student Teacher Supervisory Staff Contact Information

As you enter student teaching experience and embark upon a teaching career please know that the demands are many and the expectations are high. Are you ready for the challenge? The special education faculty and staff care about your growth and development as a teacher. Please let them know of your needs and/ or concerns. Best wishes for a successful student teaching experience. This student teacher handbook was designed to assist you during your student teaching experience. Please read each of the sections carefully to gain an understanding of the expectations, requirements and procedures used to evaluate your performance. If you have questions regarding the expectations, requirements and/ or procedures please consult your student teacher supervisor or the program leader.

	Phone number	E-mail address
Heather Dahl, Program Leader	263-6956	hsdahl@wisc.edu
Katie Barofsky, Student Teacher Supervisor		barofsy@wisc.edu
Terry Cremin, Student Teacher Supervisor		terrycremin@me.com
Katie McCabe, Student Teacher Supervisor		kmccabe4@wisc.edu
Nancy Molfenter, Seminar Instructor	220-4524	molfenter@wisc.edu

To The Cooperating Teacher
Thank you for agreeing to participate in the Special Education, cross-categorical teacher education program. To assist you in guiding your student teacher through a successful student teaching experience, please review the following:
- Read the Special Education Student Teacher Handbook to become familiar with the program expectations for teacher candidates.
- Discuss your school and professional/personal expectations for the experience with your student teacher.
- Develop a semester-long calendar (see appendix 2) with your student teacher that details her or his increasing involvement in your program. This calendar should also address timelines for completing required student teaching activities and assignments.
- Provide your student teacher with informal feedback on a daily/weekly basis or as needed.
- Provide your student teacher with formal written feedback four times across the course of the semester.
- Meet with your student teacher and University supervisor at mid-semester and semester's end. At these meetings student teacher performance will be discussed using items from the Essential Skills and Evaluation Criteria (ESEC) (pages 26-31) and the appropriate Mid-semester and Final Evaluation forms (pages 22-25) will be completed.
- If you have questions or concerns about your student teacher, please contact her/his University supervisor immediately.

PART II: GENERAL REQUIRERMENTS

Professionalism
Student teachers are expected to:
- Conduct themselves in a professional manner at all times. Remember that you are a guest in the school to which you have been assigned. You represent not only yourself, but the department, school and the University.
- Know and understand your role as a student teacher, and the limitations of that role as outlined in the Student Teacher Handbook and the host school districts policies and procedures. It is the

student teacher's responsibility to familiarize her/or himself with the various roles and limitations.
- Complete all assignments in a timely manner and comply with all policies and procedures of the university program and the field experience site.
- Be responsible for maintaining the confidentiality of their students and their students' families. In order to preserve the confidentiality of student information, please do not include last names on any written assignments, in class, or online discussions. Under no circumstances should you discuss personal information about your students or their families outside the professional forum. This includes social network sites like Face book, Twitter, etc.
- Dress appropriately. The teacher education program does not have a dress code per se, but you should adopt a personal dress code that is consistent with attire of the school in which you are a guest.
- Know and adhere to Council of Exceptional Children (CEC) Professional Code of Ethic (see appendix 3).

Placement

During the first days/weeks at their placement student teachers are expected to:

- Acquaint themselves with the school staff including the principal, assistant principal(s), special education staff, program support teacher(s), special education director, general education and support staff.

- Physical arrangement of classroom(s) and school.

- Classroom and school record keeping procedures.

- Classroom and school policies including student code of conduct (i.e., behavior expectations).

- Cooperating teacher's out-of-classroom responsibilities.

The Student Teaching Site Requirements
- Student teachers are required to be at their site five full days per week for the entire cooperating school district semester.
- Student teachers follow their cooperating school district calendar. Note that this includes following the cooperating school district's vacation schedule.
- Regular attendance at student teaching sites is extremely important. Adjustments of schedules should be negotiated between the cooperating teacher and student teacher. Supervisors should be informed of the schedule and any resulting adjustments.
- If necessary, student teachers may accumulate a total of 5 absences (a combination of   sick days, personal days, visitation days at other schools/classes or conference attendance). Missing more than 5 days will seriously jeopardize your successful completion of this student teaching requirement. Extenuating circumstances must be discussed immediately with your cooperating teacher and University supervisor.
- If student teachers are going to be absent from their sites, they must inform their cooperating teacher by 7:00 a.m. If the student teacher is going to be absent from school when a site visit has been scheduled, they must also inform their University supervisor by 7:00 a.m.
- Student teachers should attend to personal business and errands at times other than school time. For example, if a doctor/dentist appointment is necessary, one of the five allotted absences should be used.
- It is the student teacher's responsibility to initiate communication with the cooperating teacher and University supervisor to keep them informed of needs, problems, and/or personal growth.
- In concert with your cooperating teacher, develop a semester-long calendar detailing your assumption of responsibilities.
- For departmental teacher certification endorsement the following is required:
A grade of **B** or better for both student teaching experiences and the recommendation of both cooperating teachers, both University supervisors, the program leader and the chair of teacher

education, please note: your teacher certification cannot be issued prior to the last day of the semester of your site's district calendar.

PART III: STUDENT TEACHER NOTEBOOK REQUIREMENTS

Each student teacher is required to develop and maintain a **student teacher notebook** within a large three-ring binder. The purpose of the notebook is to assist in organizing course materials, documenting completion of course assignments and student teaching responsibilities, and helping in the development of a professional portfolio. Your notebook will be reviewed periodically by your University supervisor and will be collected during the last week of the semester for grading. Your notebook should be divided into 5 clearly labeled sections:
 1) General Information,
2) Program Development and Implementation,
3) Educational Materials,
4) Assessment Materials,
5) Artifacts and Evidence.

Grading for student teacher notebook – worth up to 300 points

A: All sections in the student teacher notebook are labeled appropriately and readily identifiable. Each section is comprehensive and consistent with the assigned task. The material in each section is well organized, neatly presented, clearly written and grammatically correct.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or >93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or >85%.

BC: <85% of the criteria stated above are met by the student's response.

A grade of BC or meeting < 85% of criteria is not acceptable and the student teacher notebook must be revised or re-done to achieve a passing grade.

(1) General Information to be included in your student teacher notebook.
- A copy of the Special Education Student Teacher Handbook
- A copy of the student teacher handbook from the School of Education
- Guest site school handbook
- **Professional goals and updates:** Each student teacher develops an individual set of professional goals that he/she wishes to achieve by the end of the semester. Periodic updates

should reflect individual efforts toward mastery of the goals and new goals added as appropriate.

Examples:
- Familiarization with student backgrounds.
- Establish rapport with "Loretta".
- Contact "Chris's" parents regarding weekly progress in algebra.

Rubrics for professional goals and updates

A: Professional goals, progress reports and updates of goals are clearly written, well organized and consistent with needs of teacher candidate. Progress toward goals, mastery of goals and goal updates are in evidence and documented by candidate.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is not acceptable and the assignment must be revised or re-done.

- Copies of student teaching seminar materials and assignments.
- Feedback from your cooperating teacher and University supervisor.

(2) Program Development and Implementation items to be kept in your notebook.
- A copy of your district's IEP and related forms.
- Your lesson plan book.
- Calendars/schedules:
  - Cooperating school district calendar.
  - Students schedules that you and your cooperating teacher case manage.
  - Personal calendar/schedule of your student teaching responsibilities including when you will lead teach (see appendix 2).

Rubrics for personal calendar/schedule

A: The personal calendar is clearly labeled and identifiable. The schedule for student assuming responsibilities for instruction and other professional responsibilities is designated. Entries have been discussed and agreed upon with the cooperating teacher. Changes to scheduling are communicated among the triad.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or >93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is not acceptable and the assignment must be revised or re-done.

- **Professional communication log:** Student teacher is to maintain a summary of professional meetings/contacts. Contacts can be made by telephone, in person, and/or in writing. Examples of professional contact entries:

- *4/20/14 11:20 a.m. Called Dane County Social Services re: bruises on Jim's legs. Talked with Deb Tracey. An investigation will be conducted. Deb will be at school on 4/21/11 @10:30 a.m. to interview Jim.*
- *4/21/14 9:15 a.m. Contacted Ben's employer regarding missed work. Disciplinary action will most likely follow but Ben will not lose his job.*
- *4/25/14 11:00 a.m. Met with school psychologist to discuss functional behavioral assessment for Martha.*

Rubrics for professional communication log

A: The professional communication log is clearly labeled and identifiable. The entries include the purpose of the communication, who it was with, the format (telephone, email, face to face written) the date, time and length and a summary of what was communicated, the outcome and follow-up as warranted. All professional communication is confidential and to be only discussed in appropriate professional forums.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or >93%. **B:** A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is unacceptable and the assignment must be revised or re-done.

Class/ caseload study: The student teacher will conduct a class/ caseload study of those students you and your cooperating teacher case manage. If the number of students you case manage is exceedingly large, you should discuss this with your University supervisor and determine the number to include in your class/ caseload study. The goal is to observe all students on the caseload of your CT two or more times. The class/ caseload study will include the review of student files including IEPs and Behavior Intervention Plans (BIPs), discussions with your cooperating teacher and other personnel working with your students and interactions with students. The information must be compiled in **case study files** for individual students and a **spreadsheet** for the group. The purpose of this exercise is for you as the student teacher to learn as much as possible about your students and their educational programs so that you can assist them in maximizing their potential. The student teacher will summarize and record relevant student information from the following:
- Students' classroom and school files.
- Students' IEPs and BIPs.
- Discussions with your cooperating teacher and other personnel working with your students
- Interactions and discussions with individuals and/or groups of students.
- Case study and spread sheet should include background and demographic information, development, learning, behavior and academic achievement.
- Conduct 5 twenty minute formal observations of the class and anecdotally record the results. For high rate and or persistent behaviors, you may want to utilize event recording or time sampling techniques (interval, duration or latency).

<u>Copies of each of the 5 caseload observations, individual case files and a copy of the class/ caseload summary must be submitted to your University supervisor for feedback and grading</u>

Rubrics for class/ caseload study

A: The format the teacher candidate provides for the individual student case files and the class/caseload study is neatly presented, clear, concise, comprehensive and easily interpreted. Individual student information is relevant, inclusive and up to date. Individual background, family and demographic information, developmental levels and individual performance in all curriculum areas are included. The data from the three twenty minute observations is clear, concise, comprehensive and neatly presented in the individual and class summary. Confidentiality of student information must be maintained and discussed only in appropriate professional forums.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence

are = or > 93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are

= or > 85%.   **BC:** < 85% of the criteria stated above are met by the student's response. A grade of BC or below or meeting <85% of criteria is unacceptable and must be revised or re-done.

Lesson plans: The student teacher must complete a minimum of <u>4</u> written lesson plans and submit them to their University supervisor prior to her/ his site visits. A lesson plan must be submitted to the University supervisor 1 school day prior to each of her/ his scheduled observations. Lesson plans must be typewritten using the following format:

- Introduction: School & district, date of plan, grade level, teacher(s), date of lesson, class period, content area and what is being taught.

- Goal(s): General statement(s) about what you want the student(s) to achieve and why.

- Instructional objectives: Specific observable and measureable statement(s) about what you want the student(s) to learn, both group and individual, under what conditions, and to what level of mastery.

- Measurement techniques: What evidence will you use to determine student progress toward the instructional objective(s)? How will you assess maintenance and/ or generalization? Describe the procedures and include a copy of any recording instruments to be used.

- Description of student(s): Number of students, age of students, diagnosis of students with IEPs, instructional level of each student. If other than English include primary language of student(s).

- Instructional procedures: Instructional arrangement including the roles of other adults when appropriate. Outline major components of lesson and activities including the introduction, body and conclusion.

  - Introduction-Describe how you will introduce the lesson to gain student interest.

  - Body-Outline the sequential steps of the lesson.

  - Conclusion-Describe how you will summarize and bring closure to the lesson.

- Instructional materials: List of instructional materials including adaptations, modifications and other accommodations such as augmentative or alternative communication to be used for the lesson.

  <u>Following completion of the lesson the following must be added to the plan:</u>
  - Results: A summary of the data collected and results presented in table and/ or graphic form
  - Discussion of the results: A written description of results including progress toward the instructional objective(s) for group and individuals, describe table(s) and/ or graph(s), characteristics and/ or trends in the data.

  - Summary, discussion, conclusions and reflections: A brief overall description of the program, what happened, why do you think it happened, was it successful, what could have been done differently, what will you do next.

A final written report in the form of the edTPA Task 1 Narrative must be submitted to your University supervisor.

Rubrics for lesson plan and final report

The Lesson Plan

A: All components of the plan are included and each component is well organized, clearly written and grammatically correct. Goal(s) are consistent with student IEPs and/ or needs of the learners. The instructional objectives are consistent with the lesson goals, measurable and sequentially arranged in a manner conforming to learner needs. Measurement techniques are clearly articulated and consistent with the learning objectives. The number, ages, instructional levels, diagnosis (when appropriate) and any other relevant information about the students included in the plan. Instructional arrangement including the role of other instructional or support staff if appropriate and the instructional procedures including introduction, sequencing and closure or conclusion are clearly articulated and consistent with learning goals and instructional objectives. Instructional materials are consistent with learning goals and instructional objectives. Adaptations or modifications and other accommodations such as alternative or augmentative communication aides are consistent with learner needs.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.

BC: < 85% of the criteria stated above are met by the student's response.

A grade of BC or meeting <85% of criteria is not acceptable and the lesson plan must be revised or re-done.

The final report

A: All components of the final report are included and each component is well organized, clearly written and grammatically correct. The results are summarized and clearly presented in table and/or graphic form and are consistent with the planning phase of lesson. A written description of the results for the group and each individual student is provided that describes the table and/ or graphic presentation, characteristics and/ or trends in the data. A written section that includes a summary, discussion, conclusions and reflections, (i.e., what happened, why do you think it happened, was it successful, why or why not, what could have been done differently, what will you do next).

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = to > 93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = to > 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is not acceptable and the final report must be revised or re-done.

Functional Behavioral Analysis (FBA) and Behavior Intervention Plan (BIP) In conjunction with the cooperating teacher and/or other assigned district staff, the student teacher will assist with implementation and analysis of effectiveness of a FBA/BIP. This can be a group or individual plan. You will review and summarize the FBA prior to turning in the first part of the assignment. You must have evidence of data collected on the behavior(s), as well as determination of the function of the behavior(s). You will then discuss the BIP and ultimate goal with your CT or the appropriate person at

your school. Over several weeks of the semester, you will assist with collecting and tracking data to determine if the BIP is supporting the accomplishment of the goal. The FBA and BIP you work with should include the following information:

- Introduction: School & district, date of FBA and proposed start date of BIP, grade level, teacher(s) implementing, description of the behavior(s) being addressed and why the behavior is problematic.

- Goal(s): General statement(s) about what you want the student(s) to achieve.

- Behavioral objective(s): Observable and measureable statement(s) about what you want the student(s) to increase and/or decrease (individual or group), under what conditions, and to what mastery level.

- Measurement techniques: What evidence will you use to determine student progress toward the behavioral objective(s)? How will you assess maintenance and/or generalization? Include a copy of any recording instrument(s) and describe the recording procedures.

- Description of student(s): Student or number of students, age of student(s), diagnosis of student(s) with IEPs, instructional level of each student. If other than English include primary language of student(s).

- Intervention procedures: Instructional arrangement and role of other adults if appropriate. Outline major components of intervention.

- Materials: Any materials that are used as part of the intervention.

Following completion of the FBA analysis, the following must be included in the FBA and proposed BIP:

- Results: A summary of the data collected and results presented in table and/ or graphic form

- Discussion of the results: A written description of results including progress toward the instructional objective(s) for group and individuals, describe table(s) and/ or graph(s), characteristics and/ or trends in the data.

- Summary, discussion, conclusions and reflections: A brief overall description of the program, what happened, why do you think it happened, was it successful, what could have been done differently, what will you do next.

    A final typewritten report of your FBA/BIP must be submitted to your University supervisor

Rubrics for behavior intervention plan and final report

The Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP)

A: All components of the plan are included and each component is well organized, clearly written and grammatically correct. The functional behavior analysis and program goals are consistent with the needs of the learner(s). The instructional objectives are consistent with the goals, measurable and sequentially arranged in a manner conforming to learner needs. Measurement techniques are clearly articulated and consistent with the learning objectives. The number, ages, instructional levels, diagnosis (when appropriate) and any other relevant

information about the students included in the plan. Intervention procedures including the role of other instructional or support staff if appropriate are clearly articulated and consistent with learning goals and instructional objectives.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is not acceptable and the assignment must be revised or re-done.

The final report

A: All components of the final report are included and each component is well organized, clearly written and grammatically correct. The results are summarized and clearly presented in table and/or graphic form and are consistent with the functional behavior analysis. A written description of the results for the group and/or individual student is provided that describes the table and/ or graphic presentation, characteristics and/ or trends in the data. A written section that includes a summary, discussion, conclusions and reflections, (i.e., what happened, why do you think it happened, was it successful, why or why not, what could have been done differently, what will you do next).

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is not acceptable and the assignment must be revised or re-done.

Instructional Segment (edTPA) With the advice and consent of the cooperating teacher the student teacher will develop and implement an instructional unit. The unit should be based around a central theme across content areas or be focused toward goal(s) and instructional objectives within a content area. The unit must include a minimum of three lessons and include the following:

- Introduction: School & district, grade level, teacher(s), date, class period, the content area and what is being taught.

- Goal(s): General statement(s) about what you want the students to achieve.

- Instructional objectives: Specific observable and measureable statement(s) about what you want the student(s) to learn, group and individual, under what conditions, and to what level of mastery.

- Description of student(s): Number of students, age of students, diagnosis of students with IEPs, instructional level of each student. If other than English include primary language of student(s).

- Instructional procedures: Instructional arrangement and role of other adults. Outline major components of lesson and activities including the introduction, body and conclusion.

- Introduction- Describe how you will introduce the lesson and capture student interest.

- Body- Outline the sequential steps of the lesson.

- Conclusion- Describe how you will summarize and bring closure to the lessons and to the unit.

- Instructional materials: List the instructional materials and describe any adaptations or modifications and other accommodations such as augmentative or alternative communication to be used for the lesson.

- Measurement techniques: What evidence will you use to determine student progress toward the instructional objective(s)? How will you assess maintenance and/ or generalization?   Describe the procedures and include a copy of any recording instruments to be used.

  Following completion of the instructional unit complete the following:

- Results: A summary of the data collected and results presented in table and/ or graphic form.

- Discussion of the results: A written description of results including progress toward the instructional objective(s) for group and individuals, describe table(s) and/ or graph(s), characteristics and/ or trends in the data.

- Summary, discussion, conclusions and reflections: A brief overall description of the program, what happened, why do you think it happened, was it successful, what could have been done differently, what will you do next.

Rubrics for instructional segment can be found in the edTPA Handbook under Task 2

(5) Video Clip Assignment: Tape, edit and submit a 15-20 minute video clip(s) and entry slip for 1 or 2 lessons you prepared and taught. Tape an entire lesson and edit the tape so that the final version is >15 and < 20 minutes. Prepare a written report of the video that includes (1) the context for the lesson; what class, the topic, the students; (2) your reflection; what you learned during the lesson, what you learned watching yourself teach, (3) your assessment of your performance, what you liked, what you disliked and what you will do differently during future lessons.

Rubrics for video clip assignment can be found in the edTPA Handbook Task 2 (Instruction)

A: The video clip falls within the guidelines stated above. The teacher candidate's reflection and assessment of performance is consistent with the video clip. The written report is clearly written, thorough, concise and grammatically correct. Reflections are consistent with video content and suggest the teacher candidate learned from this exercise and will make adjustments in her/ his planning and instruction.
AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 93%.   **B:** A minimum of 85% of the criteria stated above are met by the student's response. The criteria are evidenced = to or> 85%.   **BC:** < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is unacceptable and the assignment must be revised or re-done.

  A final written report in the form of the edTPA Task 2 Narrative of your instructional segment must be submitted to your University supervisor.

(3) Educational Materials to be kept in your student teacher notebook
- Samples of at least 1 original program material you <u>developed</u> and used at your site. Include the following:
    - With whom the materials were used.
    - Class in which the materials were presented.
    - A copy of the materials.

- Samples of at least <u>1</u> program material you have modified or adapted and used at your site. Include the following:
    - With whom the materials were used.
    - Class in which the materials were presented.
    - A copy of the materials.

- A resource file: The purpose of this file is to gather as many resources as you can while completing your student teaching. The resources you gather will assist you in your future teaching responsibilities. Consider including the following items in your resource file:
    - Instructional ideas (e.g., activities, study guides, review games).
    - Curriculum materials (e.g., lesson plans, units, publishers).
    - Behavior management ideas (e.g., contacts, reward ideas, point systems).
    - Affective education/social skills materials (e.g., publishers, lessons, activities, videos).
    - On-line resources (e.g., URLs, links, lesson plans using technology).
    - Professional articles.
    - Handouts from methods classes and/or practicum seminars.

Rubrics for educational materials

<u>**A:**</u> Original and adapted materials are consistent with lesson goals and objectives. Materials are well organized and neatly presented. Materials are motivating and consistent with the needs of the students with whom it was used. Teacher candidate reflects on original and/or adapted materials and proposes adjustments for future use when appropriate. The resource file is well organized and neatly presented and includes several instructional and professional materials from various sources.

<u>**AB:**</u> A minimum of 93% of the criteria stated above are met by the student's response. Criteria is in evidence = or > than 93%.

<u>**B:**</u> A minimum of 85% of the criteria stated above are met by the student's response. Criteria is in evidence = or > than 85%.

<u>**BC:**</u> <85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% criteria is unacceptable and the assignment must be revised or re-done.

(4) Assessment Materials to be included in your student teacher notebook.
- Observe a staff member at your site administer a formal test instrument. Write a short description of the testing session. Include the following information:
    - Name of the test.
    - Purpose of the test.
    - Reason for administering the test.
    - How the administrator developed rapport with the student.
    - How the test was administered.
    - How the test was scored.
    - Strengths and weaknesses of the student based on results of the testing.
    - Recommendations for the student based on the test results.

- Under the supervision of your cooperating teacher, administer at least <u>2</u> of the following: a criterion-referenced test, a norm-referenced test, and/ or an informal test. Write a short description of the results obtained from the tests.   Include the following information:

- Name of the test.
- Purpose of the test.
- Reason for administering the test.
- How you established rapport with the student.
- How the test was scored.
- Strengths and weaknesses of the student based on results of the testing.
- Recommendations for the student based on the test results.

- Design and administer <u>2</u> curriculum-based assessments. Include the following information:
  - Purpose of the test (i.e., who was the test created for and why).
  - Academic areas in which test was administered.
  - Copy of the test.
  - How the test was administered and scored.
  - Student strengths and weaknesses based on testing.
  - Instructional recommendations.

- Attend and write a short summary of at least <u>1</u> IEP <u>evaluation</u> meeting. Include the following information:
  - Purpose of the meeting and who attended.
  - Results of the evaluation.
  - Description and clarity of language used to explain results to parents.
  - Parent reactions, and if the student attended, their reactions.
  - What do you consider to be positive features of the way the IEP evaluation was conducted?
  - What features do you think could be improved? Any recommendations?

- Attend and write a short summary of at least <u>1</u> IEP <u>programming</u> meeting. Include the following information:
  - Purpose of the meeting and who attended.
  - Description and clarity of language used to explain goals and objectives to parents and student.
  - Efforts to get parent and student input into IEP.
  - Parent reactions, and if the student attended, their reactions to the IEP.
  - What do you consider to be positive features of the way the IEP was conducted?
  - What features do you think could be improved? Any recommendations?

Rubrics for assessment activities

<u>A:</u> Written descriptions of observations and administration of tests are complete and include all of the required information. Tests administered are consistent with the needs of the student (s) and provide direction for future programming and assessments. The reports are well organized, thorough, complete, clearly written and grammatically correct. Each of the activities will be evaluated on the criteria stated.

<u>AB:</u> A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 93%.   <u>B:</u> A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or > 85%.   <u>BC:</u> < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting < 85% criteria is unacceptable and the assignment must be revised or re-done.

<u>A final written report in the form of the edTPA Task 3 Narrative of your instructional segment must be submitted to your University supervisor.</u>

(6) Portfolio Potentials: The purpose of a portfolio is to assist student teachers in presenting themselves to future employers. In the portfolio potentials section of your notebook you may want to include the following items:
- Resume.
- References.
- Letters of recommendation.

- Creative lesson plans.
- Innovative curricular ideas.
- Examples of IEPs.
- Examples of functional behavioral assessments.
- Examples of behavior intervention plans.
- Examples of functional behavioral assessments.
- Class papers/projects.
- Pictures from site.
- Examples of their students' work.
- Reflective narratives.
- Video clip.

Rubrics for portfolio potentials

A: Most of the items suggested above are included in the teacher candidate's list of potentials and/or e-portfolio. The included items are presented in an organized and neat fashion. The items are relevant, consistent with the assignments purpose and present the candidate in a professional manner. Each of the items is clearly identifiable, well written, grammatically correct, and easy to follow.

AB: The criteria for this assignment are in evidence = to or > 93%.

B: The criteria for this assignment are in evidence = to or> 85%.

BC: < 85% of the criteria stated above are met by the student's response. A grade of BC or meeting <85% of criteria is unacceptable and the assignment must be revised or re-done.

(7) Develop an e-portfolio: The student teacher is to prepare an electronic portfolio based on her or his practicum and/ or student teaching experiences. An e-portfolio can assist you in presenting yourself to future employers and in meeting state/ school district teacher evaluation requirements. Each semester the teacher candidate should upload a minimum ten artifacts and evidence statements to her or his e-portfolio. If you use your video clip in your e-portfolio you may want to edit it to 3-5 minutes.

Rubrics for e-portfolio

A: The e-portfolio is well organized, thorough, easy to follow and viewer friendly. Items selected for inclusion portray the teacher candidate realistically. Evidence statements are consistent with the artifacts presented. The e-portfolio demonstrates the teacher candidate's skill development and strengths.

AB: A minimum of 93% of the criteria stated above are met by the student's response. The criteria in evidence are = or >93%.

B: A minimum of 85% of the criteria stated above are met by the student's response. The criteria in evidence are = or >85%.

BC: <85% of the criteria stated above are met by the student's response. A grade of BC or meeting < 85% of criteria is unacceptable and the assignment must be revised or re-done.

PART IV: STUDENT TEACHING REQUIREMENTS CHECKLIST

Included in this section is a Student Teacher Requirement Checklist to assist you in planning the student teaching experience including scheduling, observations and evaluation meetings and keeping track of assignments and notebook requirements. Observations, meetings and assignment due dates will be established with your student teacher supervisor

RPSE 467 Student Teaching Requirements			
Student Name			
UW Supervisor			
School/CT			
Meetings and Observations (Standards 1-3)			
Meeting	Date Scheduled	Date Completed	Comments
Initial Triad Meeting			
Lesson Plan and Observation 1			
Lesson Plan and Observation 2			
Midterm Meeting			
Lesson Plan and Observation 3			

Lesson Plan and Observation 4			
Final Meeting			

Binder Assignments			
Assignment/Points		*Date Completed*	*Supervisor or Instructor Initials*
Due September 18			
Special Education Student Handbook – 5 points			
Site School Guest Handbook – 5 points			
School District Calendar – 5 points			
Professional Goals (3) – 10 points			
Class/Caseload Study Student Info Sheet/Files (*Standard 1*) – 10 points			
Personal Calendar/Daily Schedule – 5 points			
Due October 2			
Copy of District's IEP and Related Forms – 5 points			
Student Schedules – 5 points			
Class/Caseload Student Observation #1 (*Standard 1,4*) – 5 points			
Class/Caseload Student Observation #2 (*Standard 1,4*) – 5 points			
Class/Caseload Student Observation #3 (*Standard 1,4*) – 5 points			
Due October 16			
Class/Caseload Student Observation #4 (*Standard 1,4*) – 5 points			
Class/Caseload Student Observation #5 (*Standard 1,4*) – 5 points			
1 Original Material you **adapted** (*Artifact and Evidence*) – *15 points*			
Assessment **observation** and summary (*Artifact Standard 4*) – 15 points			
Reflective Narrative #1 (*Artifact*)– 15 points			
Due October 30			
FBA/BIP Review and Summary (*Artifact Standards 1, 4*) – 15 points			

1 original material you **developed** (*Artifact and Evidence*) – *15 points*		
Reflective Narrative #2 (*Artifact*)– 15 points		
Assessment **administration** (criterion, norm-references, or standardized test) (*Standard 4*) (*Artifact* and Evidence) – 15 points		
Due November 27		
FBA/BIP Summary of Results & Reflection (Standards 1, 4) (*Artifact and Evidence*) – *15 points*		
Assessment administration (curriculum-based) (*Artifact* Standard 4) – 15 points		
Attend IEP evaluation and summary (Standards 1, 5) (*Artifact and Evidence) – 15 points*		
Attend IEP programming and summary (*Artifact* Standards 1, 5) – 30 points		
Reflective Narrative #3 (*Artifact*) – 15 points		
Due December 11		
2nd original material you developed (*Artifact* and Evidence) – 15 points		
Reflective Narrative #4 (*Artifact*) – 15 points		
Notebook Grade out of 300 possible points		
You have now compiled 14 Artifacts and Evidence that demonstrate your knowledge of the UW Teaching Standards (at least 2 artifacts for each broad standard).		

Late Policy
All items are intended to be ready for check-in by your supervisor on the date listed. If you need additional time, you must ask your supervisor **prior** to the due date for an extension.

PART V: EVALUATION PROCEDURES

The evaluation procedures herein are based on and consistent with the Council for Exceptional Children (CEC) initial educator standards.

CEC Professional Code of Ethics: Practice Standards

Teaching and Assessment

- Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities.

- Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the needs of individuals with exceptionalities.

- Use periodic assessment to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.

- Create safe, effective and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning and realization of positive self-concepts.

- Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies and other resources appropriate to their professional roles.

- Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and does not discriminate against individuals with exceptional or culturally diverse learning needs.

- Only use behavior change practices that are evidence- based, appropriate to their preparation, and which respect the culture, dignity and basic human rights of individuals with exceptionalities.

- Support the use of positive behavior supports and conform to public policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.

- Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

- Do not engage in the corporal punishment of individuals with exceptionalities.

- Report instances of unprofessional or unethical practice to the appropriate supervisor.

- Recommend special education service necessary for an individual with an exceptional learning need to receive an appropriate education.

Professional Credentials and Employment

- Represent themselves in an accurate, ethical and legal manner with regard to their own knowledge and expertise when seeking employment.

- Ensure that persons who practice or represent themselves as special education teachers, administrators and providers of related services are qualified by professional credential.

- Practice within their professional knowledge skills and seek appropriate external support and consultation whenever needed.

- Provide notice consistent with local education policies and contracts when intending to leave employment.

- Adhere to the contracts and terms of appointment, or provide the appropriate supervisor of professionally untenable conditions and intent to terminate such employment, if necessary.

- Advocate for appropriate and supportive teaching and learning conditions.

- Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including paraeducators, does not result in the denial of special education services.

- Seek professional assistance in instances where personal problems interfere with job performance.

- Ensure that public statements made by professionals as individuals are nnot construed to represent official policy statements of an agency.

- Objectively document and report inadequacies in resources to their supervisor and/ or administrators and suggest appropriate corrective action(s).

- Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.

- Resolve professional problems within the workplace using established procedures.

- Seek clear written communication of their duties and responsibilities, including those that are described as conditions of employment.

- Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect.

- Promote educational quality and actively participate in planning, policy development, management and evaluation of special education programs and the general education program.

- Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.

- Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals.

Professional Development

- Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.

- Maintain current knowledge of procedures, policies and laws relevant to practice.

- Engage in the objective systematic evaluation of themselves, colleagues, services and programs for the purpose of continuous improvement of professional performance.

- Advocate that the employing agency provide adequate resources for effective school- wide professional development as well as individual professional development plans.

- Participate in systematic supervised field experiences for candidates in preparation programs.

- Participate as mentor for other special educators, as appropriate.

Professional Colleagues

- Recognize and respect the skills and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.

- Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.

- Collaborate with colleagues from other agencies to improve services and outcomes for individual with exceptionalities.

- Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcome for individuals with exceptionalities.

- Intervene professionally when a colleague's behavior is illegal, unethical or detrimental.

- Do not engage in conflicts of interest.

Paraeducastors

- Assure that special education paraeducators have appropriate training for the tasks they are assigned.

- Assign only tasks for which paraeducators have been appropriately prepared.

- Provide ongoing information to paraeducators regarding their performance of assigned tasks.

- Provide timely, supportive and collegial communications to paraeducators regarding tasks and expectations.

- Intervene professionally when a paraeducator's behavior is illegal, unethical or detrimental.

Parents and Families

- Use culturally appropriate communication with parents and families that is respectful and accurately understood.

- Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting and evaluating special education services and empower them as partners in the educational process.

- Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality and cultural diversity.

- Promote opportunities for parent education using accurate, culturally information and professional methods.

- Inform parents of relevant educational rights and safeguards.

- Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.

- Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

Research

- Do not knowingly use research in ways that mislead others.

- Actively support and engage in research intended to improve the learning outcomes of person with exceptionalities.

- Protect the rights and welfare of participants in research.

- Interpret and publish research results with accuracy.

- Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.

- Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities.

Case Management

- Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.

- Follow appropriate procedural safeguards and assist the school in providing due process.

- Provide accurate student and program data to administrators, colleagues and parents. Based on efficient and objective record keeping practices.

- Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.

- Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

Non-educational Support

- Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided and the professional liability for assuming the task is disclosed.

- Advocate that professional education professionals not be expected to accept non-educational support tasks routinely.

Evaluation of your student teaching experience will take place throughout the semester. Your cooperating teacher will provide you with regular on-going feedback. Your University supervisor will provide you with verbal and written feedback following her/his site visits and you should continually engage in self-evaluation. Observations may take place in a variety of settings (study hall, lunchroom, job sites, or other community settings, etc.) in which the student teacher is providing instruction. At mid-semester and semester's end, your University supervisor will arrange a three way conference with your cooperating teacher to rate your performance in the 7 Essential Skills & Evaluation Criteria (ESEC) areas (pages 26-31) and to complete a Professional Development Plan (PDP) for mid-semester and semester's end.

The purpose of the **mid-semester** evaluation is to provide you with feedback on your progress and to plan for the remaining weeks of the field experience. The mid-semester evaluation is meant to be more of a qualitative than quantitative measure of your skill development. Mid-semester ratings will not be used in calculating your final semester grade. Instead, you will discuss your progress in each of the ESEC areas and complete a PDP. Your input is crucial to the process so reflection of your performance, self evaluation and participation in planning is essential.

The **end of semester** evaluation will include rating your performance in the 7 ESEC areas, completing a PDP and recommending a final grade for student teaching. Again your input is crucial. This evaluation will reflect your assessment of your skills along with those of your cooperating teacher and University supervisor. The expectation is that you will have demonstrated growth in the areas identified in the mid-semester PDP.

Your **recommended final student teaching grade** for each student teaching experience will be based on your classroom performance as determined by:

- ratings on the 7 ESEC areas

- progress on your PDP

- the endorsement of your cooperating teacher and University supervisor

- The **final semester grade** will be assigned by the 467 Instructor and be determined by:

- ratings on the 7 ESEC areas

- progress on your PDP

- the endorsement of your cooperating teacher and University supervisor,

- your student teaching notebook

- the completion of assigned tasks

- your professional portfolio

Student teachers must receive a minimum grade of **B** for the recommended final student teaching grade <u>and</u> the final semester grade for continuation in the program and/ or to receive an endorsement for certification. Endorsement for certification is based on meeting University standards for graduation, successful completion of all required coursework in special education, and the approval of the Program Leader.

Grading rubrics for mid-semester and final evaluation (194-477 & 194-478)

<u>A:</u> Consistently performs at a high level demonstrating an understanding of and competence in <u>all</u> expectations delineated (bulleted) for each of the seven areas of the Essential Skills and Evaluation Criteria (ESEC) being evaluated.

<u>AB:</u> Consistently performs at a high level demonstrating an understanding of and competence = to or>93% of expectations.

<u>B:</u> Consistently performs at a high level demonstrating an understanding of and competence = to or >85% expectations.

<u>BC:</u> Performs at a level demonstrating an understanding of and competence <85% expectations delineated (bulleted) for each of the seven areas of the Essential Skills and Evaluation Criteria (ESEC) being evaluated. A grade of BC or meeting <85% expectations is unacceptable for being recommended for certification and must be remediated.

Mid-semester Progress Report and Professional Development Plan (RPSE-467)

Student Teacher: **Date:**

Cooperating Teacher:

UW Supervisor:

This evaluation is meant to provide a measure of progress and result in a Professional Development Plan (PDP) for the remaining weeks of the student teaching experience. The goal of this evaluation is to highlight areas of strengths and address Essential Skills and Evaluation Criteria (ESEC) areas requiring further development. To assist you in defining each ESEC area, refer to the bullets in each section pages 26-31.

ESEC AREAS	RATING SCALE				
Professionalism	A	AB	B	BC	C
Collaboration & Communication	A	AB	B	BC	C
Assessment	A	AB	B	BC	C
Special Education Evaluation and Planning	A	AB	B	BC	C
Instructional Planning	A	AB	B	BC	C
Instructional Presentation	A	AB	B	BC	C
Classroom Management	A	AB	B	BC	C

STRENGTHS:

AREAS NEEDING FURTHER STRENGTHENING:

STRATEGIES FOR STRENGTHENING IDENTIFIED AREAS:

GOALS FOR REMAINING WEEKS OF FIELD EXPERIENCE:

I have participated in the development of this plan. I agree to work toward improvement in the areas indicated and to meet the goals listed above.

Student _____ Date: _____

Cooperating Teacher _____Date: _____

University Supervisor_____ Date:_____

Final Evaluation Summary & Recommended Student Teaching Grade (RPSE-467)

Student Teacher: **Date:**

Cooperating Teacher:

UW Supervisor:

This evaluation serves as the final evaluation of the student teaching experience and to update the student teaching Professional Development Plan (PDP).   The goal of this evaluation is to highlight areas of strengths and address skill areas requiring further development. To assist you in defining each skill area, refer to the bullets in each Essential Skill and Evaluation Criteria (ESEC) section pages 26-31. The ratings in the ECES areas, progress on the PDP and the recommendations of the cooperating teacher and University supervisor will be considered in arriving at a final recommended student teaching grade.

ESEC AREAS	RATING SCALE				
Professionalism	A	AB	B	BC	C
Collaboration & Communication	A	AB	B	BC	C
Assessment	A	AB	B	BC	C
Special Education Evaluation and Planning	A	AB	B	BC	C
Instructional Planning	A	AB	B	BC	C
Instructional Presentation	A	AB	B	BC	C
Classroom Management	A	AB	B	BC	C

STRENGTHS:

AREAS NEEDING FURTHER STRENGTHENING:

STRATEGIES FOR STRENGTHENING IDENTIFIED AREAS:

GOALS FOR REMAINING WEEKS OF FIELD EXPERIENCE:

RECOMMENDED FINAL STUDENT TEACHING GRADE____
I participated in the above evaluation and agree with the recommended final student teaching grade.

Student Teacher: _____   Date: _____

Cooperating Teacher: _____   Date: _____

University Supervisor: _____   Date: _____

Mid-semester Progress Report and Professional Development Plan (RPSE-478)

Student Teacher: **Date:**

Cooperating Teacher:

UW Supervisor:

This evaluation is meant to provide a measure of progress and result in a Professional Development Plan (PDP) for the remaining weeks of the student teaching experience. The goal of this evaluation is to highlight areas of strengths and address Essential Skills and Evaluation Criteria (ESEC) areas requiring further development. To assist you in defining each ESEC area, refer to the bullets in each section pages 26-31.

ESEC AREAS	RATING SCALE				
Professionalism	A	AB	B	BC	C
Collaboration & Communication	A	AB	B	BC	C
Assessment	A	AB	B	BC	C
Special Education Evaluation and Planning	A	AB	B	BC	C
Instructional Planning	A	AB	B	BC	C
Instructional Presentation	A	AB	B	BC	C
Classroom Management	A	AB	B	BC	C

STRENGTHS:

AREAS NEEDING FURTHER STRENGTHENING:

STRATEGIES FOR STRENGTHENING IDENTIFIED AREAS:

GOALS FOR REMAINING WEEKS OF FIELD EXPERIENCE:

I have participated in the development of this plan. I agree to work toward improvement in the areas indicated and to meet the goals listed above.

Student Teacher: _____   Date: _____

Cooperating Teacher: _____   Date: _____

University Supervisor: _____   Date: _____

Final Evaluation Summary & Recommended Student Teaching Grade (RPSE-478)

Student Teacher: **Date:**

Cooperating Teacher:

UW Supervisor:

This evaluation serves as the final evaluation of the student teaching experience and to update the student teaching Professional Development Plan (PDP).   The goal of this evaluation is to highlight areas of strengths and address skill areas requiring further development. To assist you in defining each skill area, refer to the bullets in each Essential Skill and Evaluation Criteria (ESEC) section pages 26-31. The ratings in the ECES areas, progress on the PDP and the recommendations of the cooperating teacher and University supervisor will be considered in arriving at a final recommended student teaching grade.

ESEC AREAS	RATING SCALE				
Professionalism	A	AB	B	BC	C
Collaboration & Communication	A	AB	B	BC	C
Assessment	A	AB	B	BC	C
Special Education Evaluation and Planning	A	AB	B	BC	C
Instructional Planning	A	AB	B	BC	C
Instructional Presentation	A	AB	B	BC	C
Classroom Management	A	AB	B	BC	C

STRENGTHS:

AREAS NEEDING FURTHER STRENGTHENING:

STRATEGIES FOR STRENGTHENING IDENTIFIED AREAS:

GOALS FOR REMAINING WEEKS OF FIELD EXPERIENCE:

RECOMMENDED FINAL STUDENT TEACHING GRADE____
I participated in the above evaluation and agree with the recommended final student teaching grade.

Student Teacher: _____   Date: _____

Cooperating Teacher: _____   Date: _____

University Supervisor: _____   Date: _____

PART VI: ESSENTIAL SKILLS & EVALUATION CRITERIA (ESEC)

The Essential Skills & Evaluation Criteria (ESEC) is consistent with CEC initial educator performance standards, State of Wisconsin teacher standards, and the UW-Madison School of Education (SOE) standards.

1. **Professionalism:** The student teacher will adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

- Upholds a high standard of competence and integrity and exercise sound judgment in the practice of the professional within the CEC code of ethics

- Acts in a fair, ethical, respectful, sensitive manner and fosters beneficial relationships in interactions with students, families, school personnel and members of the community

- Understands the requirements and acts in accordance with laws, rules, regulations and local district policies and conducts professional activities consistent with these requirements

- Demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status and sexual orientation of individuals

- Maintains confidentiality of personal and private information regarding students and their families

- Articulates personal philosophy of special education including its relationship to/with general education

- Understands how social and political climates affect schooling and student outcomes

- Demonstrates commitment to developing the highest education and quality-of-life potential of students with disabilities

- Builds and maintains a professional rapport with students

- Demonstrates willingness to accept others' views and implements suggestions as warranted

- Reacts appropriately to constructive criticism

- Conducts self evaluation and reflection

- Takes responsibility for actions and words

- Takes initiative and demonstrates self-motivation

- Understands and acts in accordance with school policies

- Follows through on commitments

- Uses efficient and effective organizational strategies

- Completes tasks in a timely manner

- Maintains regular attendance and punctuality

- Wears appropriate attire for school

- Practices within one's skill limits and obtains assistance as needed

- Uses research findings and theories to guide practice

- Demonstrates commitment to engage in evidence-based practice

2. Collaboration and Communication: The student teacher will collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.

- Plans and conducts collaborative conferences with students with disabilities and their families

- Collaborates with school personnel and community members in integrating students with disabilities into various settings

- Uses group problem-solving skills to develop, implement and evaluate collaborative activities

- Models techniques and coaches others in the use of instructional methods and accommodations

- Observes, evaluates and provides feedback to paraprofessionals

- Collaborates with families and others in assessment of students with disabilities

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- Interpersonal Communications

  - Receptive and attentive listener

  - Communicates in a fair, respectful and sensitive manner

  - Expresses ideas in a clear and concise manner

  - Asks appropriate and effective questions

  - Chooses language appropriate to the situation and the audience

- Communicates clearly through oral expression (i.e., rate, volume, pitch, enunciation)

- Effectively uses nonverbal communication

- Writes in a clear and concise manner

- Understands various forms of expression and adapts to student's needs, ideas and feelings

- Communicates with school personnel about the characteristics and needs of students with disabilities

- Communicates effectively with families of students with disabilities from diverse backgrounds

3. **Assessment:** The student teacher will collect information on student backgrounds, development, learning, behavior and academic achievement that can be used to determine students' present level of performance and guide instruction.

- Conducts thorough record review to become familiar with students' backgrounds

- Demonstrates knowledge and skill in observational procedures

- Chooses and employs appropriate observational measures

- Interacts with students in meaningful ways to gain insights that will assist in promoting students' growth and development

- Conducts interviews to gain knowledge about student backgrounds and educational needs

- Designs, administers and interprets curriculum based assessments

- Uses curriculum based assessments to improve instructional practices

- Selects, adapts and uses assessment tools and methods to accommodate the needs of students with disabilities

- Develops or modifies individualized assessment strategies

- Evaluates instruction and monitors progress of students with disabilities

- Collects data relevant to student achievement

- Uses technology to conduct assessments

- Creates and maintains comprehensive and accurate records of student academic and behavioral performance

- Assesses social behaviors of students with disabilities

- Uses functional assessments to develop intervention plans

- **Special Education Evaluation and Individualized Educational Planning:** To the maximum possible the student teacher will participate in the Educational Evaluation and Individualized Educational Planning process.

  - Understands the special education evaluation process from pre-referral through placement

  - Assists students with disabilities and their families in becoming active participants in the educational team.

  - Familiar with the definitions defining various disabilities

  - Gathers background information regarding academic, behavioral, family and medical history

  - Effectively employs observational procedures in a variety of settings

  - Uses effective interview techniques to gather student information

  - Selects and administers nonbiased formal and informal assessment procedures appropriately, including:

    - Norm-referenced tests

    - Criterion-referenced tests

    - Behavioral rating scales

    - Informal assessment measures

  - Considers limitations of chosen assessment tools

  - Accurately interprets information from formal and informal assessment instruments and procedures

  - Explains assessment results accurately and in an understandable manner

  - Writes appropriate annual goals and behavioral objectives based on assessment data

  - Completes required paperwork accurately, effectively and efficiently

5. **Instructional Planning:** The student teacher will plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.

- Uses student background information and other relevant data for planning instruction

- Provides maximal access for students with disabilities to the general education curriculum

- Adapts and/or modifies general education curricular content and materials to accommodate different ability levels

- Plans instructional units that integrate knowledge and skills from several subject areas

- Plans instruction based on learner characteristics, interests and ongoing assessments

- Considers students' diversity, interests, strengths, and learning styles when planning instruction

- Integrates affective, social and life skills with academics

- Provides pragmatic language instruction that facilitates social skills

- Plans instruction for independent functional life skills and adaptive behavior

- Considers individual differences when selecting and/ or developing instructional materials

- Bases instruction on goals consistent with student needs and community-based connections

- Utilizes task analysis in subdividing goals as needed

- Chooses and uses appropriate technologies to accomplish instructional objectives

- Prepares appropriate and complete lesson plans that reflect knowledge and understanding of the subject matter being taught

- Can explain curricular choices and instructional methodology based on current best practice

- Selects, adapts, and uses instructional strategies and materials according to student development and learner characteristics

- Uses instruction to enhance social participation across environments

- Evaluates teacher resources and curriculum materials for thoroughness, accuracy, biases and usefulness

- Integrates affective, social and career/vocational skills with academic curricula

- Promotes students' independence and self-determination

- Uses strategies for facilitating maintenance and generalization of skills across learning environments

- Incorporates thinking, problem-solving and other cognitive strategies into lessons

- Determines data sources and collects appropriate performance data on students

- Employs reflective practices as a means of self-improvement of instruction

- Prepares individuals to exhibit self- enhancing behavior in response to societal attitudes and actions

- Uses procedures to increase the individual's self-awareness, self management, self control, self reliance and self esteem

- Uses instructional strategies that fall on the continuum of child-directed to adult-directed in natural and structured context

- Uses evidence-based practices to enhance academic and social competence

- Involves the individual and family in setting instructional goals and monitoring progress

- Sequences, implements and evaluates individualized learning objectives

- Prepares and organizes materials to implement daily lessons

- Uses instructional time effectively

- Prepares individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

- Plans for transition needs including linkages to supports and agencies focusing on life- long needs

- Plans instruction for independent functional life skills and adaptive behavior

6. **Instructional Presentations:** The student teacher will present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals

   - Implements existing small and large group instructional programs

   - Demonstrates preparedness for instruction

   - Opens lessons effectively by:

     - Gaining student attention

     - Previewing lessons

     - Reviewing behavioral expectations and consequences

   - Establishes and maintains rapport with students

   - Presents information sequentially and consistent with how students learn

   - Provides opportunities for all students to participate

   - Uses instructional strategies to maintain student interest

   - Demonstrates awareness of student interest/motivation, frustration levels, learning style and skills levels

- Collects data for determining student progress toward instructional objectives

- Employs instructional methods that combines subject areas

- Closes lessons effectively by:

    - Reviewing/summarizing lessons

    - Providing feedback on student performance and behavior

    - Previewing the next lesson

- Prepares for transitions

- Summarizes and interprets data from lesson and uses information to assist in planning next phase of instruction

- Conducts self-evaluation of instruction and uses information reflectively to improve teaching

- Uses strategies that promote successful transitions for individuals with exceptionalities

- Uses strategies to support and enhance communication skills of individuals with exceptionalities

- Provides specialized instruction for spoken language, reading and writing for students with disabilities

- Uses instructional strategies that fall on the continuum of child- directed to adult- directed in natural and structured context

- Provides instruction in community- based settings

- Demonstrates transfer, lifting and positioning techniques

- Utilizes student strengths to reinforce and maintain social skills

- Uses evidence-based practices to enhance academic and social competence

- Uses specialized methods for teaching basic skills

- Modifies the pace of instruction and provide organizational cues

- Identifies and teaches basic structures and relationships within and across curricula

- Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval

- Uses responses and errors to guide instructional decisions and provide feedback to learners

- Identifies and teaches essential concepts, vocabulary and content across the general curriculum

- Uses reading methods appropriate for students with disabilities

- Implements systematic instruction in teaching reading comprehension and monitoring strategies

- Teaches strategies for organizing and composing written products

- Implements systematic instruction to teach accuracy, fluency and comprehension in content area reading and written language

- Uses methods to teach mathematics appropriate for students with disabilities

- Teaches learning strategies and study skills to acquire academic content

- Enhances vocabulary development

- Teaches strategies for spelling accuracy and generalization

- Teaches methods and strategies for producing legible documents

- Teaches students with disabilities to monitor for errors in oral and written communications

7. **Classroom Management:** The student teacher will create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

- Demonstrates knowledge of basic classroom management theories, methods and techniques

- Structures the physical environment to provide optimal learning

- Treats all students fairly, equitably and impartially

- Demonstrates empathy and positive regard for students' needs and interests

- Creates a nurturing learning environment

- Implements existing behavior intervention plans

- Designs, implements and monitors behavioral intervention plans

- Conducts functional behavior analysis that lead to development of behavior intervention plans

- Considers students' needs and interests when designing behavioral intervention plans

- Prepares functional behavior analysis reports on students with disabilities

- Takes into account causal factors when designing behavioral intervention plans

- Reinforces positive behaviors

- Corrects inappropriate behaviors

- Uses praise effectively

- Uses non-aversive techniques to support targeted behavior and maintain attention of students

- Uses strategies to teach alternative behaviors

- Encourages and uses positive behavior support strategies

- Foresees potential problems and acts effectively to circumvent escalation

- Employs strategies for crisis prevention/intervention

- Resolves conflict between students and between students and school staff

- Provides students with strategies for resolving conflict

- Applies a variety of effective behavior management techniques appropriate to student needs

- Encourages students to increase self-control and take responsibility for their actions

- Uses prevention and intervention strategies for students with disabilities

APPENDICES

Appendix 1

Data-based instruction: what is it and why is it useful for teachers?

Data-based instruction (DBI) also referred to as data-based decision making, curriculum- based assessment, curriculum- based measurement or evidence-based instruction is a process used by educators to collect information on student backgrounds, learner characteristics and achievement that can be used to guide instruction and evaluate performance. The information or data collected informs curricular decisions based on individual differences and guides the teacher in selecting instructional procedures and materials that are consistent with learner needs and educational standards. Data-based instruction provides an ongoing record of student progress that can be used to decide whether to continue, discontinue or revise instruction. For example, if the data suggest that an instructional technique has little or no effect on a student's progress, the teacher will likely decide to discontinue or alter some aspect of the instructional arrangement. On the other hand, if a student is making progress toward the instructional objective the teacher may decide to continue or make minor adjustments to further improve outcomes. An added benefit of making adjustments to instruction based on data is that it can save valuable instructional time. Without outcome data teachers are operating in the dark and may persist with ineffective instructional techniques that end up wasting both student and teacher time. With information provided from DBI teachers will be able to maximize instructional time.

Your role as a future special education teacher will be to provide students with disabilities with the necessary knowledge and skills to maximize their potential and become contributing members of society. Educational law requires that special education teachers develop and implement individualized educational programs (IEPs) and behavioral intervention plans (BIPs) and monitor student progress toward the goals and objectives outlined in these plans. It should also be noted that DBI is also consistent with the recently recommended procedures inherent in Response to Instruction (RTI) that in all likelihood will supplant discrepancy formulas in determining learning disabilities. Data-based instruction meets these requirements and recommendations and supports the IEP, BIP and RTI processes. Furthermore, DBI is a valuable tool for teachers not only because it provides information for making instructional decisions and meets the requirements of educational law regarding students with disabilities, but can also be used to address issues of accountability, enhance communication with various constituencies and may even be useful in avoiding teacher burnout.

Special education teachers should be reflective practitioners. You must continuously ask yourself if what you are providing your students is in their best interest and maximally promotes their growth and development. Through these reflective practices you will not only hold yourself accountable but set the stage for improving your performance as a teacher. Teachers are also accountable to their constituency for promoting growth in their students and demonstrating that what they are doing is effective. The education of students with disabilities does not take place in a vacuum, there are several people involved with or have a stake in their education. Special education teachers are therefore accountable to a large constituency including the students and their families, other education personnel and the extended community. Data-based instruction is a measure of accountability and can determine if you are fulfilling your teaching role. The outcome data you collect is also a means for communicating with the student, her or his family and other professionals about the students' progress. To the maximum extent possible the student should be a partner in her or his education. Providing the students with data-based feedback on their progress toward an instructional objective not only gives them a stake in their education it can also be a powerful motivator. Similar rationale are true for the student's family and with other professionals, DBI gives the teacher a means for communicating outcomes and welcomes them into the process. With DBI everyone will be able to view the students' progress.

By adopting DBI you may also avoid one of the major threats to your teaching career, teacher burnout. Research on teacher burnout suggests an annual rate of about 10% of special education teachers leaving the field due to burnout. Furthermore, roughly 50% of beginning special education teachers quit the field within five years over stress related burnout. According to Haberman (2004) "scholars define teacher burnout as a condition caused by depersonalization, exhaustion and a diminished sense of accomplishment". Data-based instruction can provide you with a sense of personal accomplishment which is a factor in job satisfaction. And, with job satisfaction you may avoid burnout.

In summary, DBI is a valuable tool for teachers because it:

- Informs instruction.

- Allows teachers to maximize instructional time.

- Bases instruction on student achievement.

- Aligns with current Federal and State mandates and recommendations.

- Addresses issues of accountability.

- Enhances communication with various constituencies.

- Eliminates a source of stress that may lead to teacher burnout.

Developing a data-based instructional system

The information you gather should be consistent with the students' individual IEP goals and the curriculum used in the classroom. A data-based instructional system should be unobtrusive and not interfere with instruction or ongoing classroom activities. Data-based instruction should be easy to use and manage. It should not require excessive staff time or resources. Data-based instruction reflects the science of teaching. The instructional decisions you make will be based on the data you collect and analysis you perform. During your student teaching you will be asked to adopt and develop DBI procedures and to utilize them in your teaching.

To develop a DBI system a teacher must have knowledge of students' backgrounds and interests and be familiar with individual student's IEP goals. This can be accomplished through record review, observation and interview. Based on the goals established for each student the teacher develops measureable objectives for individual and/ or group instruction. Instructional objectives include conditions, behavioral responses and criteria for mastery. Since behavior is observable and measureable, data is collected on this aspect of the objective. The students' responses are the data points.

The conditions are part of the instruction and the criteria determine when the student has mastered the objective. Longer term objectives or objectives that are not immediately attainable can be broken down or subdivided into shorter term objectives through task analysis. Task analysis is process for turning complex tasks into simpler more manageable ones. These smaller units or sub-objectives are arranged sequentially with the longer term objective being the end or terminal objective. The student moves sequentially through the steps or sub-objectives and once achieving mastery of all steps has mastery of the longer term or terminal objective. The data points derived from the observable behavior include permanent products such as work sheets, tests, or other written work samples produced by the student or notations of student behavior recorded by the teacher or other observer. The notations can be written anecdotal records or other observational techniques such as event recording or time sampling.

Once you have decided what you want to know you will be able to develop procedures that allow you to determine if student progress is occurring. Consistency with procedures and instrumentation is vitally important for determining student progress and sharing the results. All phases of the process from data collection to drawing conclusions and making recommendations to presentation of the findings must be clearly spelled out, relevant and beyond reproach. Determining what you will measure and how and when you will measure it are your data collection start points. For example, assume that you are preparing to teach a unit on fractions to a group of 7 students and you want to assess student learning. You have written a terminal objective, completed a task analysis of the longer term objective and sequenced 10 shorter term or sub-objectives. You have also decided that your assessment will include a pre-test, 2 intermediate or probe tests and a post-test. Assume that the tests are 30 items each or 3 items per sub-objective. You can see that the data become voluminous- 120 pieces of data for 7 students or 840 data points. This represents 1 unit in a single content area. Extend this to the entire curriculum with more students and it becomes clear that the data you collect for DBI multiplies rapidly. Therefore you will need procedures following data collection that allow you to reduce the data to make it more manageable and share with others. This is generally done by summation of the data points and converting the "raw" data to percentages, averages or other summative conversions. Once the data are converted to a manageable format and/ or summarized they can be analyzed and interpreted thus paving the way for you to draw conclusions and make recommendations. Sharing the data and your recommendations with others is best accomplished through spread sheets or graphic display. The information your share should be clear, concise and readily understandable.

If you have questions about DBI consult your cooperating teacher and/ or university supervisor.

Appendix 2

<u>Semester calendar guidelines</u>

During each semester of student teaching you are to develop a semester-long calendar in concert with your cooperating teacher. The following month-to-month guidelines were designed to assist you with this process. The guidelines for each fall and spring semester are the same but the suggestions vary according to when the semesters start and finish. The fall semester starts near the beginning of September and ends mid to late January; the spring semester begins in later January and ends in early to mid-June.

Fall: September
Spring: January/February
- Develop a schedule for weekly meetings with your cooperating teacher (this should be in addition to all the "touch bases" connections you have daily with her/him)
- Create a list of 3-5 teaching goals for the semester. Share your goals with your cooperating teacher and University supervisor.
- Decide together the areas you will be "leading" (i.e., doing all the primary planning for) so you may begin gathering curricular materials, student information, etc.
- Begin to co-teach, support and otherwise develop ownership for certain subjects, curricular areas or other responsibilities
- Begin actively participating in the teaching as soon as possible
- Become a presence in the building; introduce yourself to others (even if   you may not directly collaborate with them), including other special educators, paraprofessionals, administrators and general educators
- Schedule and teach for your first evaluation

Fall: October
Spring: February/March
- Re-evaluate your weekly meeting. Are you meeting consistently? Is the time convenient for both of you?
- Check on progress with your goals. Are you making progress? Do your goals need to be adjusted?

- Lead and/or co-teach for at least part of each teaching day. Decide with your cooperating teacher when you will be assuming more responsibility.
- Schedule and teach for your second evaluation.

Fall: November/December
Spring: March/April
- Re-evaluate your weekly meeting. Are you meeting consistently? Is the time convenient for both of you?
- Lead or co-teach for a significant portion of each day. Check in with your cooperating teacher on how this is proceeding
- Check the progress of your professional goals. Are you making progress? Do your goals need to be updated or modified?
- Are there any other experiences you would like to like to have? See below * for some possible opportunities. It is your responsibility to secure these opportunities in order to enhance your preparedness!
- Schedule and teach for your third evaluation.

Fall: January
Spring: May/June
- Re-evaluate your weekly meeting. Are you meeting consistently? Is the time convenient for both of you?
- Check the progress of your professional goals. Are you making progress? Do your goals need to be updated or modified?
- Check the progress of your professional goals. Are you making progress? Do your goals need to be updated or modified?
- Have you used your observation days? If not, and if you and your cooperating teacher determine it is a wise use of your time, schedule time to observe others in your building and/or the district who may be able to share insights about how to respond to a particular circumstance or need that you may not have been exposed to within your placement
- Schedule and teach for your fourth and final evaluation.

*Additional professional development opportunities you may want to experience during your student teaching:
- Local, state or national professional conferences and/ or workshops
- Parent conferences and or home visits (approval of cooperating teacher & parent)
- After school activities and or special school events in which students on your caseload participate? (How might you encourage your student's participation?)
- Additional IEP and or evaluation meetings
- Work with your cooperating teacher on grading and/ or report cards
- Visit a place of student employment
- Observe various curricular approaches (balanced literacy, flexible grouping, direct instruction, connected math, etc.)
- Visit other programs and or classrooms
- Support students with physical disabilities (lift, transfer, personal hygiene, etc.)

    The greater your involvement the more you will learn