

**College of Professional Studies**

**School of Education**

**Special Education Program Student Guide  
and Assessment System**

Master of Science in Education with a Major in  
Special Education

Advanced Degree License in Special Education

Graduate Certificate in Special Education

Effective for all program completers as of Fall 2018

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## **Section I. General Information and Requirements**

### **A. Purpose of the Program**

The need for trained teachers in the area of Special Education is extensive throughout the United States. Indiana school districts are having only limited success in finding licensed teachers in all areas of education and, particularly, in the area termed Mild Intervention. This area of Special Education includes students who are classified as having Mild and Moderate Cognitive Impairment, Specific Learning Disabilities, Autism Spectrum Disorder, and Emotional and Behavioral Disabilities. Teacher candidates pursuing the 18-credit-hour graduate certificate program or the 30-credit hour MS in Education with a Major in Special Education will become eligible for licensure in Mild Intervention. The primary purpose of the program is to provide highly-educated special education teachers who will support students with special needs in the Northeastern Indiana area.

### **B. Objectives of the Program**

The program will:

1. help to meet the critical need for special education teachers;
2. provide coursework and practicum experiences that addresses the vision statement, the mission statement and the Conceptual Framework of the PURDUE FORT WAYNE College of Professional Studies and standards of professional organizations in this area including: Council for Exceptional Children (CEC), Council for Accreditation for Educator Preparation (CAEP) and the state of Indiana Office of Educator Licensing and Development (OELD);
3. satisfy academic requirements for teacher preparation in Mild Intervention from the State of Indiana;
4. prepare program graduates to plan and implement research-based programming and instruction for students with specific learning disabilities, Mild and Moderate Cognitive Impairment, autism spectrum disorders, and emotional disabilities throughout the Fort Wayne area and communities in which they are employed; and
5. develop the skills needed for program graduates to serve as leaders in their communities serving P-12 students with exceptionalities.

## **C. National and State Standards**

The program and systems are based on the five guiding elements: Vision Statement, College of Professional Studies (CPS) Conceptual Framework, Council for Exceptional Children (CEC) Professional Standards, and Indiana Standards Teacher Educator Exceptional Needs-Mild.

Vision Statement: We seek to build with you, our students, our stakeholders, and our colleagues Scholar-Practitioner learning communities for engaging in a democratic and diverse society.

### **Council for Exceptional Children (CEC) Standards**

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

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

##### Key Elements

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

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

#### Standard 2 Learning Environments

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

##### Key Elements

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

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

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

#### Standard 3 Curricular Content Knowledge

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

#### Key Elements

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

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

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

#### Standard 4 Assessment

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

#### Key Elements

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

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

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

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

#### Standard 5 Instructional Planning and Strategies

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

## Key Elements

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

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

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

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

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

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

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

## Standard 6 Professional Learning and Ethical Practice

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

## Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

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

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

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

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

### Standard 7 Collaboration

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

#### Key Elements

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

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

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

## **IN Department of Education Standards Exceptional Needs-Mild**

### Standard 1: Foundations of Special Education

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.

### Standard 2: Development and Characteristics of Students with Mild Exceptional Needs

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as well as factors affecting the learning and development of students with mild exceptional needs and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.

### Standard 3: Assessment

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field

of special education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with mild exceptional needs.

Standard 4: Individualized Program Planning and Implementation

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with mild exceptional needs.

Standard 5: Learning Environments

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of a variety of learning environments for students with mild exceptional needs and demonstrate the ability to plan, manage, and modify learning environments for students with mild exceptional needs.

Standard 6: Instructional Planning and Delivery

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices to promote students' success in the general curriculum.

Standard 7: Communication and Social Skills

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs achieve their individual goals related to communication and social skills.

Standard 8: Positive Behavioral Interventions and Supports

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for students with mild exceptional needs.

Standard 9: Transitions

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs acquire independent living skills and make successful transitions.

Standard 10: Professional Roles and Responsibilities

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the



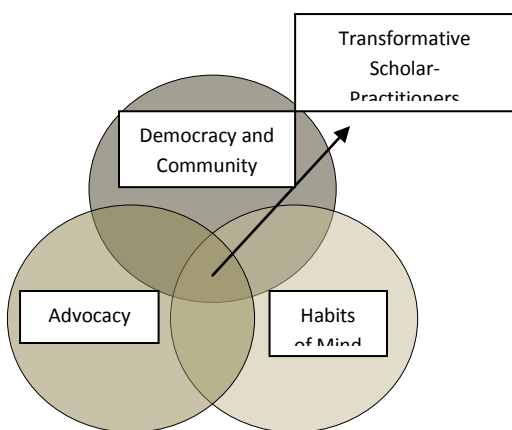
ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with mild exceptional needs.

**CEPP Conceptual Framework:** Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity. Specifically, the departments strive to prepare future leaders so thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors.

The Departments of Educational Studies and Professional Studies are committed to the following Conceptual Framework for our programs:

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.

Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors.



We define those concepts as:

#### 1. Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our

multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.

## 2. Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.

## 3. Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. Consequently, the departments facilitate transformative scholar-practitioners' development as professional and community advocates.

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**D. Program of Study: 18 graduate credit hours**

**Graduate Certificate in Special Education Program**

EDU 50501 (K505) Introduction to Special Education for Graduate Students

OR

EDU 52502 (K525) Survey of Mild Handicaps

EDU 53501 53501 (K535) Assessment and Remediation of the Mildly Handicapped I

EDU 50100 (M501) Field Experience/Service Learning for Diversity

EDU 53600 (K536) Assessment and Remediation of the Mildly Handicapped II

EDU 50100 (M501) Field Experience/Service Learning for Diversity

EDU 55300 (K553) Classroom Management and Behavior Support

EDU 56500 (K565) Collaboration and Service Delivery

EDU 59501 (K595) Practicum in Special Education

**Program of Study for the MS in Education with a major in Special Education and  
Advanced Degree License in Special Education (30-graduate credit hours)**

Foundations Block: 21 semester hours

\_EDU 50501 (K505) Introduction to Special Education for Graduate Students

EDU 52502 (K525) Survey of Mild Handicaps

EDU 53501 (K535) Assessment and Remediation of the Mildly Handicapped I

EDU 50100 (M501) Field Experience/Service Learning for Diversity

EDU 53600 (K536) Assessment and Remediation of the Mildly Handicapped II

EDU 50100 (M501) Field Experience/Service Learning for Diversity

EDU 55300 (K553) Classroom Management and Behavior Support

EDU 56500 (K565) Collaboration and Service Delivery

EDU 59501 (K595) Practicum in Special Education

\*18 credit hours are required for the Mild Intervention License

Research Block and Capstone: 9 semester hours

EDU 50301 (P503) Introduction to Research

EDU 50003 (K500-01) Thesis and Special Projects (Part I)

EDU 59901 (K599) Master's Thesis in Special Education

OR

EDU 50003 (K500-02) Special Project in Special Education (Part II)

## **E. Criteria for Admission, Retention, and Exit**

### 1. Entrance Requirements

- a. Transcript of BA or BS degree, with a minimum of a 3.0 GPA
- b. 2 letters of recommendation
- c. Goal statement on candidate's reason for pursuing the M.S. in Education with a major in Special Education

The candidate will submit the above as an application for entrance into the program. Application materials are reviewed by faculty members in Special Education. Upon acceptance to the program, teacher candidates will meet with an assigned faculty advisor for an orientation to the program and attend the orientation meeting held in the fall of each year.

## 2. Ongoing GPA Requirement

Teacher candidates must maintain a 3.0 GPA to continue in the program, as well as to graduate from the program. This will be checked at the end of each semester. If a candidate receives a grade of “C” or below in a course, the candidate will meet with the director of the special education programs and will be placed on academic probation. The teacher candidate may retake the course one time to improve the grade. If the GPA drops below the 3.0 the teacher candidate will not be allowed to take additional special education courses until the GPA has returned to 3.0.

## 3. Exit Requirements:

For the Graduate Certificate in Special Education the exit requirement is completion of 18 credit hours as denoted on the Program of Study. The teacher candidate must maintain a 3.0 GPA in all courses and satisfactorily pass the K595 Practicum in Special Education, and obtain a passing score of 220 on Pearson Indiana Core Assessments for educator licensure.

Pearson Indiana Core Assessments for educator licensure. For candidates with an elementary license the required test is Exceptional Needs – Mild Intervention test number 025 with a passing score of 220. For candidates holding a secondary license or all grades license, they are also required to pass the Exceptional Needs- Mild Intervention: Reading Instruction, test number 064 with a passing score of 220.

## **F. Assessment System and TaskStream**

### 1. Key Assessments

The Indiana OELD and CEC require a performance-based assessment system in all educational programs, in order to assess programs and teacher candidates’ performance throughout the sequenced course of studies. Throughout the candidate’s course of studies, he/she will complete key assessments assigned to specific courses throughout the program.

There are 8 Key Assessments for the programs;

Assessment # 1 Pearson test for special education-Mild Interventions

Assessment # 2 EDU 53501 (K535) Case Study

Field Experience Evaluation Form completed by supervisor

Assessment # 3 EDU 53601 (K536) Lesson planning and pre-post assessments on K-12 student

Field Experience Evaluation Form completed by supervisor

Assessment #4 EDU 59501 (K595) Observation forms and final for practicum based on CEC 7 standards/ CF Form from University Supervisor and cooperating teacher/supervisor.

Assessment # 5 EDU 59501 (K595) Student Learning Assessment

Assessment #6 EDU 53601(53600 (K536)) IEP/ITP plan

Assessment # 7 EDU 56500 (K565) Collaboration final project  
Assessment # 8 EDU 52502 (K525) Research Paper

Since the assessments are tied to courses, all teacher candidates in graduate courses in the Special Education Programs will participate in the assessments. This assessment system is designed to ensure teacher candidates understand the CEC standards and College of Professional Studies Conceptual Framework and are well versed in the research-validated practices that are crucial for special educators today. Feedback from the data collected will be used to both refine the programs and the assessment system itself. Each teacher candidate will be required to enroll in the TaskStream system and to upload assessments as per course instructions. Teacher candidates will receive specific information about the TaskStream system and the requirements.

## 2. Field Experience: Applying Research-Based Practices: EDU 53501/50100 (K535/M501) and EDU 53600/50100 (K536/M501)

Teacher candidates will complete 60 hours of field experience in a classroom setting which serves K-12 students with mild disabilities. This may be a self-contained special education classroom, a resource room, or a general education classroom that includes students with mild disabilities. The hours will be divided into two 30-hour blocks. All teacher candidates are required to complete these two 30-hour field experiences. EDU 50100 (M501) Field Experience, will be taken in conjunction with two courses, EDU 53501(K535) (Assessment and Remediation I) and EDU 53601 (K536) (Assessment and Remediation II). Teacher candidates who are currently teaching may use their classroom, as long as there are students with mild disabilities enrolled in the class. Teacher candidates who are not currently teaching will work with the course instructor to locate an acceptable field experience placements for those two courses. All teacher candidates will be expected to complete assignments focused on the K-12 students served in the field experience setting. Teacher candidates will demonstrate competence of research-validated practices by applying learned strategies to teaching K-12 students with mild disabilities. The supervisor at the field experience site will complete an evaluation of the teacher candidate and return it to the instructor for the course.

Limited Criminal History Background Check. When teacher candidates enroll in EDU 53501, 53600 and 50100 with each course, they must have proof of a current (with-in 1 year) Limited Criminal History Background Check. The instructor for the courses will provide information about the background check. An approved document verifying that your employer has a copy of the background check or a copy of the official document from the Indiana State Police will need to be on file for the 53501 (K535) and 53600 (53600 (K536) courses.

## 3. Practicum in Special Education: K595

Teacher candidates will apply for the Practicum after they have successfully completed all courses.

Teacher candidates will complete a six-week full-time practicum (student teaching) experience in special education. Teacher candidates who are serving as the “teacher of record” or “teacher of service” for students with mild disabilities will be allowed to complete the practicum within their current position, while on the emergency permit.

4. Professional Dispositions

Professional dispositions will be based on the 3 areas (Democracy and Diversity, Habits of Mind, Advocacy) for the Conceptual Framework.

The Conceptual Framework is assessed throughout the program in five ways:

- 1) EDU 53501 (K535) with the Field Experience Evaluation
- 2) EDU 53600 (K536) with the Field Experience Evaluation
- 3) EDU 59501 K595 Practicum Cooperative Teacher-Supervisor Observation Form
- 4) Graduate Exit Evaluation Survey
- 5) Employer Survey

5. Pearson Indiana Core Assessments for educator licensure.

Candidates are encouraged to take the test the semester before or during their special education student teaching practicum. However, some candidates have chosen to take the test at the completion of their student teaching experience.

Exceptional Needs – Mild Intervention

Content Categories	Approximate % of Examination
Domain 1–Foundations and Professional Knowledge:	15%
Domain 2–Development, Characteristics, and Assessment: experiences with different types of assessments; test on characteristics; applying characteristics to strategies	20%
Domain 3–Individualized Programs: Tests in methods course and assessment course	15%
Domain 4–Planning and Delivering Instruction and Interventions: Behavior plan; Assistive technology implementation; transition assessments and plans for target students	50%

Exceptional Needs- Mild Intervention: Reading Instruction

Content Categories	Approximate % of Examination
Domain 1-Foundation of Reading Instruction	30%
Domain 2 –Components of Reading Instruction	70%

## 6. Special Education Program Professional and Ethical Behavior Policy

The Special Education Program values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one's own work. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood responsibilities of all scholars. Additionally, the Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of the teacher candidates in the program. For each course taken in the special education program, teacher candidates are expected to act in a professional and ethical manner. The Special Education Program Professional and Ethical Behavior Policy Acknowledgement form must be signed each semester. The full policy can be found on the course Blackboard or on the special education website under the Student Resources tab

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



CEC PREPARATION STANDARD	Program Assessment
1.0 Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.	
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions	
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
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4.1 Beginning special education professionals select and use technically sound formal and informal program assessments that minimize bias.	
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret program assessment results and guide educational decisions for individuals with exceptionalities.	
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of program assessment information in making decisions about individuals with exceptionalities.	

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	
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CEC PREPARATION STANDARD	Program Assessment
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	
5.2 Beginning special education professionals use technologies to support instructional program assessment, planning, and delivery for individuals with exceptionalities.	
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities	
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
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6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	
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6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring	

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	
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CEC PREPARATION STANDARD	Program Assessment
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	
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7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	

## **G. Indiana Licensing Requirements**

### Indiana License Types and Coverage

The Indiana Division of Educator Licensing and Development (DELD) is the agency that governs teacher education in the state of Indiana. Currently the licensure is referred to as 'REPA3'. In order for a candidate to receive the Mild Intervention Certification, he/she must hold a current general education license. The Mild Intervention REPA3 License allows the teacher to work with p-12 students who have Mild and Moderate Cognitive Impairment, Specific Learning Disabilities, Autism Spectrum Disorder, and Emotional and Behavioral Disabilities. This means the teacher can hold a position in self-contained mild disabilities classroom, resource room, or inclusive classroom. A complete description of the disabilities and assignment codes for exceptional needs, visit this page for information

<https://www.doe.in.gov/sites/default/files/licensing/exceptional-needs.pdf>.

### Applying for a License in Mild Intervention

Upon completion of all degree and course requirements, the candidate should acquire an application from the Indiana Department of Education website at <http://www.doe.in.gov/student-services/licensing>. For specific questions about the licensing process please contact the Educational Planning Information Center (EPIC), located in Neff 243, phone number 260-481-6449.

All license applicants must be CPR/AED certified by a state-approved provider. This law affects all teachers, administrators and school counselors/school services licenses. Note: This includes not only first time license applicants, but all making application for license renewal, making addition(s) to a license, and/or applicants converting their licenses. Proof of CPR/AED certification is requested at the time of applying via uploading to the LVIS on-line application.

Suicide Prevention Training is also required for all teacher candidates applying for their license.

## **II. Program Requirements for Advanced Degree License in Special Education**

This option is for a person without a teaching license, but with a completed 4-year degree with a 3.0 or better GPA.

The requirements for Advanced Degree License in Special Education are as follows.

(1) Complete master's degree in education with a major in special education (30 graduate-level credit hours).

(2) One year of teaching experience in special education classroom (generally under the Indiana emergency permit for Mild Intervention).

(3) Passing scores on appropriate licensing exams  
P-12 pedagogy Test (007) P-12 Education

Mild Intervention license:

025 Exceptional Needs—Mild Intervention

064 Exceptional Needs—Mild Intervention: Reading Instruction tests

For additional Information about the Pearson Exams. Website [www.in.nesinc.com](http://www.in.nesinc.com)

(4) CPR/AED training and Suicide Prevention Training

After completion of the above requirements; apply for the Mild Intervention License for P-12

This degree allows for the application for the MI license only. If you want an additional teaching licenses then you must complete the MS in that area (ie Math MS if want that license).

All requirements for the MS degree are required along with the additional requirements listed above.

### **Section III. Program Requirements for Master of Science in Education with a major in Special Education**

#### Thesis/Special Project

In EDU 50003 (K500) Thesis and Special Projects (Part I), teacher candidates will provide a brief proposal (5-pages) of the proposed thesis or special project to the instructor along with supplementary materials such as IRB application documents, approval letters, and survey questions if applicable. The proposal will be shared with the other special education faculty for feedback or suggestions for the implementation of the thesis or special project. The instructor will provide the specific format and due date.

Teacher candidates completing the Thesis will then take EDU 59900 (K599) MS Thesis the semester following EDU 50003 (K500) Thesis and Special Projects (Part I) (fall only).

Teacher candidates completing the Special Project will take EDU 50003 (K500-02) Special Projects in Special Education (Part I) the semester following EDU 50003 (K500) Thesis and Special Projects (Part II) (spring only).

Teacher candidates will work with the assigned faculty member as chair. The other faculty in special education program will make up the 3-person thesis/special project committee. If the candidate requests an additional/alternate faculty member to be on the committee, he/she needs to coordinate that with the thesis chair. Likewise, if the special education faculty need to solicit an additional/alternate faculty member, that will be coordinated through the thesis/special project chair.

Teacher candidates will submit the completed thesis to committee members at least 6 weeks prior to expected graduation date. Committee members will provide the candidate with feedback. The chair will coordinate the aspects of the feedback.

Teacher candidates will complete an oral presentation of the thesis to the faculty and other graduate Teacher candidates in Special Education. The faculty of the School of Education at PURDUE FORT WAYNE will be invited to attend the presentation. The presentation will be a brief synopsis of the thesis and copies of the PowerPoint presentation will need to be available to the attendants.



## Practicum Requirements

A checklist for Special Education Practicum EDU 59500 (K595) includes all steps for the completion of the practicum. Make sure to discuss with the University Supervisor or the Director of the Special Education Programs if you have questions or special circumstances.

### 1. Application and Verification Process

Teacher candidates should complete the Application Form and return it to the Director of Special Education Programs at PURDUE FORT WAYNE. The application is due by the end of the third week of the semester before the student intends to do the practicum. Therefore, if the candidate plans to take EDU 59500 (K595) in fall, the application is due the summer semester before, and if the candidate plans to take EDU 59500 (K595) in the spring, the application is due in the fall. Currently, there are no practicum offerings in the summer. Teacher candidates may sign up for the practicum, EDU 59500 (K595), after completing 18 credit hours of the graduate certificate program. Under special circumstances, the teacher candidate may be allowed to take one course while he/she completes the practicum.

In-service teachers completing the special education practicum must have a Verification Form signed by the special education director for the school corporation and the building administrator. The Verification form is found at the end of this section.

### 2. Placement verification

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

All teacher candidates will provide a current (within a 1 year time period) Criminal History Report.

A copy shall be on file with the University supervisor during the student teaching time frame.

### 3. Observations and Feedback Evaluations Key Assessment # 4

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

Supervisor. An example of the single observation and final evaluation forms are in Appendix A. Practicum Documents

#### 4. Key Assessment #5 Impact on Student Learning Assessment

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

#### 5. Professional Improvement plan

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

#### 6. Domain Activities Record

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

#### 7. Practicum Experience Record

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

## **Appendix A. Practicum Forms**

Signature Assessment # 4  
Practicum Observations and Evaluations

Description EDU 59500 (K595) is a required course for the Mild Intervention license program and Masters of Science in Special Education at the graduate level. Teacher Candidates will complete a six-week full-time practicum (student teaching) experience in special education. Teacher Candidates who are serving as the “teacher of record” or “teacher of service” for students with mild disabilities will be allowed to complete the practicum within their current positions. For all teacher candidates there will be two observations of specified lessons with appropriate lesson plans and a final summary evaluation from the University Supervisor. In addition, there will be a mid-term and a final summary evaluation of each teacher candidate by the cooperating teacher or appropriate supervisor within teacher candidate’s school.

Rationale

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

Alignment of Practicum with CEC Standards

Standard 1 Learner Development and Individual Learning Differences

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

Key Elements

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

Standard 2 Learning Environments

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

Key Elements

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

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

### Standard 3 Curricular Content Knowledge

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

#### Key Elements

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

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

### Standard 4 Assessment

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

#### Key Elements

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

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

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

### Standard 5 Instructional Planning and Strategies

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

#### Key Elements

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

- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

#### Standard 6 Professional Learning and Ethical Practice

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

##### Key Elements

- 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

#### Standard 7 Collaboration

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

##### Key Elements

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

### Criteria

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

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

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

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

**Rubric Levels:**

- Exceeds Expectations (3):** The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning.
- Meets Expectations (2):** The teacher candidate clearly understands the concepts and implements them well. This implementation is consistent and effective.
- Partially Meet Expectations (1):** The teacher candidate partially understands the concepts and implements them. This implementation is partially consistent and effective.
- Does not Meet Expectations (0):** The teacher candidate does not appear to fully understand the concepts underlying the component. Work on practices associated with the elements is required to enable growth in this area.

Standard 1				
Criteria/CEC standard major element	Does not meet Expectation =0	Partially Meets Expectation =1	Meets Expectation =2	Exceeds Expectation =3
Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. CEC Key Element 1.2	Teacher candidate failed to use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Teacher candidate used understanding of human development to respond to the needs of individuals with exceptionalities, but did not use individual differences to respond to the needs.	Teacher candidate used understanding of human development and individual differences to respond to the needs of individuals with exceptionalities.	Teacher candidate used clear understanding of human development and individual differences to develop specific, systematic, and developmentally appropriate academic and social interventions and accommodations to meet the needs of individuals with exceptionalities.



Standard 2				
Criteria/CEC standard major element	Does not meet Expectation =0	Partially Meets Expectation =1	Meets Expectation =2	Exceeds Expectation =3
Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. CEC Key Element 2.1	Teacher candidate failed to provide safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions or beginning special education professionals failed to collaborate with general educators and other colleagues.	Teacher candidate provided a safe and inclusive learning environment, but did not provide culturally responsive learning environment to engage individuals with exceptionalities in meaningful learning activities and social interactions, or did not collaborate with general educators and other colleagues.	Teacher candidate provided safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions through collaboration with general educators and other colleagues.	Teacher candidate provided safe, inclusive, culturally responsive, and developmentally appropriate learning environments to actively engage individuals with exceptionalities in various meaningful and beneficial learning activities.  Teacher candidate provided various positive social interactions through successful and constant collaboration with general educators and other colleagues in various settings.
Beginning special education professionals use motivational and instructional	Teacher candidate failed to use motivational and instructional interventions to teach individuals with exceptionalities how to	Teacher candidate used motivational and instructional interventions to teach individuals with exceptionalities, but did	Teacher candidate used motivational and instructional interventions to teach individuals with exceptionalities how to	Teacher candidate used a variety of methods of motivational and instructional interventions that are developmentally

<p>interventions to teach individuals with exceptionalities how to adapt to different environments. CEC Key Element 2.2</p>	<p>adapt to different environments.</p>	<p>not use appropriate instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>adapt to different environments.</p>	<p>appropriate and pedagogically sound to teach individuals with exceptionalities how to adapt to different environments.</p> <p>Teacher candidate included consistent routines and conflict resolution across the classroom settings.</p>
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Standard 3				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. CEC Key Element 3.1	Teacher candidate failed to understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Teacher candidate understood the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, but did not organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities.	Teacher candidate understood the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Teacher candidate understood the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.  Teacher candidate provided opportunities to individuals with exceptionalities for connecting cross-curricular knowledge.

<p>Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. CEC Key Element 3.3</p>	<p>Teacher candidate failed to modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Teacher candidate modified general curricula to make them accessible to individuals with exceptionalities, but did not modify specialized curricula.</p>	<p>Teacher candidate modified general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Teacher candidate modified general and specialized curricula to make them accessible to individuals with exceptionalities with pedagogically sound instructional accommodations based on the IEP goals of the individuals with exceptionalities.</p> <p>Teacher candidate integrated affective, social, and life skills with academic curricula.</p>
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Standard 4				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. CEC Key Element 4.1	Teacher candidate failed to select and use technically sound formal and informal assessments that minimize bias.	Teacher candidate selected and used technically sound formal and informal assessments, but did not account for potential bias within the assessments.	Teacher candidate understood special assessment terminology and selected and used technically sound formal and informal assessments that minimize bias.	Teacher candidate understood special assessment terminology and used technically sound and non-biased formal and informal assessments and effectively monitored student progress.  Teacher candidate selected and used effective individualized assessment strategies to meet the needs of individuals with exceptionalities for all lessons.
Beginning special education professionals use knowledge of measurement principles to interpret assessment results and make educational decisions for individuals with exceptionalities. CEC Key Element 4.2	Teacher candidate failed to use knowledge of measurement principles to interpret assessment results and make educational decisions for individuals with exceptionalities.	Teacher candidate used knowledge of measurement principles to interpret assessment results, but did not use this knowledge to make sound educational decisions for individuals with exceptionalities.	Teacher candidate used knowledge of measurement principles to interpret assessment results and made informed educational decisions for individuals with exceptionalities.	Teacher candidate used strong knowledge of measurement principles to accurately interpret assessment results for academic and social behaviors, and made pedagogically sound.  Teacher candidate used data to inform educational decisions to meet the academic and social needs of individuals with exceptionalities.

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

Standard 5				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. CEC Key Element 5.1	Teacher candidate failed to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Teacher candidate considered an individual's abilities, interests, and learning environments, but did not consider cultural and linguistic factors in the selection and development of learning experiences, or but did not consider them in adaptation of learning experiences for individual with exceptionalities.	Teacher candidate considered an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Teacher candidate effectively and explicitly used an individual's abilities, interests, learning environments, gender, and cultural and linguistic factors in the selection, development, and adaptation of a wide range of meaningful and developmentally appropriate academic and behavioral interventions for individual with exceptionalities.
Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. CEC Key Element 5.2	Teacher candidate failed to use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Teacher candidate used technologies to support instructional assessment, but did not use technologies in planning, and delivery for individuals with exceptionalities.	Teacher candidate used technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Teacher candidate demonstrated a strong understanding of technologies and used a variety of developmentally and pedagogically appropriate technologies to support all instructional assessment, planning, and delivery of academic and behavioral interventions for individuals with exceptionalities.
Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. CEC Key Element 5.4	Teacher candidate failed to use strategies to enhance language development and communication skills of individuals with exceptionalities.	Teacher candidate used strategies to enhance language development, but did not use strategies to enhance communication skills of individuals with exceptionalities.	Teacher candidate used strategies to enhance language development and communication skills of individuals with exceptionalities.	Teacher candidate used a variety of effective strategies and technology devices to enhance developmentally appropriate language development and communication skills of individuals with exceptionalities across curriculum. Teacher candidate used strategies and resources to facilitate understanding of subject matter for cultural differences.

Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. CEC Key Element 5.5	Teacher candidate failed to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Teacher candidate developed and implemented a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences, but did not collaborate with individuals, families, and teams.	Teacher candidate developed and implemented a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Teacher candidate developed and implemented a variety of clear, detailed, and systematic education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in close collaboration with individuals, families, and teams.  Teacher candidate used strategies to promote transition activities for individual with exceptionalities.
Beginning special education professionals teach to mastery and promote generalization of learning. CEC Key Element 5.6	Teacher candidate failed to teach to mastery and promotes generalization of learning.	Teacher candidate taught to mastery, but did not promote generalization of learning.	Teacher candidate taught to mastery and promotes generalization of learning.	Teacher candidate clearly demonstrated in detail that beginning special education professionals taught to mastery and promoted generalization of learning through various interventions and evidence-based practices across a wide range of settings and learning experiences.
Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. CEC Key Element 5.7	Teacher candidate failed to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Teacher candidate taught cross-disciplinary knowledge such as critical thinking and problem solving to individuals with exceptionalities, but did not teach skills.	Teacher candidate taught cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Teacher candidate taught cross-disciplinary knowledge and skills, such as critical thinking and problem solving to individuals with exceptionalities, using multiple strategies based on individual student needs across various learning environments.



Standard 6				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. CEC Key Element 6.1	Teacher candidate failed to use professional ethical principles and professional practice standards to guide their practice.	Teacher candidate used professional ethical principles, but did not use professional practice standards to guide their practice.	Teacher candidate used professional ethical principles and professional practice standards to guide their practice.	Teacher candidate used high level of professional ethical principles and professional practice standards to guide their practice and advocate for appropriate services.  Teacher candidate used sound judgment in practices, especially in matters of confidentiality of information about students and families.
Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC Key Element 6.3	Teacher candidate failed to understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Teacher candidate understood that diversity is a part of families, cultures, and schools, did not understand complex human issues can interact with the delivery of special education services.	Teacher candidate understood that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Teacher candidate understood that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.  Teacher candidate demonstrated sensitivity and commitment in developing the highest education and quality-of-life potential of individuals with exceptionalities.
Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. CEC Key Element 6.4	Teacher candidate failed to understand the significance of lifelong learning and participate in professional activities and learning communities.	Teacher candidate understood the significance of lifelong learning, but did not show evidence of participation in professional activities.	Teacher candidate understood the significance of lifelong learning and participates in professional activities and learning communities.	Teacher candidate understood the significance of lifelong learning and participates in professional activities and learning communities.  Teacher candidate understood how personal biases affect instruction and he/she used self-evaluation and reflection to improve professionally.

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

Standard 7				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals use the theory and elements of effective collaboration. CEC Key Element 7.1	Teacher candidate failed to use the theory and elements of effective collaboration.	Teacher candidate used the theory of effective collaboration, but did not use elements of effective collaboration, such as responsive listening skills.	Teacher candidate used the theory and elements of effective collaboration with colleagues and family members.	Teacher candidate used the appropriate and specific theory and elements of effective collaboration across a wide range of settings and collaborators to foster respectful and beneficial relationships between families and professionals.
Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC Key Element 7.3	Teacher candidate failed to uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Teacher candidate used collaboration to promote the well-being of individuals with exceptionalities, but did not collaborate across a wide range of settings and collaborators.	Teacher candidate used collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Teacher candidate used collaboration effectively to promote the well-being of individuals with exceptionalities across a wide range of settings and professionals and family members.  Teacher candidate provided specific examples how the decisions were made to promote learning and/or positive behaviors of individuals with exceptionalities.

PURDUE UNIVERSITY FORTWAYNE  
COLLEGE OF PROFESSIONAL STUDIES  
SPECIAL EDUCATION

University Supervisor: Final Evaluation

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

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

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

Rubric Levels:

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

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

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

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

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

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

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

Council for Exceptional Children (CEC) Standards Criteria	Does not meet Expectations=0	Partially meets Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Standard 5: Instructional Planning and Strategies Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. CEC 5.0	Teacher candidate fails to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Teacher candidate selects, adapts, and uses evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Teacher candidate selects, adapts, and uses a variety of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Teacher candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities and keeps self constantly updated about current best practices.
Standard 6: Professional Learning and Ethical Practice Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. CEC 6.0	Teacher candidate fails to use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Teacher candidate partially uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Teacher candidate uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Teacher candidate provides guidance and directions to paraeducators and others in the classroom.	Teacher candidate uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Teacher candidate provides guidance and directions to paraeducators and others in the classroom. Teacher Candidate keenly pays attention to professional and ethical considerations



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

Comments:

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

## Signature Assessment # 5

### Description of Student Learning Assessment

#### EDU 59500 (K595) Student Learning Assessment

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

##### Description

EDUC K595 is a required course for the Mild Intervention license program at the undergraduate level. Student Learning Assessment is a requirement for all teacher candidates in the course. This practicum is the final course for the teacher candidates. During the practicum the teacher candidate will develop and implement a lesson plan and write an analysis of the assessment and learning process for the student(s) in the class or small group.

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

##### Rationale

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

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

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

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

##### Key Elements

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

### Standard 3: Curricular Content Knowledge

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

#### Key Elements

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

### Standard 4: Assessment

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

#### Key Elements

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

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

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

### Standard 5: Instructional Planning and Strategies

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

#### Key Elements

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

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

### Standard 6: Professional Learning and Ethical Practice

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

## Key Elements

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

## Standard 7: Collaboration

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

## Key Elements

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

## Criteria

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

## Description of assignment for Teacher Candidate

\_\_\_ For 1 of your 2 observations/lesson plans you will do a detailed evaluation of the lesson planning and evaluation process. We encourage you to work with your Cooperating Teacher and/or University Supervisor as you plan.

\_\_\_ Arrange to have your University Supervisor or Cooperating Teacher observe your teaching during the specific lesson.

\_\_\_ Provide a rationale for what you are planning to teach going beyond what is next in the curriculum guide or district mandates. This means that you will need to provide evidence of the students' prior knowledge and how you will build on this.

\_\_\_ Carefully select your assessment tool(s); understanding that you can use either formal or informal methods of assessment. There are many ways to assess, so you can be creative. The goal is to help you evaluate students' learning, your effectiveness as a teacher, and plan for more effective teaching in the future.

\_\_\_ Teach the lesson while gathering data on student(s).

\_\_\_ In your analysis and reflection, you will consider what you planned, your teaching methods/strategies, how they contributed to what the student(s) learned (as you can see

through your assessments), and how you would change your plans, methods/strategies, and assessments in the future to help more students learn.

\_\_\_ Your analysis will also include an evaluation of the students' learning in regards to the new Indiana State Standards.

Required Components:

- 1) Include a lesson/experience plan in agreed upon format.
- 2) Include an assessment from University Supervisor or Cooperating Teacher of the lesson (on the official Student Teaching assessment form.
- 3) Provide the data gathered from the lesson on the student in a detailed format. Provide actual data (photocopies or scanned) for 1 or more of the students.
- 4) Write an analysis about your impact on K-12 student learning, including the following points and reflect on learning experiences and their implications:
  - \_\_\_ a) Describe contextual factors related to the community, district, school, classroom, and/or students that are likely to impact instruction and/or student learning with regard to the selected lesson/experience. For the children you worked with, investigate their learning more deeply. Explain the factors that may influence their learning. This section should also include an explanation of the ways in which these factors were taken into consideration when planning instruction and selecting assessments (CEC Standards 1 & 7).
  - \_\_\_ b) Analyze the assessment tool(s) you used, data you collected, and how the assessment of learning was an appropriate measure of instructional goals (CEC Standard 4).
  - \_\_\_ c) Analyze what the K-12 student(s) learned during the lesson—using specific evidence from your data of K-6 student work—in relation to what you taught (CEC Standard 4).
  - \_\_\_ d) Interpret the K-12 student learning in reference to IN State Standards for appropriate instructional area[s]. (CEC Standard 3).
  - \_\_\_ e1 and e2) Analyze the teaching-learning process with specific reference to your lesson/experience, your instructional strategies/methods, and K-12 student learning data (CEC Standard 5). And,
  - \_\_\_ f) Reflect on implications of the K-12 student learning data on your future teaching and learning plans, and how you will improve/inform your educational practices (CEC Standard 5).

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

Signature Assignment #5: Student Learning Assessment Rubric  
Impact on Elementary-Secondary (K-12) Student Learning during  
Special Education Practicum

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

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

Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. CEC Key Element 1.2	Teacher candidate failed to use understanding of development, individual differences, and knowledge of community, school, and classroom to respond to the needs of individuals with exceptionalities.	Teacher candidate used understanding of development, but did not consider individual differences or did not use knowledge of community, school, and classroom to respond to the needs of individuals with exceptionalities.	Teacher candidate used understanding of development, individual differences, and knowledge of community, school, and classroom to respond to the needs of individuals with exceptionalities.	Teacher candidate used clear understanding of development and individual differences to develop specific, systematic, and developmentally appropriate academic and social interventions and accommodations to meet the needs of individuals with exceptionalities.  Teacher candidate displayed a comprehensive understanding of community, school, and classroom characteristics that may affect learning. Articulated specific characteristics of individual student that may affect learning.  Teacher candidate thoroughly explained how these contextual characteristics were used to inform instructional and assessment strategies

Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectation=2	Exceeds Expectation=3
<p>Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>CEC Key Element 3.2</p>	<p>Teacher candidate failed to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p>	<p>Teacher candidate understood and used general content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities, but did not understand and use specialized content knowledge.</p>	<p>Teacher candidate understood and used general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p>	<p>Teacher candidate clearly understood and used general and specialized content knowledge effectively and appropriately for teaching across curricular content areas to individualize learning for individuals with exceptionalities with pedagogically sound instructional accommodations based on the IEP goals of the individuals with exceptionalities.</p> <p>Teacher candidate effectively integrated affective, social, and life skills with curricula content areas.</p>



Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. CEC Key Element 4.1</p>	<p>Teacher candidate failed to use technically sound formal and informal assessments that minimize bias.</p>	<p>Teacher candidate used technically sound formal and informal assessments, but did not account for potential bias within the assessments.</p>	<p>Teacher candidate understood special assessment terminology and used technically sound formal and informal assessments that minimize bias.</p>	<p>Teacher candidate understood special assessment terminology and used technically sound and non-biased formal and informal assessments and effectively monitored student progress.</p> <p>Teacher candidate used effective individualized assessment strategies to meet the needs of individuals with exceptionalities for all lessons.</p> <p>Teacher candidate provided clear evidence of how assessment tools were modified for individuals with exceptionalities.</p> <p>Teacher candidate provided the analysis that synthesized meaningful examples of how data were used to improve instruction during the lesson/experience.</p>

Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals use knowledge of measurement principles to interpret assessment results and make educational decisions for individuals with exceptionalities. CEC Key Element 4.2</p>	<p>Teacher candidate failed to use knowledge of measurement principles to interpret assessment results and make educational decisions for individuals with exceptionalities.</p>	<p>Teacher candidate used knowledge of measurement principles to interpret assessment results, but did not apply them to make sound educational decisions for individuals with exceptionalities.</p>	<p>Teacher candidate used knowledge of measurement principles to interpret assessment results and made informed educational decisions for individuals with exceptionalities.</p>	<p>Teacher candidate used strong knowledge of measurement principles to accurately interpret assessment results for academic and social behaviors, and made pedagogically sound.</p> <p>Teacher candidate used data and specific examples of student work to inform educational decisions to meet the academic and social needs of individuals with exceptionalities. Data analyses focused on strengths as well as areas for improvement for individuals with exceptionalities.</p>
<p>Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide</p>	<p>Teacher candidate failed to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p>	<p>Teacher candidate engaged individuals with exceptionalities to work toward quality learning and performance, but did not provide appropriate feedback to guide them.</p>	<p>Teacher candidate engaged individuals with exceptionalities to work toward quality learning and performance and provided appropriate feedback to guide them.</p>	<p>Teacher candidate actively engaged individuals with exceptionalities to work toward quality and meaningful learning and performance and provided appropriate feedback to guide them.</p> <p>Teacher candidate analyzed K-12 student</p>

<p>them. CEC Key Element 4.4</p>				<p>performance data and background information for individuals with exceptionalities in reference to meaningful, appropriate Indiana Common Core Standards (CCSS).</p> <p>Teacher candidate provided distinctions between the learning for the individuals with exceptionalities in relationship to the CCSS to examine the complexity of the teaching-learning process.</p>
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Criteria/CEC standard major element	Does not meet Expectation=0	Partially Meets Expectation=1	Meets Expectations=2	Exceeds Expectation=3
<p>Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and</p>	<p>Teacher candidate failed to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</p>	<p>Teacher candidate considered an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection and development of learning experiences, but did not consider them in adaptation of learning experiences for individuals with</p>	<p>Teacher candidate considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>Teacher candidate effectively and explicitly used an individual's abilities, interests, learning environments, gender, and cultural and linguistic factors in the selection, development, and adaptation of a wide range of meaningful and developmentally appropriate academic and</p>

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

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

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

## Practicum Experience Record

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

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

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

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

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

Observations

Cooperating teachers

Co-teachers

Extracurricular activities

Preparation

Planning

Grading papers

Evaluations

Clerical duties

IEP preparation

Conferences

Cooperating teachers

Administrators

University Supervisors

Parents

Faculty meetings

Counselors

All other

Consulting

Collaboration

School events

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

## Special Education Domain Activities

During the practicum EDU 59500 (K595) these specific responsibilities need to be documented for all teacher candidates.

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



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

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

Comments:

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

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