

**College of Professional Studies
School of Education**

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

Minor in Special Education with Mild Intervention
License at the Undergraduate Level

Effective for all program completers as of Fall 2018

Revised 5-25-2017

Table of Contents

Section I. General Information and Requirements 3

 A. Purpose of the Program 3

 B. Objectives of the Program 3

 C. National and State Standards 3

 D. Program of Study: 21 credit hours 11

 E. Criteria for Admission, Retention, and Exit 11

 F. Assessment System and TaskStream 12

 G. Indiana Licensing Requirements 20

Section II. EDU47000 (M470) Practicum Guidelines and Requirements 22

Appendix A. Practicum Forms 24

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 Impairments, Specific Learning Disabilities, Autism Spectrum Disorder, and Emotional and Behavioral Disabilities. Teacher candidates pursuing the 21 credit-hour undergraduate certificate program will become eligible for certification in Mild Intervention. The primary purpose of the program is to provide well-trained 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 address the values stated in the vision statement, the mission statement and the Conceptual Framework of the Purdue Fort Wayne School of Education 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 in the education of 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 Education and Public Policy (CEPP) Conceptual Framework, Council for Exceptional Children

(CEC) Professional Standards, and Indiana Standards Teacher Educator Exceptional Needs-Mild, and the Purdue Fort Wayne Baccalaureate Framework.

Vision Statement: We seek to build with you, our students, our stakeholders, and ourselves 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 strategies⁶ 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.

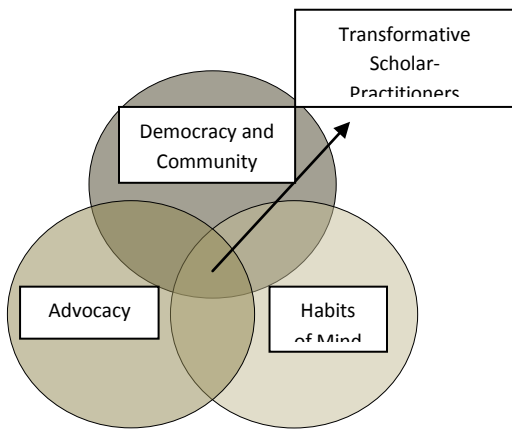
Standard 10: Professional Roles and Responsibilities

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.

School of Education 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 School of Education is committed to the following Conceptual Framework for our programs:

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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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Framework for the Purdue Fort Wayne Baccalaureate Degree Framework

1. Acquisition of Knowledge

Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

2. Application of Knowledge

Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

3. Personal and Professional Values

Students will demonstrate the highest levels of personal integrity and professional ethics.

4. A Sense of Community

Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

5. Critical Thinking and Problem Solving

Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

6. Communication

Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

D. Program of Study: 21 credit hours

EDU 30500 (K305) Teaching the Exceptional Learner in the Elementary School

Or

EDU 30600 (K306) Teaching the Exceptional Learner in the Secondary School

EDU 30500/30600 (K305/K306) Taken first

EDU 37001 (K370) Introduction to Learning Disabilities (Pre-req or Co-requisite EDU
30500/30600 (K305/K306)

EDU 46500 (K465) Service Delivery Systems and Consultation Strategies

(Offered Spring and Summer only) (Pre-req EDU 30500/30600 (K305/K306)

EDU 45300 (K453) Management of Academic and Social Behavior

(Offered Fall and Summer only) (Pre-req EDU 30500/30600 (K305/K306)

EDU 35201 (K352) Education of Children with Learning Disabilities

(Offered Fall only) (Co-req: EDU 20100 (M201) Field Experience) (Pre-req EDU 37001
(K370)

EDU 37101 (K371) Assessment and Individual Instruction in Reading and Math

(Offered Spring only) (Co-req: EDUC M301 Field Experience) (Pre-Req EDU 37001
(K370)

EDU 47000 (M470) Practicum in Special Education (during same semester as student teaching)

(All 6 courses above must be taken before the Practicum)

E. Criteria for Admission, Retention, and Exit

1. Entrance Requirements

a. Admittance to the School of Education teacher education program

b. Minimum of 2.5 GPA

c. Teacher candidate must complete EDU 30500/30600 (K305/K306) before they can take additional courses in the Minor in special education.

2. Ongoing GPA Requirement

Teacher Candidates must receive a C or better in all special education courses to continue in the program. Teacher candidates must also maintain a 3.0 GPA to continue in the program, as well as to graduate from the program. The GPA is checked at the end of each semester. If a candidate receives a grade of below C in a course, the candidate will meet with the director of the special education programs and 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 minor in Special Education the exit requirement is completion of 21 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 EDU 47000 (M470) 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 a 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.

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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 37101(K371) Case Study

Field Experience Evaluation Form completed by supervisor

Assessment # 3 EUD 35201 (K352) Lesson planning and pre-post assessments on K-12 student

Field Experience Evaluation Form completed by supervisor

Assessment #4 EDU 47000 (M470) Observation forms and final for practicum based on CEC 7 standards/ CF Form from University Supervisor and cooperating teacher/supervisor.

Assessment # 5 EDU 47000 (M470) Student Learning Assessment

Assessment #6 EDU 35201(K352) IEP/ITP plan

Assessment # 7 EDU 46500 (K46) Collaboration final project

Assessment # 8 EDU 37001(K370) 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 the College of Education and Public Policy Conceptual Framework and are well versed in the research-validated practices that are crucial for special educators today. Feedback from the data collected is 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 35201/20100 (K352/M201) and EDU 37101/30100 (K371/M301) 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 are divided into two 30-hour field experiences. All teacher candidates are required to complete these two 30-hour field experiences. M201 and 3021 Field Experiences are taken in conjunction with these two courses. All teacher candidates are expected to complete assignments focused on the K-12 students served in the field experience setting. Teacher candidates will demonstrate competence in 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 35201/20100 (K352/M201) and EDU 37101/30100 (K371/M301), 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.

3. Practicum in Special Education: EDU 47000 (M470)

Teacher candidates will apply for the EDU 47000 (M470) Practicum one year before they anticipate taking the EDU 47000 (M470) courses. The application process is on-line through the Student Teaching website. The M470 course cannot be completed until the candidates have successfully completed EDU 35201/20100 (K352/M201) and EDU 37101/30100 (K371/M301).

Teacher candidates will complete a six-week full-time practicum (student teaching) experience in special education.

4. 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%

5. Council for Exceptional Children standards and Key Elements aligned with program assessments

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.	
1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.	x <input type="checkbox"/> 1 x <input 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
1.2 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.	
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	x <input type="checkbox"/> 1 x <input 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
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
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CEC PREPARATION STANDARD	Program Assessment
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.	

4.0 Beginning special education professionals use multiple methods of program assessment and data-sources in making educational decisions.	
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.	
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1 2 3 4
 5 6 7 8

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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.	x <input type="checkbox"/> 1 <input type="checkbox"/> 2 x <input type="checkbox"/> 3 x <input 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.	
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6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	
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CEC PREPARATION STANDARD	Program Assessment
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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.	

6. 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 four ways:

- 1) EDU 35201 (K352) with the Field Experience Evaluation
- 2) EDU 37101 (K371) with the Field Experience Evaluation
- 3) EDU 47000 (M470) Practicum Cooperative Teacher-Supervisor Observation Form
- 4) Employer Survey

7. 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 from 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/special-education>.

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 -12 students who have Mild and or Moderate Cognitive Impairment, Specific Learning Disabilities, Autism Spectrum Disorder, and Emotional Disabilities. This means the teacher can hold a position in self-contained mild disabilities classroom, resource room, or inclusive classroom. For 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 Student Success Center 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 applying for application for license renewal, making addition(s) to a license, and/or applicants converting their licenses. Proof of CPR/AED certification will be 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.

Section II. EDU47000 (M470) Practicum Guidelines and Requirements

All teacher candidates will complete a six-week full-time practicum for a total of 240 clock hours (student teaching) in special education for the Mild Intervention License. Teacher candidates who are pre-service teachers will work in a special education setting under the direct supervision of a certified special education teacher full-time for an eight-week period. Teacher candidates who are in this position need to meet with Purdue Fort Wayne Special Education faculty to discuss options for completion of the practicum.

1. 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

2. Key Assessment #5 Impact on Student Learning Assessment

For 1 of the 2 observations/ lesson plans teacher candidates will do a detailed evaluation of the lesson planning and evaluation process. 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. Assessment description, checklist, and scoring rubric are found in Appendix A Practicum Documents

3. 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.

4. 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

5. 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 Evaluations

Description EDU47000 (M470) 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. For all teacher candidates there will be two observations of specified lessons with appropriate lesson plans and a final summary evaluation from the University Supervisor. In addition, there will be a mid-term and a final summary evaluation of each teacher candidate by the cooperating teacher or appropriate supervisor within teacher candidate's school.

Rationale

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

Alignment of Practicum with CEC Standards

Standard 1 Learner Development and Individual Learning Differences

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

Key Elements

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

Standard 2 Learning Environments

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

Key Elements

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

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

Standard 3 Curricular Content Knowledge

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

Key Elements

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

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

Standard 4 Assessment

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

Key Elements

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

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

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

Standard 5 Instructional Planning and Strategies

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

Key Elements

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

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

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

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

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

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

Standard 6 Professional Learning and Ethical Practice

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

Key Elements

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

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

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

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

Standard 7 Collaboration

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

Key Elements

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

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

Criteria

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

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

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

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

Rubric Levels:

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

Standard 1				
Criteria/CEC standard major element	Does not meet Expectation =0	Partially Meets Expectation =1	Meets Expectation =2	Exceeds Expectation =3
Beginning special education professionals use understanding of development and individual 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	Teacher candidate failed to provide safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning	Teacher candidate provided a safe and inclusive learning environment, but did not provide culturally responsive learning environment to engage	Teacher candidate provided safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning	Teacher candidate provided safe, inclusive, culturally responsive, and developmentally appropriate learning environments to actively engage individuals with

<p>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</p>	<p>activities and social interactions or beginning special education professionals failed to collaborate with general educators and other colleagues.</p>	<p>individuals with exceptionalities in meaningful learning activities and social interactions, or did not collaborate with general educators and other colleagues.</p>	<p>activities and social interactions through collaboration with general educators and other colleagues.</p>	<p>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.</p>
<p>Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. CEC Key Element 2.2</p>	<p>Teacher candidate failed to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Teacher candidate used motivational and instructional interventions to teach individuals with exceptionalities, but did not use appropriate instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Teacher candidate used motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Teacher candidate used a variety of methods of motivational and instructional interventions that are developmentally appropriate and pedagogically sound to teach individuals with exceptionalities how to adapt to different environments. Teacher candidate included consistent routines and conflict resolution across the classroom settings.</p>

Standard 3				
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 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Teacher candidate provided opportunities to individuals with exceptionalities for connecting cross-curricular knowledge.</p>

<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	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

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

				decisions about students including those from culturally different backgrounds.
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Standard 5				
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning 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	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

<p>individuals with exceptionalities. CEC Key Element 5.2</p>				<p>instructional assessment, planning, and delivery of academic and behavioral interventions for individuals with exceptionalities.</p>
<p>Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. CEC Key Element 5.4</p>	<p>Teacher candidate failed to use strategies to enhance language development and communication skills of individuals with exceptionalities.</p>	<p>Teacher candidate used strategies to enhance language development, but did not use strategies to enhance communication skills of individuals with exceptionalities.</p>	<p>Teacher candidate used strategies to enhance language development and communication skills of individuals with exceptionalities.</p>	<p>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.</p> <p>Teacher candidate used strategies and resources to facilitate understanding of subject matter for cultural differences.</p>

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 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Teacher candidate used strategies to promote transition activities for individual with exceptionalities.</p>
<p>Beginning special education professionals teach to mastery and promote generalization of learning. CEC Key Element 5.6</p>	<p>Teacher candidate failed to teach to mastery and promotes generalization of learning.</p>	<p>Teacher candidate taught to mastery, but did not promote generalization of learning.</p>	<p>Teacher candidate taught to mastery and promotes generalization of learning.</p>	<p>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</p>

				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
<p>Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. CEC Key Element 6.1</p>	<p>Teacher candidate failed to use professional ethical principles and professional practice standards to guide their practice.</p>	<p>Teacher candidate used professional ethical principles, but did not use professional practice standards to guide their practice.</p>	<p>Teacher candidate used professional ethical principles and professional practice standards to guide their practice.</p>	<p>Teacher candidate used high level of professional ethical principles and professional practice standards to guide their practice and advocate for appropriate services.</p> <p>Teacher candidate used sound judgment in practices, especially in matters of confidentiality of information about students and families.</p>
<p>Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC Key Element 6.3</p>	<p>Teacher candidate failed to understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p>	<p>Teacher candidate understood that diversity is a part of families, cultures, and schools, did not understand complex human issues can interact with the delivery of special education services.</p>	<p>Teacher candidate understood that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p>	<p>Teacher candidate understood that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p> <p>Teacher candidate demonstrated sensitivity and commitment in developing the highest education and quality-of-life potential of</p>

				individuals with exceptionalities.
Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. CEC Key Element 6.4	Teacher candidate failed to understand the significance of lifelong learning and participate in professional activities and learning communities.	Teacher candidate understood the significance of lifelong learning, but did not show evidence of participation in professional activities.	Teacher candidate understood the significance of lifelong learning and participates in professional activities and learning communities.	Teacher candidate understood the significance of lifelong learning and participates in professional activities and learning communities. Teacher candidate understood how personal biases affect instruction and he/she used self-evaluation and reflection to improve professionally.
Criteria/CEC standard major element	Does not meet Expectations =0	Partially Meets Expectations =1	Meets Expectations =2	Exceeds Expectations =3
Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	Teacher candidate failed to provide guidance and direction to paraeducators, tutors, and volunteers.	Teacher candidate provided guidance and direction to paraeducators, tutors, and volunteers, but did not provide an appropriate and systematic guidance and direction to paraeducators.	Teacher candidate provided guidance and direction to paraeducators, tutors, and volunteers.	Teacher candidate provided clear, appropriate, constructive, and systematic guidance and direction to paraeducators, tutors, and volunteers to meet the needs of individuals with

CEC Key Element 6.6				<p>exceptionalities across settings and followed through.</p> <p>Teacher candidate clearly demonstrated the exceptional performance in pursuing multiple professional roles.</p>
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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	Teacher candidate failed to uses collaboration to promote the well-being of individuals with	Teacher candidate used collaboration to promote the well-being of individuals with	Teacher candidate used collaboration to promote the well-being of individuals with	Teacher candidate used collaboration effectively to promote the well-being of individuals with

<p>promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC Key Element 7.3</p>	<p>exceptionalities across a wide range of settings and collaborators.</p>	<p>exceptionalities, but did not collaborate across a wide range of settings and collaborators.</p>	<p>exceptionalities across a wide range of settings and collaborators.</p>	<p>exceptionalities across a wide range of settings and professionals and family members.</p> <p>Teacher candidate provided specific examples how the decisions were made to promote learning and/or positive behaviors of individuals with exceptionalities.</p>
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**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORTWAYNE COLLEGE OF
EDUCATION AND PUBLIC POLICY**

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 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. CEC 2.0</p>	<p>Teacher candidate fails to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>Teacher candidate creates a safe, learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination, but does not incorporate inclusive and culturally responsive learning opportunities.</p>	<p>Teacher candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>Teacher candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination and use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.</p>

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

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

Comments:

Student Teacher (Signature) _____ Date _____

University Supervisor (Signature) _____ Date _____

Signature Assessment # 5

Description of Student Learning Assessment

EDU 47000 (M470) Student Learning Assessment

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

Description

EDU 47000 (M470) 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

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

exceptionalities CEC Key Element 3.2				on the IEP goals of the individuals with exceptionalities. Teacher candidate effectively integrated affective, social, and life skills with curricula content areas.
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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 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</p>	<p>Teacher candidate failed to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to</p>	<p>Teacher candidate engaged individuals with exceptionalities to work toward quality learning and performance, but did</p>	<p>Teacher candidate engaged individuals with exceptionalities to work toward quality learning and performance and</p>	<p>Teacher candidate actively engaged individuals with exceptionalities to work toward quality and meaningful learning and</p>

<p>to work toward quality learning and performance and provide feedback to guide them. CEC Key Element 4.4</p>	<p>guide them.</p>	<p>not provide appropriate feedback to guide them.</p>	<p>provided appropriate feedback to guide them.</p>	<p>performance and provided appropriate feedback to guide them.</p> <p>Teacher candidate analyzed K-12 student 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 adaptation of learning experiences for individuals with exceptionalities.</p> <p>CEC Key Element 5.1</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 exceptionalities.</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 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</p>

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

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

Practicum Experience Record

Name of student _____ Dates of teaching _____

Name of cooperating teacher: _____ Subject/grade _____

School _____ School Corporation _____

University Supervisor _____

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

Observations

Cooperating teachers
Co-teachers
Extracurricular activities

Preparation

Planning
Grading papers
Evaluations
Clerical duties
IEP preparation

Conferences

Cooperating teachers
Administrators
University Supervisors
Parents
Faculty meetings
Counselors

All other

Consulting
Collaboration
School events

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

Special Education Domain Activities

During the practicum EDU 47000 (M470) these specific responsibilities need to be documented for all teacher candidates.

Responsibilities	Initial date completed & notes	Initial of supervisor
<i>Legal and ethical responsibilities</i>		
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.		
<i>Coordination</i>		
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.		
<i>School Records and reports</i>		
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.		
<i>Curriculum</i>		
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.		
<i>Collaboration/Consultation</i>		
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 _____