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

Department of Professional Studies

A SCHOLAR-PRACTITIONER MODEL

Effective for all program completers as of Fall 2007

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Section I. General Information and Requirements

A. Purpose of the Programs

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 Mental Disability, Moderate Mental Disability, Learning Disabilities, Autism Spectrum Disorder, and Emotional Disabilities. Graduates of this 36-hour teacher preparation program will receive a Master of Science (MS) in Education with a major in Special Education and become eligible for Indiana certification in Mild Intervention. Teacher candidates pursuing the 24-hour graduate certificate program will become eligible for certification in Mild Intervention. The primary purpose of the programs is to provide well-trained special education teachers who will support students with special needs in the Northeastern Indiana area.

B. Objectives of the Programs

The programs will:

1. help to meet the critical need for special education teachers;
2. provide coursework and practicum experiences that addresses the vision statement, the mission statement and the Conceptual Framework of the IPFW College of Education and Public Policy and standards of professional organizations in this area including: Council for Exceptional Children (CEC), National Council for Accreditation of Teacher Education (NCATE); 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 learning disabilities, mental retardation, 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 matters dealing with P-12 students with special needs.

C. National and State Standards


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.

CEPP Conceptual Framework:
Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within
communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity. Specifically, the departments strive to prepare future leaders so thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. 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.
CEC Professional 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 general3 and specialized curricula4 to individualize learning for individuals with exceptionalities.

Key Elements
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

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

Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies 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 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 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.

D. Criteria for Admission, Retention, and Exit

1. Entrance Requirements
   a. Admittance to the College of Education and Public Policy teacher education program
   b. Minimum of 2.5 GPA
   c. Teacher candidate must completed EDUC K305 or K306 before they can take additional courses in the Minor in special education.

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

3. Exit Requirements
For the minor in Special Education the exit requirement is completion of 27 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 M470 Practicum in Special Education, and obtain a passing score on
the Praxis II in Special Education: Education of Exceptional Students: Core Knowledge and Mild to Moderate Applications Test.

The undergraduate Exit Survey will be emailed to each teacher candidate at the end of the program and they are expected to complete the survey.

E. Assessment System Overview

1. Key Assessments
The Indiana OELD and NCATE/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;

<table>
<thead>
<tr>
<th>Assessment # 1</th>
<th>Praxis II in special education</th>
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</thead>
<tbody>
<tr>
<td>Assessment # 2</td>
<td>K370 Research paper</td>
</tr>
<tr>
<td>Assessment # 3</td>
<td>K352 Lesson planning and pre-post assessments on K-12 student Field Experience Evaluation Form completed by supervisor</td>
</tr>
<tr>
<td>Assessment # 4</td>
<td>K470 Observation forms</td>
</tr>
<tr>
<td></td>
<td>Final for practicum based on CEC 10 standards &amp; Conceptual Framework Form from cooperating teacher/supervisor</td>
</tr>
<tr>
<td>Assessment # 5</td>
<td>M470 Student Learning Assessment (K-6 or 6-12 grades format)</td>
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<tr>
<td>Assessment # 6</td>
<td>K371 Assessment course-assessment on K-12 student case study Field Experience Evaluation Form completed by supervisor</td>
</tr>
<tr>
<td>Assessment # 7</td>
<td>K465 Collaboration final project</td>
</tr>
<tr>
<td>Assessment # 8</td>
<td>K352 IEP/ITP plan</td>
</tr>
</tbody>
</table>

Since the assessments are tied to courses, all teacher candidates in graduate courses in the Special Education Programs will participate in the assessments. This assessment system is designed to ensure teacher candidates understand the CEC standards and College of 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 will be used to both refine the programs and the assessment system itself.

Each teacher candidate will be required to enroll in the TaskStream system and to upload assessments as per course instructions. Teacher candidates will receive specific information about the TaskStream system and the requirements.
2. Field Experience: Applying Research-Based Practices

Teacher candidates will complete 60 hours of field experience in a classroom setting which serves K-12 students with mild disabilities. This may be a self-contained special education classroom, a resource room, or a general education classroom that includes students with mild disabilities. The hours will be divided into two 30-hour field experiences. All teacher candidates are required to complete these two 30-hour field experiences. M201 and 3021 Field Experiences will be taken in conjunction with two courses: EDUC K352 Education of Students with Mild Disabilities and EDUC K371 Assessment and Instruction for Student with Mild Disabilities. Teacher candidates who are currently teaching may use their classroom, as long as there are students with mild disabilities enrolled in the class. Teacher candidates who are not currently teaching will work with the course instructor to locate an acceptable field experience placements for those two courses. All teacher candidates will be expected to complete assignments focused on the K-12 students served in the field experience setting. Teacher candidates will demonstrate competence of research-validated practices by applying learned strategies to teaching K-12 students with mild disabilities. The supervisor at the field experience site will complete an evaluation of the teacher candidate and return it to the instructor for the course.

**Limited Criminal History Background Check.** When teacher candidates enroll in EDUC K352, K371, and M201/M501 with each course, they must have proof of a current (with-in 1 year) Limited Criminal History Background Check. The instructor for the courses will provide information about the background check. An approved document verifying that your employer has a copy of the background check or a copy of the official document from the Indiana State Police will need to be on file for the K352 and K371 courses.

3. Practicum in Special Education: M470

Teacher candidates will apply for the M470 Practicum one year before they anticipate taking the M470 courses. The application process is on-line through the Student Teaching website. The M470 cannot be completed until the candidates have successfully completed K352 and K371.

Teacher candidates will complete an eight-week full-time practicum (student teaching) experience in special education. Teacher candidates who are full-time teachers in a general education classroom will need to teach under the supervision of a certified special education teacher. Teacher candidates in this position will meet with IPFW special education program faculty to discuss options for completion of the practicum.

Teacher candidates who are serving as the “teacher of record” or “teacher of service” for students with mild disabilities will be allowed to complete the practicum within their current position.

4. Professional Dispositions

Professional dispositions will be based on the 3 areas (Democracy and Diversity, Habits of Mind, Advocacy) for the Conceptual Framework. The Conceptual Framework is assessed throughout the program in five ways:

1) K352 with the Field Experience Evaluation
2) K371 with the Field Experience Evaluation
3) M470 Practicum Cooperative Teacher-Supervisor Observation Form
4) Undergraduate Exit Evaluation Survey
5) Employer Survey
More specifics about the 8 Key Assessments are in Section II through Section V of the Special Education Program Assessment Guide.

5. Praxis II Special Education Test
Each candidate must take and pass the PRAXIS II Education of Exceptional Students: Core Knowledge and Mild to Moderate Applications test. Any candidate in the graduate certificate in special education program, or masters of science in education with a major in special education program is required to pass the specialty test listed below.

Name of Test - Special Education: Core Knowledge and Mild to Moderate Applications
Test Code - #0543 (Paper) or #5543 (Computer)
Passing Score - 158

Registration for the tests must be done on-line at www.ets.org/praxis. This web site will give the teacher candidates the dates the tests are offered, the date by which they must register, and the date that scores will be available. The candidate will want to take the tests in sufficient time to have the scores back when they apply for the license or complete the course work for the MS degree. However, the candidate will want to wait until most of the course work is completed.

F. Licensure in Mild Intervention

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 ‘Rules 2002’. In order for a candidate to receive the Mild Intervention Certification, he/she must hold a current general education license. The Mild Intervention Rules 2002 License allows the teacher to work with p-12 students who have Mild Mental Disabilities, Moderate Mental Disabilities, 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. A complete description of the disabilities and assignment codes for exceptional needs can be found on pages 1-3 at http://www.doc.in.gov/dps/licensing/assignmentcode/pdf/Assignment_Codes_FINAL_9.24.09.pdf

Currently, the Mild Intervention license is limited to the coverage (grade level) of the individual’s current license. That is, if a teacher enters the program with certification in elementary education, the license the teacher receives in Mild Intervention is limited to teaching at the elementary level. This will ensure the individual meets the “Highly Qualified” definition as set out in “No Child Left Behind”. However, the “Highly Qualified” status for secondary teacher candidates will be determined by current licensed content areas (i.e., Language Arts, Math, Science, and Social Studies) or at the discretion of the candidate’s school corporation. In order to extend the coverage of the special education license (i.e., beyond the elementary or secondary level) additional coursework and/or practicum would be required. This policy is, however, under state review.
Applying for a License in Mild Intervention

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

Starting July 1, 2012, all license applicants must be CPR/AED certified by a state-approved provider. This law affects all teachers, administrators and school counselors/school services licenses. Note: This includes not only first time license applicants, but all making application for license renewal, making addition(s) to a license, and/or applicants converting their licenses. Proof of CPR/AED certification will be requested at the time of applying via uploading to the LVIS online application.

G. Program of Study: 27 credit hours

*EDUC K305 Teaching the Exceptional Learner in the Elementary School (Spring & Fall) Or
*EDUC K306 Teaching the Exceptional Learner in the Secondary School (Spring & Fall)

*EDUC K307 Methods of Teaching Students with Special Needs (P: K305 or K306) (Spring & Fall)

EDUC K352 Education of Children with Learning Disabilities (P: K370) (Summer & Fall**)  
(C: EDUC M201 Field Experience)

EDUC K370 Introduction to Learning Disabilities (P: K305/306) (Spring and Fall**)  

EDUC K371 Assessment and Individual Instruction in Reading and Math (P: K370) (Spring & Summer**)  
(C: EDUC M301 Field Experience)

EDUC K441 Transitions Across the Lifespan (P: K305/306) (Summer & Fall**)  

EDUC K453 Management of Academic and Social Behaviors (P: K305/K306) (Spring & Summer**)  

EDUC K465 Service Delivery Systems and Consultation Strategies (P: K370) (Spring & Summer**)  

EDUC M470 Practicum in Mild Intervention (P: Department Permission) (Spring & Fall**)  
Elementary or Secondary

Note.
* required for all general education majors
** subject to change due to course enrollment in each semester
Section II. EDUC M470 Practicum Guidelines

All teacher candidates will complete an eight-week full-time practicum for a total of 320 clock hours (student teaching) in special education for the Mild Intervention License.

Pre-service teachers
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.

A candidate working as a general education teacher is not eligible to complete the practicum in that room, even the candidate is currently teaching students with disabilities included in his/her classroom. Teacher candidates who are in this position need to meet with IPFW Special Education faculty to discuss options for completion of the practicum.

Pre-service teachers completing the special education practicum will assist in finding their own placements. The placement cannot be more than 1 hour driving distance from the IPFW campus. Nor can the placement be in a school where the candidate has an immediate family member enrolled as a student or employed.

*Pre-service teacher for special education refers to someone who is not currently employed in a special education teaching position.

In-service teachers
Teacher candidates who are in-service teachers must be serving as teacher of record or service for students with mild disabilities. This means the candidate is serving in the role of the special education teacher and is responsible for the educational programs of students with mild and/or moderate disabilities.

Practicum Waiver
Teacher candidates who have completed three full school years as a special education teacher for students with mild disabilities may apply for an exemption from the practicum. If granted, the candidate will not have to complete the practicum, but will need to complete an additional three hours of graduate credit in order to fulfill the 36-hour requirement for a master’s degree.

**In-service teacher for special education refers to someone who is currently in a special education teaching position.

A. Specific Requirements for pre-service and in-service teachers

A checklist for Special Education Practicum EDUC M470 includes all steps for the completion of the practicum. Make sure to discuss with the University Supervisor or the Director of the Special Education Programs if you have questions or special circumstances. The checklist is in B. Practicum Documents in Section II. EDUC M470 Practicum Guidelines.

1. Application and Verification Process
Teacher candidates will apply for the M470 Practicum one year before he/she anticipates taking the M470 courses. The application process is on-line through the Student Teaching website.
If a teacher candidate is hired as a special education teacher for a school corporation on an Emergency Permit, then he/she must complete an Option II Form. The Option II Form is in B. Practicum Documents in Section II. EDUC K470 Practicum Guidelines.

2. Placement verification
If a teacher candidate is hired on an Emergency License and in a special education teaching position then the Placement Verification form must be completed. The teacher candidate provides details of types of disabilities to be served; grade level of students served; type of placement (i.e., inclusive, self-contained, etc.); name of supervisor with type of license. If supervisor does not hold a Special Education Mild Intervention License then a mentor must be designated (need on file the name and connection with the school and the licenses held with grade levels of the mentor). The teacher candidate must complete the form and return to the director of special education programs at IPFW. The Placement Verification Form is in B. Practicum Documents in Section II. EDUC K470 Practicum Guidelines.

All teacher candidates will provide a current (within a 1 year time period) Criminal History Report. A copy shall be on file with the University supervisor during the student teaching time frame.

All teacher candidates will follow the calendar of the school cooperation for which they are working.

3. Key Assessment #5 Student Learning Assessment
For 1 of your 2 observations/ lesson plans teacher candidates will do a detailed evaluation of the lesson planning and evaluation process. We encourage teacher candidates to work with his or her Coordinating Teacher and/or University Supervisor as candidates plan. Teacher candidates will arrange to have a University Supervisor or Coordinating Teacher observe their teaching during the specific lesson. Assessment description, checklist, and scoring rubric are found in B. Practicum Documents in Section II. EDUC K470 Practicum Guidelines.

4. Evaluations
All teacher candidates will conduct 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. All four evaluation forms are in B. Practicum Documents in Section III. EDUC M470 Practicum Guidelines.

5. Professional Improvement plan
Professional Improvement Plan will be completed on teacher candidates who do not meet expectations on all criteria based on the CEC Standards and the Conceptual Framework. Professional Improvement Plan is in B. Practicum Documents in Section II. EDUC K470 Practicum Guidelines.

6. Domain Activities Record
All teacher candidates will complete a Domain Activities Record, for activities performed during the practicum time period. A special education teacher has many responsibilities during the school day, but teaching should comprise the majority of the day. At least 70% of the time
documented needs to be teaching related activities (i.e. co-teaching, direct service, consultation with general education teacher in inclusive room). Doman Activities Record Form is in B. Practicum Documents in Section II. EDUC K470 Practicum Guidelines.

7. Practicum Experience Record
Each teacher candidate is required to complete the Practicum Experience Record and to document a total of 320 hours. At least 70% of the documented hours must be direct interaction with students in the learning environment. The Practicum Experience Record is in B. Practicum Documents in Section II. EDUC K470 Practicum Guidelines.

B. Practicum Documents
   (See page numbers for each document in Table of Contents)
Checklist for Special Education Practicum

Student Name: ____________________________  Semester _____________________

_____ Application Form completed and turned in semester before desired teaching placement.

_____ Contact with special education faculty or Director of Special Ed to verify placement.

_____ Placement verification form completed and returned

_____ Current Criminal History Report (completed within a 1 year time period)

_____ Candidates completing the practicum at the school they are employed in should complete a verification Form

During the practicum experience the following should occur.

_____ Evaluations:
   2 single teaching experiences form completed by the university supervisor
   1 final evaluation form completed by the university supervisor
   1 midterm evaluation completed by the cooperating teacher/supervisor
   1 final evaluation completed by the cooperating teacher/supervisor

_____ 2 lesson plans completed in appropriate/agreed upon format.

_____ Student Learning Assessment completed on 1 lesson that is observed by the University Supervisor.

_____ Special Education Domain Activities Record completed and signed by the candidate and cooperating teacher. If in own classroom completed and signed by the candidate.

_____ Practicum Experience Record Completed and turned in to University Supervisor

_____ Pass PRAXIS II Education of Exceptional Students: Core Content Knowledge and Mild to Moderate Disabilities test. #0543.
Permit Option II Placement Request

Name: ________________________________

IPFW School ID#: _____ - _____ - _____

Home Number: __________________________ Mobile Number: _______________________

Daily Email Address: __________________

Home Address: ________________________________________________________________

____________________________________________________________________________

Semester: ___________ Grade Level: ___________ Subject: ________________

School District: __________________________

Name of School: __________________________

School Phone Number: _____________________

School Address: __________________________

____________________________________________________________________________

Signature: _______________________________ Date: ____________________________

If you need to complete a Permit Placement (adding a subject area to a pre-existing license), please complete the above form and contact the Educational Planning Information Center (EPIC), located in Neff 243, phone number 260-481-6449.
Placement Verification Form for Practicum in Special Education

Teacher candidate name ____________________________________________________

School/Coorporation_______________________________________________________

School Address__________________________________________________________

Position/grades served ____________________________________________________

Types of disabilities served ______________________________________________

Type of placement (i.e., inclusive, self-contained)____________________________

Name of supervisor _______________________________________________________

Supervisor’s type(s) of license(s) held ______________________________________

If supervisor does not hold a Special Education Mild Intervention/Mild Disabilities License then a mentor must be designated.

Mentor name ____________________________________________________________

Connection with the school________________________________________________

Licenses held with grade levels ____________________________________________

Special Circumstances:

________________________________________________________

Signature of Teacher candidate ______________________________ Date___________

Initials of IPFW Faculty coordinating the practicum __________ Date ____________
Key Assessment # 5 EDUC M470 Student Learning Assessment: Impact on Elementary (K-6) Student Learning during Special Education Practicum

Description
EDUC M470 is a required course for the Mild Intervention license program and Masters of Science in Special Education at the graduate level. Student Learning Assessment is a requirement for all teacher candidates in the 2 courses. These practicum are the final course for the teacher candidates. During the practicum the teacher candidate will develop and implement a lesson 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-6 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-6 student learning data on future teaching and learning plans.

Alignment of Student Learning Assessment with CEC Standards, Conceptual Framework and Indiana Mild Intervention Teacher Educator Standards:
Council for Exceptional Children (CEC) Professional Standards: NCATE/CEC Initial Preparation Standards

CEC Initial Preparation 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

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.

CEC Initial Preparation 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.

CEC Initial Preparation 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.

CEC Initial Preparation 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.

5.3 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.

CEC Initial Preparation 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.

**Conceptual Framework Standards**
Democracy and Community
Habits of Mind
Advocacy

**Indiana Mild Intervention Teacher Educator Standards**
Standard 2 Development and characteristics of students with mild exceptional needs
Standard 3 Assessment
Standard 4 Individual Program Planning and Implementation
Standard 5 Learning Environments
Standard 10 Professional Roles and Responsibilities

**Criteria**
The teacher candidate must score ‘Meets Expectations’ or ‘Exceeds Expectations’ for each of the criteria on the rubric. If the TC does not meet expectations then the TC 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, 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. You may want to review all of the new Indiana Developmental Standards for Elementary Educators at [http://www.doe.in.gov/sites/default/files/educator-effectiveness/elementary-ed.pdf](http://www.doe.in.gov/sites/default/files/educator-effectiveness/elementary-ed.pdf)

___ Your analysis will also include an evaluation of the students’ learning in regards to the new Indiana Common Core Standards. You can find more information about those standards at: [http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml)
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-6 student learning, including the following points:
   _____ 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 1; IN Dev 2.10).
   _____ 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 4; IN Dev 4.1, 4.2, 4.3).
   _____ c) Analyze what the K-6 student(s) learned during the lesson—using specific evidence from your data of K-6 student work—in relation to what you taught (CEC 4; IN Dev 4.4, 4.5).
   _____ d) Interpret the K-6 student learning in reference to Common Core State Standards (see http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml for appropriate instructional area[s]).
   _____ e1) and e2) Analyze the teaching-learning process with specific reference to your lesson/experience, your instructional strategies/methods, and K-6 student learning data (CEC 5, IN Dev 3.4, 4.5). And,
   _____ f) Analyses of implications of the K-6 student learning data on your future teaching and learning plans, and how you will improve/inform your educational practices (CEC 6, IN Dev 3.3).
Rubric for Key Assessment # 5 EDUC M470: Student Learning Assessment: Impact on Elementary (K-6) Student Learning during Special Education Practicum

Student Teacher: 
Placement Grade level _______ Subject of lessons taught: __________ Date: __________

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<tr>
<th>Does not meet</th>
<th>Meets</th>
<th>Exceeds</th>
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<tr>
<td><strong>a) Teaching-Learning</strong>&lt;br&gt; Context for assessment project&lt;br&gt; <strong>CEC Standard 1</strong>&lt;br&gt; (developmental characteristics in context)&lt;br&gt; <strong>IN Dev Stnds 2.10</strong>&lt;br&gt; (applying knowledge of individual, home, school, and community factors to improve teaching effectiveness and learning outcomes)</td>
<td>Displayed minimal, irrelevant, biased, or stereotypical knowledge of community, school, classroom, or student characteristics. Implications for using these contextual characteristics to inform instructional and assessment strategies were missing or inappropriate.</td>
<td>Explained school and classroom characteristics that may affect learning. Displayed general knowledge of student characteristics that may affect learning. Provided logical links between these contextual characteristics and instructional and assessment strategies used.</td>
</tr>
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</table>

| **b) Assessment tool(s)** you used, data you collected, and relationship to instructional goals. | Explanations of assessment tool(s) and how assessment data related to instructional goals were minimal or non-existent. No evidence of modifying assessment tool for individual learner was furnished. Examples of how data were used to inform instruction DURING the lesson/experience were weak or not present. | Assessment tool(s) were described and an explanation for selection was provided. Some evidence of modifications for individual learner was provided. Description of how assessment related to instructional goals supplied acceptable explanatory power for assessment decisions. One or two examples were furnished of how data were used to inform instruction DURING the lesson/experience. | Analyzed the assessment tool(s) that were used and why they were selected, highlighting how the assessment of learning before and after instruction was an appropriate measure of instructional goals. Provided clear evidence of how assessment tools were modified for individual learners. In addition, the analysis synthesized meaningful examples of how data were used to improve instruction DURING the lesson/experience. |

Revised on 10-23-2013
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<th>Does not meet</th>
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<tr>
<td>Analysis did not refer to specific data collected and/or resulted in a perception that assessment was not linked to planned instruction. NO examples of student work were provided or those provided were not used as a mechanism for understanding students’ learning. Data analyses of student needs (i.e., what they did not know or learn).</td>
<td>Analysis examined the data gathered and demonstrated knowledge of what the student learned as the result of instruction. Specific examples of student work were included to describe the learning that occurred. Analysis focused on children’s strengths. Data analysis of student summarized the assessment of knowledge before and after instruction.</td>
<td>Analysis provided a comprehensive evaluation of what K-6 student learned during the instructional lesson. Specific example of student work was analyzed to provide meaningful, in-depth account of student learning. Data analyses focused on strengths as well as areas for improvement for individual.</td>
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<tr>
<td>Analysis linked K-6 student performance data for the student with CCSS, some more directly linked to the data than others. Individual levels of performance are described.</td>
<td>K-6 student performance data for individual was analyzed in reference to meaningful, appropriate Indiana Common Core Standards (CCSS). Distinctions between the learning for the individual in relationship to the CCSS examine the complexity of the teaching-learning process</td>
<td></td>
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<tr>
<td>Analysis provided a comprehensive and thoughtful description of how the teaching methods and instructional strategies used resulted in specific K-6 student learning. Analysis included specific examples from the lesson.</td>
<td>e1) Analysis exposed gaps in understanding regarding the teaching-learning process. Inaccurate or inappropriate methods or strategies were used. Not linked to what the K-6 student did or didn’t learn. Or incomplete descriptions of the teaching of the lesson make it impossible to evaluate.</td>
<td>e1) Analysis exposed gaps in understanding regarding the teaching-learning process. Inaccurate or inappropriate methods or strategies were used. Not linked to what the K-6 student did or didn’t learn. Or incomplete descriptions of the teaching of the lesson make it impossible to evaluate.</td>
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<tr>
<td>c) Analysis of K-6 students learning during the lesson CEC 4 (formal &amp; informal assessments) IN Dev Stnds 4.4 (use of systematic observation and documentation to gain insight into children's development, interactions, strengths, and needs) and 4.5 (use formal assessment results to enhance knowledge of student learning and skills)</td>
<td>d) Interpretation of the K-6 student learning in reference to Indiana Common Core Standards CEC 1 &amp; 4 (Assessment and instruction adapted to student learning needs) Common Core State Standards (varies by specialty area)</td>
<td>e1) Analysis provided a comprehensive evaluation of what K-6 student learned during the instructional lesson. Specific example of student work was analyzed to provide meaningful, in-depth account of student learning. Data analyses focused on strengths as well as areas for improvement for individual.</td>
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<tr>
<td>e1) Analysis provided a comprehensive and thoughtful description of how the teaching methods and instructional strategies used resulted in specific K-6 student learning. Analysis included specific examples from the lesson.</td>
<td>Analysis linked K-6 student performance data for the student with CCSS, some more directly linked to the data than others. Individual levels of performance are described.</td>
<td>e1) Analysis exposed gaps in understanding regarding the teaching-learning process. Inaccurate or inappropriate methods or strategies were used. Not linked to what the K-6 student did or didn’t learn. Or incomplete descriptions of the teaching of the lesson make it impossible to evaluate.</td>
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<tr>
<td>e2) Teaching-learning</td>
<td>Evidence of instructional adjustments was provided. Examples were general and</td>
<td>Evidence was provided of instructional adjustments during or after lesson for individuals.</td>
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<tr>
<td>process with specific</td>
<td>instructional adjustments were weak evidence to support conclusions.</td>
<td>Examples provided some proof to support conclusions drawn.</td>
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<td>reference to lesson</td>
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<td>instructional strategies, and K-6</td>
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<tr>
<td>student learning data.</td>
<td>CE C 4 &amp; 5 (instructional planning and individualized instruction)</td>
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<td></td>
<td>IN Dev Stnds 4.5 (continuously adjust instruction for individuals, groups,</td>
<td></td>
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<td></td>
<td>and classes)</td>
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<td></td>
<td>f) Implications of K-6 student learning data on future teaching and learning</td>
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<td></td>
<td>plans and improvement/ informing educational practices.</td>
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<td></td>
<td>CEC 5 &amp; 6 (Instructional planning &amp; Ethical and professional practices)</td>
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<td>IN Dev Stnds 3.3 (the ability to use knowledge of factors to plan effective</td>
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<td></td>
<td>and appropriate student learning experiences)</td>
<td>Analysis demonstrated an ability to consider direct and indirect impacts of his/her teaching on K-6 student learning. Presented a few specific examples of how this experience will inform his/her educational practices.</td>
</tr>
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<td></td>
<td>Analysis of his/her own behaviors and suggestions for improving his/her own</td>
<td>Candidate demonstrated a lack of understanding of how to use student data to improve teaching practices.</td>
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<td></td>
<td>teaching are limited or missing; analyses not clearly in response to student data gathered.</td>
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<tr>
<td></td>
<td>Candidate demonstrated a lack of understanding of how to use student data to improve teaching practices.</td>
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<td></td>
<td>Critical analysis of teaching practices demonstrated that candidate can use K-6 assessment data to improve future teaching plans and thus increase student learning. Provided several specific examples of how this experience will meaningfully inform his/her educational practices.</td>
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Key Assessment # 5 EDUC M470 Student Learning Assessment: Impact on Secondary (6-12) Student Learning during Special Education Practicum

Description
EDUC 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 2 courses. These practicum are 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 6th -12th grade 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 6-12 student(s) learned during the lesson, analyze the teaching-learning process and analyses of implications of the 6-12th grade student learning data on future teaching and learning plans.

Alignment of Student Learning Assessment with CEC Standards, Conceptual Framework and Indiana Mild Intervention Teacher Educator Standards:

Council for Exceptional Children (CEC) Professional Standards: NCATE/CEC Initial Preparation Standards

CEC Initial Preparation 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

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.

CEC Initial Preparation 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.

CEC Initial Preparation 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.

CEC Initial Preparation 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.

5.3 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.

CEC Initial Preparation 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.

Conceptual Framework Standards
Democracy and Community
Habits of Mind
Advocacy

**Indiana Mild Intervention Teacher Educator Standards**
- Standard 2 Development and characteristics of students with mild exceptional needs
- Standard 3 Assessment
- Standard 4 Individual Program Planning and Implementation
- Standard 5 Learning Environments
- Standard 10 Professional Roles and Responsibilities

**Criteria**
The teacher candidate must score ‘Meets Expectations’ or ‘Exceeds Expectations’ for each of the criteria on the rubric. If the TC does not meet expectations then the TC 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, 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. You may want to review all of the new Indiana Developmental Standards at [http://www.doe.in.gov/sites/default/files/educator-effectiveness/](http://www.doe.in.gov/sites/default/files/educator-effectiveness/)
- Your analysis will also include an evaluation of the students’ learning in regards to the new Indiana Common Core Standards. You can find more information about those standards at: [http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml)

**Required Components:**
1) Include a lesson/experience plan in agreed upon format.
2) Include an assessment from University Supervisor or Cooperating Teacher of one of the above lessons (on the official Student Teaching assessment form).
3) Provide the data gathered from the lesson for the student in a detailed format. Provide actual data (photocopies or scanned) for secondary students.

4) Write an analysis about your impact on secondary student learning, including the following points:

   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 plan. For the student you worked with investigate their learning more deeply. Explain the factors that may influence the student 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 1; IN Dev 2.8).

   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 4; IN Dev 4.1, 4.2, 4.3).

   c) Analyze what the secondary students learned, during the lesson—using specific evidence from your data and secondary student work—in relation to what you taught ((CEC 4; IN Dev 4.4).

   d) Interpret the secondary student learning in reference to Common Core State Standards and Indiana Academic Standards as used within your assigned school setting (see http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml for appropriate instructional area[s]).

   e1) and e2) Analyze the teaching-learning process with specific reference to your lessons/experience your instructional strategies/methods, and secondary student learning data (CEC 5, IN Dev 3.4, 4.5). And,

   f) Analyses of implications of the secondary student learning data on your future teaching and learning plans, and how you will improve/inform your educational practices (CEC 6; IN Dev 3.3).
# Rubric for Key Assessment # 5 EDUC M470 Student Learning Assessment: Impact on Secondary (6-12) Student Learning during Special Education Practicum

Student Teacher: ________________________________________________________
Placement Grade level ______ Subject of lessons taught: _________ Date: __________

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<thead>
<tr>
<th>Does not meet</th>
<th>Meets</th>
<th>Exceeds</th>
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| a) Teaching-Learning Context for assessment project
CEC Standard 1 (developmental characteristics in context)
IN Dev Stnds 2.8 (knowledge of how various individual factors and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes) | Displayed minimal, irrelevant, biased, or stereotypical knowledge of community, school, classroom, or student characteristics. Implications for using these contextual characteristics to inform instructional and assessment strategies were missing, poorly linked, or inappropriate. | Displayed a comprehensive understanding of community, school, and classroom characteristics that may affect learning. Articulated specific characteristics of individual student that may affect learning. [Variables to include but are not limited to socioeconomic status, developmental levels, interests, culture/linguistic char., abilities/disabilities, approaches to learning, prior knowledge.] Thoroughly explained how these contextual characteristics were used to inform instructional and assessment strategies. | |
| b) Assessment tool(s) you used, data you collected, and relationship to instructional goals.
CEC 4 (Assessment for instruction and decision-making)
IN Dev Stnds 4.1 (aligning assessments to instructional goals), 4.2 (the relationship between assessment and instruction), and 4.3 (the ability to adapt assessments for all students) | Explanations of assessment tool(s) and how assessment data related to instructional goals were minimal or non-existent. No evidence of modifying assessment tool for individual learners was furnished. Examples of how data were used to inform instruction DURING the lessons/unit were weak or not present. | Assessment tool(s) were described and an explanation for selection was provided. Evidence of some modifications for individual learners was provided. Description of how assessment related to instructional goals supplied acceptable explanatory power for assessment decisions. One or two examples were furnished of how data were used to inform instruction DURING the lessons/unit. | Analyzed the assessment tool(s) that were used and why they were selected, highlighting how the assessment of learning before and after instruction was an appropriate measure of instructional goals. Provided clear evidence of how assessment tools were modified for individual learners. In addition, the analysis synthesized meaningful examples of how data were used to improve instruction DURING the lesson. |
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<th>Does not meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) Analysis of secondary student learning during the lesson.</td>
<td>Analysis did not refer to specific data collected or assessment was not linked to planned instruction. No examples of student work were provided or those provided were not used as a mechanism for understanding students’ learning. Data analyses focused on students and/or their needs (i.e., what they did not know or learn). Chart was unclear or missing.</td>
<td>Analysis examined the data gathered and demonstrated knowledge of what the students learned as the result of instruction. Specific examples of student work were included to describe the learning that occurred. Analysis focused on student’s strengths. Data analysis of students summarized the assessment of knowledge before and after instruction.</td>
<td>Analysis provided a comprehensive evaluation of what secondary students learned during the instructional lesson. Specific examples of student work were analyzed to provide meaningful, in-depth account of secondary student learning. Data analyses focused on strengths as well as areas for improvement for individuals. Data were graphed to enhance the quality of the data presentation.</td>
</tr>
<tr>
<td>CEC 4 (formal &amp; informal assessments)</td>
<td><strong>IN Dev Stnds 4.4</strong> (use formal assessment results to enhance knowledge of student learning and skills)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Interpretation of the student learning in reference Indiana Common Core and IN Academic Standards</td>
<td>A list of standards not directly linked to the secondary student performance data was provided, or analysis did not align to CCSS or IAS.</td>
<td>Analysis linked secondary student performance with a number of CCSS and IAS (as used within the assigned school setting), some more directly linked to the data than others. Individual levels of performance are described.</td>
<td>Secondary student performance data for the group as well as individuals were analyzed in reference to meaningful, appropriate Indiana Common Core Standards (CCSS) and Indiana academic Standards (IAS) as used within the assigned school setting. Distinctions between the learning for individuals in relationship to the CCSS and IAS examine the complexity of the teaching-learning process.</td>
</tr>
<tr>
<td>Does not meet</td>
<td>Meets</td>
<td>Exceeds</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Does not meet</td>
<td>Meets</td>
<td>Exceeds</td>
<td></td>
</tr>
<tr>
<td><strong>Does not meet</strong></td>
<td><strong>Meets</strong></td>
<td><strong>Exceeds</strong></td>
<td></td>
</tr>
<tr>
<td>Analysis exposed gaps in understanding regarding the teaching-learning process. U used inappropriate methods or strategies. Not linked to what the secondary students did or didn’t learn. Or incomplete descriptions of the teaching of the lessons/unit make it impossible to evaluate.</td>
<td>Analysis provided a description of the teaching of the lessons/unit, what strategies were used, and what the secondary students learned. Links between teacher behaviors and student outcomes were explored generally. Examples were provided that supported conclusions drawn.</td>
<td>Analysis provided a comprehensive and thoughtful description of how the teaching methods and instructional strategies used resulted in specific secondary students learning. Analysis included specific examples from the lessons/unit.</td>
<td></td>
</tr>
<tr>
<td>Evidence was provided of instructional adjustments during or after lesson for individuals. Examples provided some proof to support conclusions drawn.</td>
<td>Evidence was provided of instructional adjustments for the group. Examples were general and thus supplied weak evidence to support conclusions.</td>
<td>Analysis highlighted decisions made during and after instruction to continuously adjust instruction for individuals. Provided specific examples of those adjustments.</td>
<td></td>
</tr>
<tr>
<td>Analysis demonstrated an ability to consider direct and indirect impacts of his/her teaching on secondary student learning. Presented a few specific examples of how this experience will inform his/her educational practices.</td>
<td>Analysis of his/her own behaviors and suggestions for improving his/her own teaching are limited or missing; analyses not clearly in response to student data gathered. Candidate demonstrated a lack of understanding of how to use student data to improve teaching practices.</td>
<td>Critical analysis of teaching practices demonstrated that candidate can use secondary assessment data to improve future teaching plans and thus increase student learning. Provided several specific examples of how this experience will meaningfully inform his/her educational practices.</td>
<td></td>
</tr>
</tbody>
</table>
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
COLLEGE OF EDUCATION AND PUBLIC POLICY  
SPECIAL EDUCATION  
University Supervisor: Evaluating a Single Teaching Experience

Student Teacher: ___________________________  Observation # _______  
Lesson Observed: ___________________________  Date Observed: ________________________  
School Name: _______________________________  Teacher: _____________________________  
University Supervisor: ________________________________

Rubric Levels Defined:

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

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

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

<table>
<thead>
<tr>
<th>Standard #1 Learner Development and Individual Learning Differences</th>
<th>Level</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  (e.g., knowledge of characteristics of students with disabilities, respect for individual differences and culture/family influences)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Standard #2 Learning Environments</th>
<th>Level</th>
<th>Evidence/Comments</th>
</tr>
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<tbody>
<tr>
<td>TC through collaboration with general educators and other colleagues creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.  (e.g., motivation and learning environment, management of scheduled instructional time and space)</td>
<td></td>
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<table>
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<tr>
<th>Standard #3: Curricular Content Knowledge</th>
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<th>Evidence/Comments</th>
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<tbody>
<tr>
<td>TC uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities  (e.g., knowledge of specified content)</td>
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<td></td>
</tr>
<tr>
<td>TC modifies general and specialized curricula to make them accessible to individuals with exceptionalities.  (e.g., ability to individualize instruction, ability to modify lessons)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard #4: Assessment</strong></td>
<td>Level</td>
<td>Evidence/Comments</td>
</tr>
<tr>
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<td>TC uses technically sound formal and informal assessments that minimize bias.</td>
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<td>TC in collaboration with colleagues and families uses multiple types of assessment information in making decisions about individuals with exceptionalities. (e.g., knowledge of progress monitoring/RTI tiers, use of district/state/standardized assessment data)</td>
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<table>
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<tr>
<th><strong>Standard #5: Instructional Planning and Strategies</strong></th>
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<tbody>
<tr>
<td>TC considers an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</td>
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<td>TC uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</td>
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<td>TC provides guidance and direction to paraeducators, tutors, and volunteers. (e.g., ability to operate in multiple professional roles, ability to provide constructive feedback and follow through)</td>
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</table>
Comments:

Lesson plan attached: _____ Yes     _____ No

Student Teacher ___________________________________________   Date: ______________
                                (Signature)

University Supervisor _________________________________________   Date: ______________
                                (Signature)
Rubric Levels Defined:

**Exceeds Expectations (2)**
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. *The student teacher has the potential to be an outstanding first-year teacher.*

**Meets Expectations (1)**
The teacher candidate clearly understands the concepts and implements them well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

**Does not Meet Expectations (0)**
The teacher candidate does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area. *Teacher certification will not be granted at this level.*

Student teachers performing at the **Meets Expectations** or **Exceeds Expectations** levels should be considered STRONG CANDIDATES for teaching positions!
Council for Exceptional Children (CEC) Standards
(page 2)

Criteria                                                                 Rubric Level

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

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.

Standard 3: Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

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.

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.

Date: _____________________ Initials: ________________________
         Student Teacher   University Supervisor

38
Student Teaching/Practicum Final Evaluation
(page 3)

Student Name (please print) ___________________________ Date _____________

PLEASE TYPE
This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher’s skills. It should address the student teacher’s abilities and readiness to be a special education teacher. If there are areas for improvement, these too should be mentioned. The summary should include your recommendation of the student teacher’s potential as a member of the profession.

University Supervisor Signature ___________________________ Date _____________
Cooperating Teacher: Teaching Experience Mid-term Evaluation

Student Name (please print) ___________________________ Dates (from) ________ (to) ________
Cooperating Teacher __________________________________ Subject/Grade __________________
School Name ___________________________________ School Corporation __________________

Rubric Levels Defined:

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

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</table>
Comments:

Student Teacher _________________________________________ Date: _________________________
(Signature)

Cooperating Teacher _________________________________________ Date: _________________________
(Signature)
Rubric Levels Defined:

**Exceeds Expectations (2)**
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. The student teacher has the potential to be an outstanding first-year teacher.

**Meets Expectations (1)**
The teacher candidate clearly understands the concepts and implements them well. This implementation is consistent and effective. He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

**Does not Meet Expectations (0)**
The teacher candidate does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area. Teacher certification will not be granted at this level.

Student teachers performing at the **Meets Expectations** or **Exceeds Expectations** levels should be considered STRONG CANDIDATES for teaching positions!
Council for Exceptional Children (CEC) Standards  
(page 2)

<table>
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| **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. | |

**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. | |

**Standard 3: Curricular Content Knowledge**  
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | |

**Standard 4: Assessment**  
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. | |

**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. | |

**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. | |

Date: _______________________  
Initials: ____________________

Student Teacher             Cooperating Teacher
## Conceptual Framework (CF)  
(Page 3)

### Criteria

<table>
<thead>
<tr>
<th>Democracy and Community</th>
<th>Rubric Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>includes attitudes and actions that strive for and create democratic, just, inclusive communities.</td>
<td></td>
</tr>
<tr>
<td>IPFW student teachers…</td>
<td></td>
</tr>
<tr>
<td>• Explore what it means to participate in a diverse, just, and global world</td>
<td>________</td>
</tr>
<tr>
<td>• Demonstrate respect for individual and cultural differences</td>
<td>________</td>
</tr>
<tr>
<td>• Develop communities that encourage discourse that fosters democracy</td>
<td>________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Habits of Mind</th>
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</tr>
</thead>
<tbody>
<tr>
<td>includes attitudes and actions that investigate, inquire, challenge, critique, question, analyze, synthesize, and evaluate.</td>
<td></td>
</tr>
<tr>
<td>IPFW student teachers…</td>
<td></td>
</tr>
<tr>
<td>• Use habits of mind when engaging students, clients, and the community</td>
<td>________</td>
</tr>
<tr>
<td>• Practice critical and reflective thinking in their work</td>
<td>________</td>
</tr>
<tr>
<td>• Use scholarship and research to inform their practice</td>
<td>________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocacy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>includes attitudes and actions that advocate for their profession and the people they serve.</td>
<td></td>
</tr>
<tr>
<td>IPFW student teachers…</td>
<td></td>
</tr>
<tr>
<td>• Promote the rights of all constituents</td>
<td>________</td>
</tr>
<tr>
<td>• Facilitate relationships with the community</td>
<td>________</td>
</tr>
<tr>
<td>• Establish high goals for all professionals</td>
<td>________</td>
</tr>
</tbody>
</table>

---

Date: ___________________  
Initials: ___________________  
Student Teacher  
Cooperating Teacher
Student Teaching/Practicum Final Evaluation
(page 4)

Student Name (please print) __________________________ Date __________________

PLEASE TYPE
This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher’s skills. It should address the student teacher’s abilities and readiness to be a special education teacher. If there are areas for improvement, these too should be mentioned. The summary should include your recommendation of the student teacher’s potential as a member of the profession.

Cooperating Teacher Signature __________________________ Date __________________
IPFW College of Education and Public Policy
Department of Professional Studies Professional Improvement Plan

Teacher Candidate: ________________________________________________

Your Midterm Evaluation contained standard(s)/element(s) that were deemed unacceptable by your Cooperating Teacher/Supervisor and/or your University Supervisor. In the College of Education and Public Policy, we are committed to helping you improve and reach an acceptable level of performance in relationship to all standards. This form will set forth strategies for improving and dates for re-evaluating performance (use the back or attach a separate sheet(s), if necessary). Completed forms will be kept on file in the University Supervisor’s office. Teacher Candidates must sign and date after reading the completed form.

θ Standard/element that needs to be Addressed:
θ Identify actions needed to demonstrate acceptable performance for that standard/element. List any recommendations made to the teacher candidate.

θ Standard/element that needs to be Addressed:
θ Identify actions needed to demonstrate acceptable performance for that standard/element. List any recommendations made to the teacher candidate.

Follow Up (Include appropriate dates for re-evaluating performance.):

Signatures:

_________________________ Date ____________________________
University Supervisor Teacher Candidate

_________________________ Date ____________________________
Supervisor

47
**Domain Activities Record**

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

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Initial date/ completed and notes</th>
<th>Initial of supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal and ethical responsibilities</strong></td>
<td></td>
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</tr>
<tr>
<td>Maintains the high level of ethical behavior that is expected of all school personnel.</td>
<td></td>
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<tr>
<td>Maintains confidentiality of information about teacher candidates and staff.</td>
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</tr>
<tr>
<td>Adheres to all laws and regulations regarding special education.</td>
<td></td>
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<tr>
<td><strong>Coordination</strong></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>As appropriate, administers diagnostic assessments, interpret scores, and plan instruction to address areas of concern for the student.</td>
<td></td>
<td></td>
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<td>Responsibilities</td>
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<tr>
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<tr>
<td>As appropriate, participates in the coordination and implementation of state (i.e. ISTEP) or district (i.e. NWEA) testing for students with disabilities.</td>
<td></td>
<td></td>
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<tr>
<td><strong>School Records and reports</strong></td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
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</tr>
<tr>
<td>Implements direct instruction (in the LRE) focused on the IEP goals for each student receiving special education services.</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td>Assists in the modification and/or adaptation of curriculum to address individual student needs.</td>
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<td>Organizes teaching strategies to maximize allocated instructional time to increase student learning through appropriate preparation and implementation of lesson plans.</td>
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<td>Assists in the writing and implementing the Functional Behavioral Assessment and/or Behavioral Improvement Plan.</td>
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<tr>
<td>Fosters a classroom environment (resource room or inclusive classroom) conducive to learning and appropriate discipline procedures of the school.</td>
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<td>Monitors student progress towards achieving the IEP goals.</td>
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<tr>
<td><strong>Collaboration/Consultation</strong></td>
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<tr>
<td>Maintains active, positive, relationships with students, parents and staff.</td>
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<tr>
<td>Communicates with other special education staff and classroom teachers regarding the student with an IEP progress and concerns.</td>
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<tr>
<td>Collaborates with other special education staff on goals for each student in and out of the classroom setting.</td>
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<tr>
<td>Provides consultation (when appropriate) to general education teachers in regard to students’ educational needs.</td>
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<tr>
<td>Provides leadership and ensure communication with all members of the multidisciplinary team.</td>
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<tr>
<td>Communicates with all school personnel in a professional manner and adhere to all school corporation policies.</td>
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**Practicum Experience Record**

Name of student ___________________________ Dates of teaching ________________

Name of cooperating teacher: ________________ Subject/grade ________________

School ___________________________ School Corporation ________________

University Supervisor __________________________

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<th>Preparation</th>
<th>Conferences</th>
<th>All other Activities</th>
<th>Total Hours</th>
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<td>Consulting</td>
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<td>Collaboration</td>
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