



School of Education  
260-481-6441

## **Program Guide & Unit Assessment System (UAS)**

Master of Science in  
Education with a major  
in Special Education

and/or

Graduate Certificate in  
Special Education

Department of Professional Studies

**A SCHOLAR-PRACTITIONER MODEL**

Effective for all program completers as of fall 2007  
Revised fall 2010

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## **Section I Overview**

### Master of Science in Education with a major in Special Education and/or Graduate Certificate in Special Education

#### **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 in Education with a major in Special Education* and become eligible for Indiana certification in Mild Intervention. 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 School of Education 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.

**The programs and the assessment system are based on four guiding elements:**

**1) 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.*

**2) IPFW School of Education Mission Statement**  
(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;

Improving the human condition by creating positive learning environments;

Becoming change agents by demonstrating reflective professional practice;

Solving client problems through clear, creative analyses;

Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;

Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

**3) IPFW School of Education Conceptual Framework: A Learning and Leadership Model**

We in the school of education are committed to the following conceptual framework for our program:

(1) Democracy and Community

Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. **Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.**

## (2) Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. **Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.**

## (3) Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. **Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.**

## (4) Knowledge

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach and of students. **Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.**

## (5) Experience

Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. **Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.**

## (6) Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. **Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.**

\* Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.

#### **4) Council for Exceptional Children (CEC) Professional Standards:**

##### **Standard #1: Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

##### **Standard #2: Development and Characteristics of Learners**

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

##### **Standard #3: Individual Learning Differences**

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

#### Standard #4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

#### Standard #5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

#### Standard #6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

#### Standard #7: Instructional Planning

Individualized decision making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general

and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

#### Standard #8: Assessment

Assessment is integral to the decision making and teaching of special educators, and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.

#### Standard #9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional

learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

#### Standard #10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

## Definitions of Elements in the Programs

### Scholar-Practitioner Model

The scholar-practitioner model is grounded in the ideal of scholar-practitioner leadership with emphasis on preparing educational leaders who address the challenges of population growth issues, cultural diversity, policy analysis and design, problem solving, and the change process. Bentz and Shapiro (1998) defined “a scholarly practitioner is someone who mediates between professional practice and the universe of scholarly, scientific, and academic knowledge and discourse” (p. 66). The IPFW SOE’s performance-based assessment system demonstrates in practice a commitment to the scholar-practitioner model.

The vision of the IPFW School Education Master’s Program in Special Education is to build with graduate students, and their schools and corporations, **scholar-practitioner learning communities for engaging in a democratic and diverse society**. The two primary standards of scholar-practitioner educational leadership are the effective use of research to improve practice and the effective engagement in learning communities beyond local districts. These two standards synthesize the elements of the conceptual framework, SOE mission and Goals, and CEC standards.

1. The scholar-practitioner educator fosters a democratic, just, inclusive learning community among all stakeholders. The scholar-practitioner educator engages in ongoing reading and analysis of research to inform his/her teaching practice.
2. The scholar-practitioner educator engages in ongoing evaluation of the impact of his/her practice on students’ learning and to reflectively make further curriculum and instruction decisions.
3. The scholar-practitioner contributes to the knowledge base through research writing, grant-writing, and professional presentations to strengthen the field of education on multiple levels.
4. The scholar-practitioner educator weaves between research and practice, and theory and experience, constantly working within learning communities to foster a democratic society.

Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: SAGE Publications.

## **Field Experience: Applying Research-Based Practices**

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

## **Diversity in Research and Practice**

The purpose of connecting research and practice in diversity is for candidates to have an opportunity to interact with P-12 students from diverse populations and relate current research to diversity issues. During enrollment in EDUC K535, Assessment and Remediation I, the candidate will complete assignments on diversity and write a reflection addressing the SOE Conceptual Framework. The reflection will be included in the portfolio. Details about the diversity in research and practice aspect of the program will be provided when the candidate enrolls in EDUC K535.

## **Practicum in Special Education**

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

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.

Candidates who have completed three full years as a special education teacher working with 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 any School of Education course (approved by a special education faculty member) in order to fulfill the 36-hour requirement for a master’s degree.

**Section II of this Program Guide provides details about the practicum expectations.**

## Research Sequence and Thesis or Special Project in Special Education

The program based on the scholar-practitioner model is designed to produce teacher candidates who are able to read, interpret, and apply research in the special education classroom. Candidates may choose if their culminating project in the Master's program is a Master's Thesis or a Special Project in Special Education. Candidates should discuss with their academic advisor the path they want in order to complete the necessary courses within the allotted six and one-half years.

All candidates are required to take EDUC P503, Introduction to Research, which will introduce candidates to various models of research. This course may be taken early in the program and will assist candidates in understanding the special education research articles that are required reading for the courses.

If the Master's Thesis is the choice, then the candidate should take EDUC P501, Statistical Methods Applied to Education, which will give a candidate the necessary knowledge to design his/her own research thesis. If the Special Project in Special Education is the choice, then the student may elect to take EDUC P501, Statistical Methods Applied to Education, or another advisor approved graduate level course.

Candidates will take EDUC K500-01 Thesis and Special Projects (Part I), after they have completed all other courses for the Mild Intervention license. In the K500-01 Thesis and Special Projects (Part I) course candidates will decide if the capstone for the MS is a thesis or a special project. That decision will determine which course (either K500-02 Special Projects Part II or K599 Thesis in Special Education) you enroll in the following semester. Because of the extensive time required for the products, EDUC K500-01 Thesis and Special Projects (Part I), EDUC K500-02 Special Projects in Special Education (Part II) and EDUC K599 Thesis in Special Education courses can only be taken fall and spring semesters,.

During the semester that candidates are enrolled in K500-01 Thesis and Special Projects (Part I), they need to meet with their advisor to ensure they are ready for graduation the following semester. Candidates need to complete the graduation application at the appropriate time. Go to <http://www.ipfw.edu/registrar/graduation/> for application deadlines and other necessary information about graduation.

**It is the candidates' responsibility to ensure that all appropriate steps have been taken to apply for graduation. Failure to do so may delay graduation until the following semester.**

In K500-01 Thesis and Special Projects (Part I), candidates will provide a brief summary of the proposed thesis or special project to the instructor. That summary will be shared with the other special education faculty for feedback or suggestions for the implementation of the thesis or special project. The instructor will provide the specific format and date due.

Candidates need to follow the guidelines from the Indiana University website on Thesis at <http://www.graduate.indiana.edu/preparing-theses-and-dissertations.php>

All thesis and special projects need to have a title page, acceptance page and abstract. The dedication page, acknowledgement page and preface are all optional.

Please talk with the chair of the thesis/special project committee to ensure the proper wording on the pages. A current resume' is required at the end of the special project or thesis.

Candidates completing the Thesis will then take EDUC K599 MS Thesis the semester following K500-01 Thesis and Special Projects (Part I) (fall or spring).

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

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

Candidates will complete an oral presentation of the thesis to the faculty and other graduate Candidates in Special Education. The faculty of the School of Education at IPFW will be invited to attend the presentation. The presentation will be a brief synopsis of the thesis and copies of the PowerPoint presentation will need to be available to the attending participants.

#### Thesis Binding

Because of the special nature of the thesis, it must be bound by an approved bindery. The Professional Studies Department has a contract with a bindery and the thesis chair will facilitate the binding if the candidate prefers the binding through our specified company.

After the thesis is approved by the faculty, the candidate will provide two original printed copies to the faculty for signatures. If the candidate wishes a personal signed copy, it should be available at the same time. The cost of binding the thesis is approximately \$9 per copy. The candidate will provide the printed copies and the chair will make arrangements for the binding. The candidate will write a check to 'IPFW' for the cost of binding the copies for the university and personal copies.

The hardbound thesis will be submitted to the IPFW library and the library collection in the School of Education. The candidate needs to also provide the thesis chair with an electronic copy of the final approved thesis.

The thesis chair will provide additional information about the binding at the appropriate time.

Candidates completing the Special Project will take EDUC K500-02 Special Projects in Special Education (Part II) the semester following K500-01 Thesis and Special Projects (Part I) (fall and spring only).

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

The candidate will submit the completed special project to committee members at least 6 weeks prior to graduation. Committee members will provide the candidate with feedback. The chair will coordinate the aspects of the feedback given to the candidate.

Candidates will complete an oral presentation of the special project to the faculty and other graduate candidates in Special Education. The faculty of the School of Education at IPFW will be invited to attend the presentation. The presentation will be a brief synopsis of the special project and copies of the PowerPoint presentation will need to be available to the attending participants.

After the Special Project is approved by the faculty, the candidate is responsible to have one digital format/ paperbound copy for the chair. The chair will be responsible for adding the copy to the library collection in the School of Education. The candidate needs to also provide the special project chair with an electronic copy of the final approved special project.

### **Assessment System (Portfolio)**

**The Indiana OELD and NCATE require a performance-based assessment system in all educational programs, in order to assess programs and candidates' performance throughout the sequenced course of studies.** Throughout the candidate's course of studies, he/she will collect artifacts and reflect on the artifacts and submit for faculty evaluation. The scored reflection will be entered into the data management system. The candidates are to keep a scored copy of each reflection.

**There will be two portfolio checkpoints, one after the candidate has completed 18 hours of credit in the program, and one after the candidate has completed 30 hours of credit.** The candidate will assemble all reflections written for the courses.

Since the assessments are tied to courses, all candidates in graduate courses in the Special Education Programs will participate in the assessments. This assessment is designed to ensure candidates understand the CEC standards and School of Education 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.

**Section III of this Program Guide provides more details about the portfolio requirements.**

## Praxis II Special Education Tests

**Effective fall 2009**, each candidate must take and pass the PRAXIS II Education of Exceptional Students: Core Content Knowledge **and** PRAXIS II Education of Exceptional Needs: Mild to Moderate Disabilities test. Any candidate in the graduate certificate in special education program, or masters of science in education with a major in special education program will be required to pass the two specialty tests listed below.

Name of Test - Education of Exceptional Students: Core Content Knowledge  
Test Code - #0353  
Passing Score - 150  
Scoring Range - 100-200  
Test at a Glance - <http://www.ets.org/Media/Tests/PRAXIS/pdf/0353.pdf>

Name of Test - Education of Exceptional Needs: Mild to Moderate Disabilities  
Test Code - # 0542  
Passing Score - 156  
Scoring Range - 100-200  
Test at a Glance - <http://www.ets.org/Media/Tests/PRAXIS/pdf/0542.pdf>

The IPFW recipient code is RA 1336.

Registration for the tests must be done on-line at [www.ets.org/praxis](http://www.ets.org/praxis). This web site will give the 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.

## 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, you 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.doe.in.gov/dps/licensing/assignmentcode/pdf/Assignment\\_Codes\\_FINAL\\_9.24.09.pdf](http://www.doe.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 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 School of Education website at [http://www.doe.state.in.us/dps/licensing/online\\_licensing.html](http://www.doe.state.in.us/dps/licensing/online_licensing.html). The student may also go to the Indiana Department of Education website at <http://www.doe.state.in.us/dps/quicklinks.html> to obtain an application.

The completed application packet along with the appropriate fees must be returned to the Director of Licensing for processing. The Licensing Office is located in Neff 243. If candidates have questions, please contact the Licensing office at 260-481-6449. Information about the state licensing framework and standards for educational professionals may be found on the website of the Indiana Division of Educator Licensing and Development ([www.doe.state.in.us/dps/](http://www.doe.state.in.us/dps/)).

**M.S. in Education**  
**Major in Special Education (Mild Intervention)**  
**and/or**  
**\*Graduate Certificate in Special Education Program**

**Foundation Block:** 24 semester hours

- \*EDUC K505 Introduction to Special Education for Graduate Students
- \*EDUC K525 Survey of Mild Handicaps
- \*EDUC K535 Assessment and Remediation of the Mildly Handicapped I
- \*EDUC M501 Field Experience
- \*EDUC K536 Assessment and Remediation of the Mildly Handicapped II
- \*EDUC M501 Field Experience
- \*EDUC K541 Transitions Across the Life Span
- \*EDUC K553 Classroom Management and Behavior Support
- \*EDUC K565 Collaboration and Service Delivery
- \*EDUC K595 Practicum in Special Education (3 credit hours)
- \*Required for graduate certificate – 24 credit hours**

**Research Block:** 6 semester hours

EDUC P501 6-°-±±-±"° #0 ~-ª± ,1#øø±± ,#±#( ,°"-±±1#

**Or Advisor approved graduate level course**

EDUC P503 ,1-±± ,°"-±±1#±±# ~1°β"ª#

**Capstone to M.S. Program:** 6 semester hours

- EDUC K500-01 Thesis and Special Projects (Part I)
- EDUC K599 Master's Thesis in Special Education (P; K500-01)
- OR EDUC K500-02 Special Project in Special Education (Part II)**

**Three Portfolio Checkpoints:**

1. After 18 hours credit in M.S. program
2. After 30 hours credit in M.S. program
3. Exit at completion of EDUC K599 Thesis Or K500 Special Project

- 1) Candidates should take EDUC K505 as the first course in their program and EDUC P503 early in the program.
- 2) Candidates will meet with a faculty member for each of the two portfolio checkpoints for a review of portfolio contents associated with program standards.
- 3) At least 27 of the 36 total credit hours toward the M.S. degree must be completed at IPFW.

# **M.S. in Education with a major in Special Education Graduate Certificate in Special Education**

## **Overall Assessment System**

**Vision: We seek to build with you, our students, stakeholders and ourselves, Scholar-Practitioner Learning Communities for Engaging in a Democratic and Diverse Society.**

**The following components are aspects of the Assessment System for the programs in Special Education.**

### **Entrance Requirements:**

1. Transcript of BA or BS degree, with a minimum of a 2.5 GPA
2. 3 letters of recommendation
3. Resume
4. Goal statement on candidate's reason for pursuing an M.S.Ed. in special education organized around the six items in the Conceptual Framework (at least 1 single-spaced typed page)
5. Autobiographical Statement about the candidate's experience in education, teaching experiences, and/or experiences working with people who have disabilities. (at least 1 single-spaced typed page)

The candidate will submit the above as an application for entrance into the program. Application materials are reviewed by faculty members in Special Education. Upon acceptance to the program, candidates will meet with an assigned faculty advisor for an orientation to the program and attend the orientation meeting held in the fall of each year. The Position Statement and Autobiographical Statement will not be assessed, but used as a starting point for discussion in the orientation session about the programs' Vision Statement.

If a candidate does not complete all application requirements for the MS in education with a major in special education, he/she will be denied from continuing to enroll in special education courses at the MS level, until the time at which all materials are completed.

### **Ongoing GPA Requirement:**

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 two portfolio checkpoints. If a candidate receives a "C" in a course, the candidate will meet with the director of the special education program and will be placed on academic probation. If a candidate receives a second "C" in a special education course the candidate will be denied continued enrollment in the MS or graduate licensure program.

### **Technology:**

Technology will be infused throughout the program and integrated in some form into each course. Technology integration will include, but not be limited to, the use of email contact between instructor, candidate, and classmates, submission of assignments as email attachments, library resources in designated classes, curriculum lab assignments, PowerPoint usage, video taping, digital camera usage, and mastery of the e-portfolio (when this is instituted in the program). Technology use will be assessed at the two portfolio checkpoints and with a reflection of the technology use addressing the Conceptual Framework at the final checkpoint.

### **Professional Dispositions:**

Professional dispositions will be based on the six areas articulated in the Conceptual Framework (Democracy & Community, Habits of Mind, Pedagogy, Knowledge, Experience, and Leadership)

The Dispositions Questionnaire will be completed at two points:

- 1) upon entrance to the program and
- 2) at the end of the program

Dispositions will be stressed in all courses. Growth will be assessed in terms of what the candidates' value as a disposition, and what they do to demonstrate that disposition. The Self-Assessment will be completed at the beginning of the candidate's program and again at the end of the candidate's program. **Appendix R**

### **Artifacts and Reflections completed in all Special Education (EDUC K) courses except EDUC K500-01, EDUC K500-02, and EDUC K599**

#### Conceptual Framework

An artifact and reflection based on the School of Education Conceptual Framework will be completed in each course. The artifact and reflection will demonstrate the candidate's growth in the six areas of the Conceptual Framework. There will be a total of 6 artifacts and reflections addressing the Conceptual Framework.

#### Council for Exceptional Children Standards

At least one artifact and reflection addressing the Council for Exceptional Children Standards will be completed in each course. The practicum has three artifacts and reflections to be completed. The artifact and reflection will demonstrate the candidate's understanding of the CEC Standard, evaluation of what was learned by (the candidate or the P-12 student) producing the artifact, and how this artifact demonstrates competence of and/or progress toward that standard.

There will be a total of 10 artifacts and reflections based on the Council for Exceptional Children Standards

Refer to the **Appendix A. - G.** for information on specific artifacts and reflections required for each course.

**Portfolio checkpoints:**

1st Checkpoint: after 18 credit hours are completed

2<sup>nd</sup> Checkpoint: after 30 credit hours are completed (24 for certification program)

**General components include:**

- Updated resume
- Transcript GPA (3.0)
- Reflections from courses, based upon the Conceptual Framework
- Reflections from courses, based upon the CEC Standards
- Diversity reflection
- Technology self-assessment log and reflection
- Self-assessment of professional dispositions

Specific details about the portfolio are provided in Section III of this Program Guide.

**It is the candidates' responsibility to meet with the faculty advisor at the appropriate checkpoints to ensure the timely completion of the portfolio.**

**Employer Survey:**

In order to assess the program's effectiveness, an employer survey will be sent to the candidate's employer when the candidate completes the program. **Appendix T**

## **Section II Practicum Guidelines**

## **Practicum in Special Education at the Graduate Level**

All candidates will complete an eight-week full-time practicum (student teaching) in special education.

### **Pre-service teachers**

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

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 if he/she is currently teaching students with disabilities included in his/her classroom. Candidates who are in this position need to meet with IPFW Special Education faculty to discuss options for completion of the practicum.

### **In-service teachers**

\*\*Inservice teacher for special education refers to someone who is currently in a special education teaching position.

Candidates who are \*\*in-service teachers (currently teaching) 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**

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.

### **Application Process for the practicum**

Candidates should complete the Application Form and return it to the Director of Special Education Programs at IPFW. The application is due by the end of the third week of the **semester before** the student intends to do the practicum. Therefore, if the candidate plans to take EDUC K595 in fall, the application is due the summer semester before, and if the candidate plans to take EDUC K595 in the spring, the application is due in the fall. Currently, there are no practicum offerings in the summer. Candidates may sign up for the practicum, EDUC K595, after completing 30 credit hours of the masters program or 21 credit hours of the graduate certificate program. Under special circumstances, the candidate may be allowed to take one course while he/she completes the practicum. **Appendix H.**

Specific Requirements for pre-service and in-service teachers completing the practicum:

- 1) All 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.
- 2) All 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). **Appendix I.**
- 3) All candidates will follow the calendar of the school cooperation for which they are working.
- 4) Evaluations: All candidates will conduct a minimum of two (2) lessons utilizing original lesson plans that are observed and evaluated by the university supervisor (see single teaching experience form). The candidate will complete a reflection for each of the 2 lesson plans that address the Council for Exceptional Children Standards #3 and # 6. Specific details will be provided. **Appendix E. – G.**
- 5) All candidates will read the following:  
Council for Exceptional Children (2005). *What every special educator must know: Ethics, standards, and guidelines for special educators.* Council for Exceptional Children  
  
All candidates will read the book and type a 2-4 page paper on the usefulness of the book in teaching students with special needs, and complete a reflection on CEC standard # 9 on professional development and reflection. **Appendix E. - G.**
- 6). For \*Pre-service teachers: The cooperating teacher will complete a midterm and final evaluation. These evaluations will be returned to the University Supervisor. **Appendix J. - K.**
- 7). \*Pre-service teachers completing the special education practicum will assist in finding their own placements. The placement can not 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.
- 8) \*\*In-service teachers completing the special education practicum must have a Verification Form (**Appendix L**) signed by the special education director for the school corporation and the building administrator.
- 9) All candidates will have a University Supervisor evaluate at least 2 lessons and write a final summative evaluation. **Appendix M. –N.**

## **Section III Portfolio Guidelines**

## Portfolio Guidelines

### Why a Portfolio Process?

The purposes of the portfolio process are:

- 1. Teacher professional development.** The process helps the candidate synthesize his/her professional experiences, giving the candidate control over his/her own learning, awareness of strengths and weaknesses, and an opportunity to grow and emerge as a professional.
- 2. Teacher state certification requirement.** The process allows the candidate to show evaluators, the School of Education (SOE) faculty, what the candidate has learned and what the candidate can do as a result of their experiences in the SOE. The candidate will be able to demonstrate competence in meeting the new state and national standards through an authentic, performance-based framework. This is a requirement for certification by the State of Indiana.
- 3. Teacher education program evaluation.** The process helps the IPFW School of Education evaluate its teacher education programs, as required by the accreditor, the National Council for Accreditation of Teacher Education (NCATE). SOE Special Education faculty will review the portfolios to assess how program goals, derived from the CEC standards and the School of Education Conceptual Framework, are being met as students exit the program. The data from these assessments will help to revise the programs to meet candidate needs more effectively.

Thus, the candidate's portfolio has value to the candidate, to evaluators, and to the teacher education program at IPFW. We are confident that creating a portfolio will enrich the candidate's professional development and will enhance his/her entry into the special education teaching profession.

### What format/presentation styles are preferred?

#### Quality and clarity

The portfolio style should focus on quality of items and clarity of presentation. Quantity alone does not guarantee quality. The student's artifacts and reflections should be of high quality.

The binder (3-ring notebook) should be *no more than 3 inches thick*. There should be an organized Table of Contents and appropriate dividers between the sections.

Currently, the portfolio is to be completed in the notebook presentation format. In the near future, the portfolios will be submitted in electronic format. At that time, explicit instructions will be given on the use and implementation of the electronic portfolio.

## **Portfolio Checkpoints**

When admitted into the School of Education Special Education Program the candidate will be assigned a faculty advisor. The candidate should meet with the advisor or the director of the special education program to set up the timeline for the portfolio checkpoints. The checkpoints are after the candidate has completed 18 credit hours and again after the candidate has completed 30 credit hours. If the candidate is in the Graduate Program for Certification, that final checkpoint will be after the candidate has completed the practicum in special education (EDUC K 595). After the final checkpoint, the information will be entered into the SOE data management system for preparing reports for the national accrediting units. **Appendix O.**

## **Portfolio Evaluation**

The completed portfolio will initially be evaluated by Special Education Faculty, and will be available for review by the School of Education faculty and administrators. Some portfolios will be copied for use as evidence during NCATE accreditation visits.

## **What should the Portfolio Include?**

### **Presentation Page**

The portfolio should be in a professional looking loose-leaf binder and should include a presentation or cover page as follows:

Candidate Name

Portfolio Submitted to

The School of Education Faculty  
as a

Requirement for Teacher Education Program

(M.S in Special Education OR Graduate Program for Certification in Mild Intervention)  
(include the name of candidate's program)

Indiana University - Purdue University Fort Wayne

(date submitted)

**Required components include:**

**Section 1. Overview**

- 1) Presentation or Cover Page
- 2) Table of Contents for Entire Portfolio and for each CEC standard, placed to introduce each standard
- 3) Resume
- 4) Current IPFW transcript
- 5) Evaluations from all field experiences/practicum

**Section 2. Performance-based Assessment**

The candidate must complete at least one performance-based assessment of a lesson taught during student teaching that includes:

- 1) The lesson plan
- 2) Written assessment from supervisor or cooperating teacher. This must be on the Student Teaching official assessment form. If the practicum is waived the candidate will not have this evaluation form.
- 3) A written reflection about the candidate's own performance and its effectiveness for promoting P-12 student learning. Explain what the candidate thinks the P-12 student learned while conducting the lesson plan or assessment procedures. Tie the performance and specific examples of P-12 student learning to the required CEC standard P-12 student work must be included. This should be in addition to the student reflection on the Student Teaching official assessment form.

If the practicum is waived, the candidate may use a lesson plan and reflection from EDUC K535 or K536.

**Section 3. Reflections as Evidence of Meeting the CEC Standard(s) and the Conceptual Framework**

This section of the portfolio will consist of reflections that demonstrate the candidate's competency and understanding of the CEC standards. The reflections will be divided into ten sections, one section for each of the CEC standards.

The six Conceptual Framework reflections will complete the reflections section. Each of the six reflections will cover the Conceptual Framework and will be in one complete section of the portfolio.

#### **Section 4. Diversity in research and practice**

In EDUC K535 the candidate will write a research paper on diversity issues in assessment and special education, conduct an assessment on a P-12 student and reflect upon the experiences and research about diversity as it is portrayed in the schools and community. The reflection will be presented in this Section 4 of the portfolio. Additional information will be provided in the course. See the format for writing the reflection and the rubric located in the **Appendix P. – Q.**

#### **Section 5. Technology Self-Assessment and Reflection**

This section will include: 1) the completed Technology Self-Assessment, 2) reflection for this assessment, and 3) the scored rubric. **Appendix R**

#### **Section 6. Dispositions Self Assessment (beginning of program and end of program)**

This section will contain two Dispositions Self-Assessments: one completed at the beginning of the candidate's program and one completed at the end of the candidate's program.

**Appendix S.**

## Appendix

- A. Council for Exceptional Children (CEC) Professional Standards aligned with course expectation of the artifact and reflection.
- B. Guidelines and format for completing Conceptual Framework reflection on artifact
- C. Rubric for scoring reflections based on Conceptual Framework
- D. Exemplar of reflections based on Conceptual Framework
- E. Guidelines and format for completing CEC reflection on artifact
- F. Rubric for scoring reflections based on CEC Standards
- G. Exemplar of reflections based on CEC Standards
- H. Application for Graduate Level Special Education Practicum (EDUC K595)
- I. Special Education Domain Activities for Practicum
- J. Practicum Midterm from Cooperating Teacher
- K. Final Evaluation from Cooperating Teacher
- L. Verification Form
- M. Single Observation from University Supervisor
- N. Final Evaluation from University Supervisor
- O. Portfolio Evaluation
- P. Rubric for scoring diversity reflection
- Q. Format for diversity in research and practice
- R. Dispositions Questionnaire
- S. Technology log, Reflection and Rubric
- T. Employer Survey

**Appendix A. Council for Exceptional Children (CEC) Professional Standards aligned with course expectation of the artifact and reflection.**

**Use “Rubric for reflection based on CEC Standards”**

Standard #1: Foundations (K505: course artifact)

Standard #2: Development and Characteristics of Learners (K525: course artifact)

Standard #3: Individual Learning Differences (K595: P-12 artifact and student work)

Standard #4: Instructional Strategies (K536: P-12 artifact and student work)

Standard #5: Learning Environments and Social Interactions (K553: course artifact)

Standard #6: Language (K595: P-12 artifact and student work)

Standard #7: Instructional Planning (K541: course artifact)

Standard #8: Assessment (K535: P-12 artifact and student work)

Standard #9: Professional and Ethical Practice (K595: course artifact)

Standard #10: Collaboration (K565: course artifact)

## Guidelines for completing Conceptual Framework reflection on artifact

1. Describe the Artifact.
2. Read the Conceptual Framework and explain how completing this artifact demonstrates growth in each of the six areas of the Conceptual Framework (Think in terms of what the candidate did – how did completing this artifact allow the student to understand and grow in the concepts presented in the CF).
3. Turn in two copies of the Reflection. The candidate will need to keep a copy of the graded artifact and reflection for the portfolio.

### Format for Reflection Based on the Conceptual Framework

*Indiana University – Purdue University Fort Wayne  
School of Education*

Master of Science in Education with a major in Special Education

Format for Writing a Reflection on a Course-related Artifact

Name: \_\_\_\_\_ Program: \_\_\_\_\_  
Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_  
Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
Name of Artifact: \_\_\_\_\_

- 1) Description of Artifact
- 2) Reflections on how this demonstrates the candidate's growth in the six areas of the Conceptual Framework:
  - #1 Democracy & Community
  - #2 Habits of Mind
  - #3 Knowledge
  - #4 Pedagogy
  - #5 Experience
  - #6 Leadership
- 3) The reflection should be at least 2 single-spaced, typewritten pages.

Rubric for Scoring reflections based on the Conceptual Framework

Student's Name \_\_\_\_\_ Program \_\_\_\_\_

Date: \_\_\_\_\_ Name of Artifact: \_\_\_\_\_

Course Number and Title \_\_\_\_\_

Instructor: \_\_\_\_\_

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)
	The <u>artifact</u> is very appropriate for this category of the CF.  The <u>reflection</u> shows significant learning and growth in this category of the CF, and is very well and persuasively written.	The <u>artifact</u> is appropriate for this category of the CF.  The <u>reflection</u> shows learning and growth in this category of the CF, and is well written and well presented.	The <u>artifact</u> is somewhat appropriate for this category of the CF.  The <u>reflection</u> shows some learning and growth in this category of the CF, but needs more attention to writing and presentation.	The <u>artifact</u> is marginally appropriate for this category of the CF.  The <u>reflection</u> shows little learning and growth in this category of the CF, and is not well written.	

**CONCEPTUAL FRAMEWORK AREAS**

**Points**

1) Democracy & Community: Foster a democratic, just, inclusive learning community with all stakeholders.						
2) Habits of Mind: Integrate critical habits of mind in all aspects of the teaching/learning process.						
3) Pedagogy: Understand and use pedagogy creatively to ensure active learning, understanding, and growth.						
4) Knowledge: Understand how knowledge is constructed, how the processes of inquiry are applied, and how domains of knowledge are established.						
5) Experience: Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.						
6) Leadership: Develop educational and social visions informed by historical and cultural perspectives; develop as leaders in their profession and in their communities.						

**Total:**

("3" required for satisfactory completion of assignment) **Average per category:**

## **Exemplar of Reflection of an artifact based on the Conceptual Framework**

Educ K535  
Final Examination  
Reflection #1  
Judy McIntosh  
June 21, 2007

### 1. Democracy & Community

Yearly high-stakes testing has become a reality in many states. In Indiana, students in Grade 10 must pass the GQE in order to receive their high school diplomas. Competency testing may be a great idea, but what happens to students, many with disabilities, who don't pass these tests? These students are at increased risk for unemployment, underemployment, incarceration, and limited educational advancement.

As teachers, we can implement some teaching strategies that have proven to increase student performance. Teaching test-taking skills within the content area can be helpful to all students, especially those with disabilities. Showing students how to learn invites their participation in the educational community.

### 2. Habits of Mind

Studies have found various personality deficiencies in children with learning disabilities. They tend to have negative self-concepts, poor interpersonal skills, and higher anxiety levels. Test anxiety reduces the performance of those who experience it. It produces nervousness, fear, and physical discomfort. These symptoms can distract students and reduce their ability to deal with cognitive tasks.

As a teacher, I can challenge the negative thoughts they have about themselves as students. Teaching them study/test taking skills within a content area is shown to increase student performance. Helping them to find success in the classroom may begin to alter their negative self-concepts and relieve their test anxieties.

### 3. Pedagogy

The teacher has many roles in the classroom. She is a facilitator, guide, role model, scholar, and most importantly, a motivator. Motivating students who have experienced continued failure on high-stakes testing can be extremely challenging.

Most students with disabilities do not perform well on such tests. As a teacher, I must make necessary interventions and employ effective strategies to promote scholastic growth and guide students to meet the challenges of high-stakes testing.

### 4. Knowledge

Learning disabilities seem to have a lifelong effect on the personalities of those who have them. Most students with disabilities are easily distracted and have deficient knowledge of school material, and many see testing situations as threatening.

It's my job as a teacher to minimize distractions in my classroom. Although it's difficult to make up for lost time, I can promote intellectual growth by feeding my students as much information as I can. Hopefully, I can do this in a variety ways to motivate and encourage their

learning. Their increased knowledge may relieve the pressure my students may experience in testing situations, thereby allowing them growth personally and educationally.

#### 5. Experience

Dynamic assessment has been proposed as a way to distinguish between culturally and linguistically based learning differences and true learning disabilities. For years the discrepancy model has been used to determine learning disabilities. Current research suggests that some students who are identified with a specific learning disability may not have been given appropriate instruction to develop the ability to read proficiently.

Dynamic assessment is different from ordinary assessment strategies because its emphasis is on children as learners. Working together, a team of professionals observe not only what is learned but also how it is learned. Each member of the multidisciplinary team brings his own experiences and perspective to the assessment process. This collaborative procedure helps to rule out lack of past experience on performance, differentiate language difference from language disorder, and create a more appropriate eligibility determination for students are truly learned disabled.

#### 6. Leadership

Educators are leaders. In classrooms everyday, we lead our students to higher levels of knowledge and greater understanding of themselves as students. In order to help our students meet the standards of the state and pass the competency test required, we must equip them with the necessary academic skills and teach them ways to maintain the knowledge they've gained.

Many students lack study skills, and their low performances on tests may reflect their deficient knowledge of school material and their awareness that they are not well prepared for the test. Within our content area, we can teach them test/study skills, which increases not only what they learn but how they learn. By doing this, we can build confidence in our students to help them meet the goal of passing the graduation qualifying examination (GQE).

## **Guidelines for completing Council for Exceptional Children Standard Reflection on Artifacts**

1. The instructor will determine the CEC Standard that best demonstrates the artifact.
2. Briefly explain the artifact.
3. Provide an interpretation of the standard. Do not just repeat the language of the standard. Show that the candidate understands what the standard means.
4. Explain what the candidate learned producing the artifact (P-12 student learning for EDUC K535, K536 and K595).
5. Show how this artifact demonstrates developing competence on this standard.
6. Provide instructor with two copies. Reflection will be graded with a rubric and one copy returned to the candidate. The candidate will need to retain a copy of the graded artifact and reflection for the portfolio.

### **Format for Completing a Reflection on and artifact using the CEC Standards**

Reflective Analysis of Portfolio Artifact  
For CEC Standard  
# \_\_\_\_\_

Name: \_\_\_\_\_ Program: \_\_\_\_\_  
Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_  
Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
Name of Artifact: \_\_\_\_\_

My Interpretation and Understanding of the Standard

Brief Description of Artifact

Analysis of What I Learned  
(EDUC K535; K536; K595 Analysis of what the P-12 student learned)

How this Artifact Demonstrates My Competence on the CEC Standard

## Scoring Criteria for Reflection on Artifact for CEC Standard

ASSESSMENT OF PORTFOLIO ARTIFACT REFLECTION			
Level of Performance			
Element	Unsatisfactory (0)	Basic (2)	Proficient (4)
<i>Explanation of standard</i>	Statement demonstrates limited understanding of the standard. Candidate may just restate wording of the standard	Statement demonstrates understanding of the standard. Candidate attempts to explain the standard rather than just restating.	Statement clearly demonstrates understanding of the standard. Candidate interprets and explains standard rather than just restating.
<i>Description of artifact</i>	Statement provides an unclear or vague description of artifact	Statement provides a clear description of the artifact.	Statement provides a clear, detailed description of the artifact
<i>Analysis of learning (P-12 student)</i>	Statement provides little or no analysis of what was learned in the production of the artifact	Statement provides basic analysis of what was learned in the production of the artifact	Statement provides in-depth analysis of what was learned in the production of the artifact
<i>Demonstration of competence on CEC standard</i>	Statement does not provide convincing evidence of the connection between the artifact and how this artifact demonstrates developing competence on the CEC standard	Statement provides some convincing evidence of the connection between the artifact and how this artifact demonstrates continuing competence of the CEC standard	Statement provides clear and convincing evidence of the connection between the artifact and how this artifact demonstrates continuing competence of the CEC standard
<i>Overall writing quality</i>	Writing is of poor quality and may contain a pattern of grammatical errors. Presentation and organization show minimal or lack of planning, execution and selection	Writing is of good quality with only minor grammatical errors in the reflection statement. Presentation and organization show adequate planning, execution and selection	Writing is of high quality with no grammatical errors in the reflection statement. Presentation and organization show good planning, execution and selection

**Scoring Rubric for reflections based on the  
Council for Exceptional Children (CEC) Standards**

Name: \_\_\_\_\_ Program: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Artifact: \_\_\_\_\_

Standard # \_\_\_\_\_

Level of Performance			
Element	Unsatisfactory (0)	Basic (2)	Proficient (4)
<i>Explanation of standard</i>	Statement demonstrates limited understanding of the standard. Candidate may just restate wording of the standard	Statement demonstrates understanding of the standard. Candidate attempts to explain the standard rather than just restating.	Statement clearly demonstrates understanding of the standard. Candidate interprets and explains standard rather than just restating.
<i>Description of artifact</i>	Statement provides an unclear or vague description of artifact	Statement provides a clear description of the artifact.	Statement provides a clear, detailed description of the artifact
<i>Analysis of learning (P-12 student)</i>	Statement provides little or no analysis of what was learned in the production of the artifact	Statement provides basic analysis of what was learned in the production of the artifact	Statement provides in-depth analysis of what was learned in the production of the artifact
<i>Demonstration of competence on CEC standard</i>	Statement does not provide convincing evidence of the connection between the artifact and how this artifact demonstrates developing competence on the CEC standard	Statement provides some convincing evidence of the connection between the artifact and how this artifact demonstrates continuing competence of the CEC standard	Statement provides clear and convincing evidence of the connection between the artifact and how this artifact demonstrates continuing competence of the CEC standard
<i>Overall writing quality</i>	Writing is of poor quality and may contain a pattern of grammatical errors. Presentation and organization show minimal or lack of planning, execution and selection	Writing is of good quality with only minor grammatical errors in the reflection statement. Presentation and organization show adequate planning, execution and selection	Writing is of high quality with no grammatical errors in the reflection statement. Presentation and organization show good planning, execution and selection

Level of Performance				
Element	Unsatisfactory (0)	Basic (2)	Proficient (4)	Points
<i>Explanation of standard</i>				
<i>Description of artifact</i>				
<i>Analysis of learning</i>				
<i>Demonstration of competence on CEC standard</i>				
<i>Overall writing quality</i>				

Total: \_\_\_\_\_

Average: \_\_\_\_\_

(Average of 3 is required for satisfactory completion of the assignment)

## **Exemplar of a Reflection on an Artifact for CEC Standard**

### **Reflection Analysis of Portfolio Artifact For CEC Standard #8: Assessment**

Lori A. Bailey Johnson

EDUC K 535: Assessment and Remediation of Students with Mild Disabilities I  
June 21, 2007

### **My Interpretation and Understanding of the Standard**

Assessment of individual children's development and learning is essential for planning and implementing an appropriate curriculum. Assessment and intervention involve a series of related actions, which include screening, identification, placement, and delivery of specialized assistance. This may mean additional help with academic work, social skills, or support related to any aspect of life and may involve professionals from a number of disciplines. Deciding how to meet an individual student's needs requires information obtained through a variety of assessment procedures. An individual's status in performance, skills, and ability can be evaluated in either formal or informal ways. Formal versus informal assessment has grown to mean standardized tests versus teacher-made tests or techniques. Both of these types of tests can be used for evaluation purposes in a number of performance or behavior areas.

### **Brief Description of the Artifact**

I administered a Scales for Predicting Successful Inclusion (SPSI) assessment test to allow our special education teacher and me to look at the many factors that are involved in successful inclusion of students with disabilities into the general education setting. In addition to grades and test scores playing an important part of evaluation students, there are other characteristics that should be recognized as predictors of success or failure. Other characteristics that this assessment test provide a rating scale for included: getting along with peers, coping with stressful events, demonstrating acceptable emotional adjustment, and exhibiting good work habits and study skills. A 7<sup>th</sup> grade special education student that has spent most of his school years in a self-contained setting is going to be put into all general education classes the 2007-2008 school year. Results from the SPSI can be used to help me prepare for this student in my classroom, in decision making in the IEP meeting, discussions with parents, educational planning, and counseling of students.

### **Analysis of What I Learned**

One of the first things I have learned about assessment tests and the administration of assessment tests is how important it is to be very familiar with how the items should be completed and be aware of the use to which the results will be put. The rater (special education teacher) has to know the student well, understand the items on the test, and must be able to give reasonable and appropriate ratings. It is also important to know how to take the total raw scores for each of the four scales and convert them to percentile ranks. I learned that the sum of the standard scores needs to be converted into a full-scales percentile rating and Successful Inclusion Quotient (SIQ). The raw scores are the original numerical values associated with the subject's test

performance. The percentile ranks are commonly used in educational and psychological evaluations. The standard scores allow examiners to compare a subject's performance with the performance of the normative group. As the potential general education teacher of this student, the results are beneficial to me to help me prepare for this student in my classroom. Even though this assessment showed me that this student's success in my class is probable, it is on the low side of probability. I will use these ratings of the student's abilities and characteristics for making any educational decisions.

### **How this Artifact Demonstrates my Competence on the CEC Standard**

Assessment is an important part to the decision making and teaching of general and special educators. Results of this assessment tool give me the information to identify supports and adaptations that will be required for this particular student with learning needs to assess my curriculum and to participate in my classroom. This assessment test was conducted in order to predict the success of this student in my general education classroom. I have learned from this test that several accommodations are going to be made in order to ensure his success. I am going to have to get this student's attention right away on the very first day of the school. I am going to have to seat him where I can easily be near him. It will be necessary to keep the special ed teacher or my aide near him to help him stay focused and organized. We will have to help him regarding his work habits so that he can participate in the learning process. We will need to model appropriate responses to criticism and handling stressful situations, and I will have to do my best to get him to feel comfortable in our classroom so that he can develop positive peer relationships.

It is also very important to note that this test I administered is not the only piece of information that will be useful in determining how to best reach the needs of this student. I will need to be familiar with his IEP, and I could conduct interviews with his parents and/or past teachers to gain insight into his personality. I have also learned through my experience of teaching and working with students how important it is to adjust my modifications based upon ongoing observations during the learning process. Other assessment tools will be used throughout the year to help me ensure his success.

**Application for Graduate Level Special Education Practicum (EDUC K595)**  
**Professional Studies Department School of Education**  
**Indiana University –Purdue University Fort Wayne**

This completed form is due to the IPFW Director of Special Education Programs by the end of the third week of the **semester prior** to the semester you intend to complete the practicum.

Date of Application \_\_\_\_\_ Initial of receipt \_\_\_\_\_ Date \_\_\_\_\_

**Personal Information**

Name \_\_\_\_\_  
(Last) (First) (MI)

Home Address \_\_\_\_\_

\_\_\_\_\_ Student ID # \_\_\_\_\_  
(Found @ myIPFW after you log in)

Email \_\_\_\_\_ Phone (HM) \_\_\_\_\_ (Cell) \_\_\_\_\_

Please provide details about your previous practicum/student teaching experiences?  
(Use back of page if additional space is needed)

Dates \_\_\_\_\_ Number of hours \_\_\_\_\_ University \_\_\_\_\_

**Practicum Plans**

School year: \_\_\_\_\_ Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_

School/grade level: Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ High School \_\_\_\_\_

School Corporation Preference: 1<sup>st</sup> choice:

2<sup>nd</sup> choice:

Current Teaching Position: Grade(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

School Phone number \_\_\_\_\_ School Contact person \_\_\_\_\_

General Education \_\_\_\_\_ Special Education \_\_\_\_\_ Not currently teaching \_\_\_\_\_

Special Circumstances: (Use back of page if additional space is needed)

Faculty member coordinating the practicum \_\_\_\_\_ Date \_\_\_\_\_

## Special Education Domain Activities

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

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

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

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

## Practicum Experience Record

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

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

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

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

Week	Teaching	Observation	Preparation	Conferences	All other	Total Hours
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

**Observations**

Cooperating teachers  
Co-teachers  
Extra curricular activities

**Preparation**

Planning  
Grading papers  
Evaluations  
Clerical duties  
IEP preparation

**Conferences**

Cooperating teachers  
Administrators  
University Supervisors  
Parents  
Faculty meetings  
Counselors  
Co-teachers/  
grade level meetings

**All other**

Consulting  
Collaboration  
School events

**Indiana University-Purdue University Fort Wayne  
Cooperating Teacher  
Teaching Experience-Special Education Mid term Evaluation**

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

**Rubric Levels Defined:**

**Distinguished (4)** The student teacher 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.

**Proficient (3)** The student teacher clearly understands the concepts and implements them well. This implementation is consistent and effective.

**Basic (2)** The student teacher appears to understand the underlying concepts and attempts to implement those elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area.

**Unsatisfactory (1)** The student teacher 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.

**NE** This does not apply at this time.

**4=Distinguished 3=Proficient 2=Basic 1=Unsatisfactory NE=Not Evident**

<b>Standard #1 Foundations</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates knowledge of the specified content, field of special education and laws		
Demonstrates knowledge of the students' influence on families/schools		
Demonstrates knowledge of schools and agencies		
<b>Standard #2 Development and Characteristics of Learners</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates respect for student's unique characteristics and actions		
Demonstrates knowledge of developmental characteristics of students with disabilities		
Demonstrates knowledge of students with disabilities impact on families/schools		
<b>Standard #3: Individual Learning Differences</b>	<b>Level</b>	<b>Evidence/Comments</b>
Shows respect for individual differences		
Demonstrates ability to individualize instruction		
Demonstrates respect for culture and family influences		
<b>Standard #4: Instructional Strategies</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates appropriate instructional strategies		
Checks frequently for understanding		
Models/provides explicit instructions		
Emphasizes generalization strategies across learning environments		
Demonstrates strategies to enhance self-esteem and advocacy		
Demonstrates critical thinking/ problem-solving		
Uses effective instructional time and pace		

4=Distinguished	3=Proficient	2=Basic	1=Unsatisfactory	NE=Not Evident
<b>Standard #5: Learning Environments and Social Interactions</b>				
			<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates appropriate motivation and learning environment				
Manages scheduled instructional time and space				
Facilitates appropriate inclusive environment				
Coordinates personnel to enhance students' environment				
<b>Standard #6: Language</b>				
			<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates knowledge of language development and students' style of learning				
Uses individual strategies to enhance language development and communication				
Uses appropriate language and serves as a positive model				
<b>Standard #7: Instructional Planning</b>				
			<b>Level</b>	<b>Evidence/Comments</b>
Develops and implements measurable goals				
Adapts and modifies individual lessons				
Uses appropriate assistive devices to support instruction				
<b>Standard #8: Assessment</b>				
			<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates use of assessment data to plan instruction				
Demonstrates knowledge of progress monitoring/RTI tiers				
Uses assessment of behavior to enhance learning				
Interprets district/state/standardized assessment data and plans instruction				
<b>Standard #9: Professional and Ethical Practice</b>				
			<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates ability to operate in multiple professional roles				
Accepts constructive criticism and acts on suggestions				
Dresses appropriately and exhibits professional behaviors				
Maintains confidentiality of student/family information and follows legal mandates				
<b>Standard #10: Collaboration</b>				
			<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates collaboration with other educators				
Maintains appropriate relationships with administration, staff, faculty, students, and families				
Facilitates collaboration with all members of the IFSP/IEP/ ITP team members				

**Comments**

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

**Cooperating Teacher** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 (Signature)

**2) Student Teacher Reflections:**

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

- a) What were the strong points of your experience?
- b) How do you know that you have met your teaching objectives for this experience?
- c) How could/did you assess student learning in this experience?
- d) What might you do differently if teaching this experience again?

**3) Student Teacher Reflection on Critique of Evaluator:**

**4) Reflection attached:** \_\_\_\_ Yes      \_\_\_\_ No

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
SCHOOL OF EDUCATION  
Cooperating Teacher  
Student Teaching/Practicum Final Evaluation  
(page 1)

Student=s Name (please print) \_\_\_\_\_ Dates (from) \_\_\_\_\_ (to) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

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

**Rubric Levels Defined:**

**Distinguished (4)**

The student teacher 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.*

**Proficient (3)**

The student teacher 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.*

**Basic (2)**

The student teacher appears to understand the underlying concepts and attempts to implement those elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development in order to be successful in the classroom.*

**Unsatisfactory (1)**

The student teacher 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 Proficient or Distinguished levels should be considered STRONG CANDIDATES for teaching positions!**

**Council for Exceptional Children (CEC) Standards  
(page 2)**

<b>Criteria</b>	<b>Rubric Level</b>
<b>STANDARD #1 Foundations</b> The Special Education Teacher understand the central concepts, tools of inquiry, and the structures of the field and can create learning experiences that make aspects of learning meaningful for student	_____
<b>STANDARD #2 Development and Characteristics of Learners</b> The Special Education Teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	_____
<b>STANDARD #3 Individual Learning Differences</b> The Special Education Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	_____
<b>STANDARD #4 Instructional Strategies</b> The Special Education Teacher understands a variety of instructional strategies to encourage students= development of critical thinking, problem solving, and performance skills.	_____
<b>STANDARD #5 Learning Environments and Social Interactions</b> The Special Education Teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	_____
<b>STANDARD #6 Language</b> The Special Education Teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	_____
<b>STANDARD #7 Instructional Planning</b> The Special Education Teacher understands and can plan instruction based upon knowledge of subject matter, students' Individualized Education Program, the community, and curriculum goals.	_____
<b>STANDARD #8 Assessment</b> The Special Education Teacher understands how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	_____
<b>STANDARD #9 Professional and Ethical Practice</b> The Special Education Teacher understands how to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	_____
<b>STANDARD #10 Collaboration</b> The Special Education Teacher fosters relationships with school colleagues, parents, and agencies in the school and larger community to support students= learning and well-being.	_____

**Date:** \_\_\_\_\_

**Initials:** \_\_\_\_\_

**Student Teacher**

\_\_\_\_\_  
**Cooperating Teacher**

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
SCHOOL OF EDUCATION

Student Teaching/Practicum Final Evaluation  
(page 3)

Student=s 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 \_\_\_\_\_

**Verification for Graduate Special Education Practicum (EDUC K595)  
Professional Studies Department/School of Education  
Indiana University –Purdue University Fort Wayne**

This form is for candidates requesting permission to complete the Practicum (EDUC K595) in their own classroom. This completed form is due to the IPFW Director of Special Education Programs by the end of the third week of the **semester prior** to the semester you intend to complete the practicum.

**Personal Information**

Name \_\_\_\_\_  
(Last) (First) (MI)

Home Address \_\_\_\_\_

\_\_\_\_\_ Student ID \_\_\_\_\_  
(Found @ myIPFW after you log in)

Email \_\_\_\_\_ Phone (HM) \_\_\_\_\_ (Cell) \_\_\_\_\_

Current Teaching Position: Grade(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

School Phone number \_\_\_\_\_ Website \_\_\_\_\_

General Education \_\_\_\_\_ Special Education \_\_\_\_\_

The signatures below verify that the above named candidate is employed in the building/cooperation and that he/she is allowed to complete requirements for enrollment in EDUC K595 (Practicum) at IPFW, while employed in the current system.

Building Administrator

Director of Special Education for School Corp.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Faculty member coordinating the practicum \_\_\_\_\_ Date \_\_\_\_\_

**Indiana University-Purdue University Fort Wayne  
University Supervisor  
Evaluating a Single Teaching Experience-Special Education**

Student Teacher: \_\_\_\_\_ Observation # \_\_\_\_\_

Lesson Observed: \_\_\_\_\_ Date Observed: \_\_\_\_\_

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

**Rubric Levels Defined:**

**Distinguished (4)** The student teacher 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.

**Proficient (3)** The student teacher clearly understands the concepts and implements them well. This implementation is consistent and effective.

**Basic (2)** The student teacher appears to understand the underlying concepts and attempts to implement those elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area.

**Unsatisfactory (1)** The student teacher 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.

**NE** This does not apply at this time.

**4=Distinguished 3=Proficient 2=Basic 1=Unsatisfactory NE=Not Evident**

<b>Standard #1 Foundations</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates knowledge of the specified content, field of special education and laws		
Demonstrates knowledge of the students' influence on families/schools		
Demonstrates knowledge of schools and agencies		
<b>Standard #2 Development and Characteristics of Learners</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates respect for student's unique characteristics and actions		
Demonstrates knowledge of developmental characteristics of students with disabilities		
Demonstrates knowledge of students with disabilities impact on families/schools		
<b>Standard #3: Individual Learning Differences</b>	<b>Level</b>	<b>Evidence/Comments</b>
Shows respect for individual differences		
Demonstrates ability to individualize instruction		
Demonstrates respect for culture and family influences		

<b>Standard #4: Instructional Strategies</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates appropriate instructional strategies		
Checks frequently for understanding		
Models/provides explicit instructions		
Emphasizes generalization strategies across learning environments		
Demonstrates strategies to enhance self-esteem and advocacy		
Demonstrates critical thinking/ problem-solving		
Uses effective instructional time and pace		
<b>Standard #5: Learning Environments and Social Interactions</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates appropriate motivation and learning environment		
Manages scheduled instructional time and space		
Facilitates appropriate inclusive environment		
Coordinates personnel to enhance students' environment		
<b>Standard #6: Language</b>	<b>Level</b>	<b>Evidence/Comments</b>
Knowledge of language development and students' styles of learning		
Uses individual strategies to enhance language development and communication		
Uses appropriate language and serves as a positive model		
<b>Standard #7: Instructional Planning</b>	<b>Level</b>	<b>Evidence/Comments</b>
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Adapts and modifies individual lessons		
Uses appropriate assistive devices to support instruction		
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Demonstrates knowledge of progress monitoring/RTI tiers		
Uses assessment of behavior to enhance learning		
Interprets district/state/standardized assessment data and plans instruction		
<b>Standard #9: Professional and Ethical Practice</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates ability to operate in multiple professional roles		
Accepts constructive criticism and acts on suggestions		
Dresses appropriately and exhibits professional behaviors		

Maintains confidentiality of student/family information and follows legal mandates		
<b>Standard #10: Collaboration</b>	<b>Level</b>	<b>Evidence/Comments</b>
Demonstrates collaboration with other educators		
Maintains appropriate relationships with administration, staff, faculty, students, and families		
Facilitates collaboration with all members of the IFSP/IEP/ITP team members		

**Comments**

**Student Teacher** \_\_\_\_\_

(Signature)

**Date:**

\_\_\_\_\_

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

(Signature)

**Date:**

\_\_\_\_\_

**2) Student Teacher Reflections:**

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

**Date:** \_\_\_\_\_

- a) What were the strong points of your lesson?
- b) How do you know that you have met your teaching objectives for this lesson?
- c) How could/did you assess student learning in this lesson?
- d) What might you do differently if teaching this lesson again?

**3) Student Teacher Reflection on Critique of Evaluator:**

**4) Lesson plan attached:** \_\_\_\_ Yes      \_\_\_\_ No

**INDIANA UNIVERSITY-PURDUE UNIVERSITY  
SCHOOL OF EDUCATION  
University Supervisor  
Student Teaching/Practicum Final Evaluation  
(page 1)**

Student=s Name (please print) \_\_\_\_\_ Dates (from) \_\_\_\_\_ (to) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

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

**Rubric Levels Defined:**

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**Student teachers performing at the Proficient or Distinguished levels should be considered STRONG CANDIDATES for teaching positions!**





**INDIANA UNIVERSITY-PURDUE UNIVERSITY  
SCHOOL OF EDUCATION**

**Student Teaching/Practicum Final Evaluation  
(page 3)**

Student=s 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 \_\_\_\_\_

IPFW School of Education Special Education  
Portfolio Check Sheet

Candidate name \_\_\_\_\_ Program \_\_\_\_\_

1<sup>st</sup> checkpoint (after 18 credit hours) \_\_\_\_\_ Date \_\_\_\_\_ Faculty \_\_\_\_\_

2<sup>nd</sup> checkpoint (after 24 or 30 credit hours) \_\_\_\_\_ Date \_\_\_\_\_ Faculty \_\_\_\_\_

**Section 1**

- \_\_\_\_ 1) Presentation or Cover Page
- \_\_\_\_ 2) Table of Contents for Entire Portfolio and each CEC standard, placed to introduce each standard
- \_\_\_\_ 3) Resume
- \_\_\_\_ 4) Current IPFW Transcript
- \_\_\_\_ 5) Evaluations from all field experiences/practicums

**Section 2**

At least one performance-based assessment of a lesson taught during the student teaching/practicum experience, which should include:

- \_\_\_\_ 1) The lesson plan
- \_\_\_\_ 2) Written assessment from supervisor or cooperating teacher (This may be on the official Student Teaching assessment form.)
- \_\_\_\_ 3) Candidate's written reflection about performance and its effectiveness for promoting P-12 student learning. Tie candidate performance and specific examples of p-12 student learning to the required CEC standard (#3 or # 6)

**Section 3 CEC Standards Assessment: (One reflection for each standard)**

- \_\_\_\_ 1. Foundations
- \_\_\_\_ 2. Development and Characteristics of Learners
- \_\_\_\_ 3. Individual Learning Differences
- \_\_\_\_ 4. Instructional Strategies
- \_\_\_\_ 5. Learning Environments and Social Interactions
- \_\_\_\_ 6. Language
- \_\_\_\_ 7. Instructional Planning
- \_\_\_\_ 8. Assessment
- \_\_\_\_ 9. Professional and Ethical Practice
- \_\_\_\_ 10. Collaboration

**Conceptual Framework (Six reflections addressing six components)**

\_\_\_\_\_ 1) Democracy & Community, 2) Habits of Mind, 3) Pedagogy, 4) Knowledge,  
5) Experience, 6) Leadership

**Section 4.** Diversity in research and practice

\_\_\_\_\_ Artifact and Reflection

**Section 5.** Technology

\_\_\_\_\_ Technology Self-Assessment, Reflection and Rubric: score \_\_\_\_\_

**Section 6.** Dispositions

\_\_\_\_\_ Two Dispositions Self Assessment

Satisfactorily completed \_\_\_\_\_ Unsatisfactorily Completed \_\_\_\_\_

Comments/Recommendations:

Faculty member Signature \_\_\_\_\_ Date \_\_\_\_\_

IPFW School of Education  
Special Education Program

Format for writing a Reflection on artifacts from the Diversity in Research and Practice

Name \_\_\_\_\_ Program \_\_\_\_\_

Semester \_\_\_\_\_ Course No. and title \_\_\_\_\_

Attach:

1. Artifacts from EDUC K535: Paper written addressing diversity in assessments and special education and write up from testing experiences on a P-12 student.

2. Reflection

A description of the two (2) artifacts and their relationship to the diversity experiences.

Reflection on how this shows growth in Category 1 of the Conceptual Framework, Democracy and Community: Fosters a democratic, just, inclusive learning community with all stakeholders.

Reflection on how this shows growth in Category 5 of the Conceptual Framework, Experience: integrate field and/or clinical experience that reflect the diversity of educators, students and schools and help educators' access those experiences.

## Rubric for Assessing Diversity in Research and Practice Reflection

Student Name \_\_\_\_\_ Program \_\_\_\_\_  
 Semester \_\_\_\_\_ Course No and title \_\_\_\_\_  
 Name of Artifacts \_\_\_\_\_  
 Instructor \_\_\_\_\_ Date \_\_\_\_\_

Category	Excellent (4)	Good (3)	Fair(2)	Needs Improvement (1)	Not Applicable (0)
	The artifact is very appropriate for this category of the CF and relates very well to diversity. The reflection shows significant learning and growth in this category of the CF, and is very well written.	The artifact is appropriate for this category of the CF and relates well to diversity. The reflection shows learning and growth in this category of the CF, and is well written.	The artifact is somewhat appropriate for this category of the CF and relates somewhat to diversity. The reflection shows some learning and growth in this category of the CF, but needs more attention to writing	The artifact is marginally appropriate for this category of the CF and relates very little to diversity. The reflection shows little learning and growth in this category of the CF, and is not well written.	

### Conceptual Framework

	Excellent	Good	Fair	Needs Improvement	N/A	Points
1) Democracy Fosters a democratic, just, inclusive learning community with all stakeholders.						
5) Experience: integrate field and/or clinical experience that reflect the diversity of educators, students and schools and help educators access those experiences.						

Total \_\_\_\_\_  
 (3 required for satisfactory completion) Average \_\_\_\_\_

Dispositions Questionnaire  
School of Education, Masters Degree in Special Education

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

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

Checkpoint: \_\_\_Entrance \_\_\_Exit

We would like for you to critically reflect on your beliefs and behaviors regarding indicators of key components of our Conceptual Framework. There is no right or wrong answer, just your honest assessment of your current beliefs and behavior. Please circle the appropriate number.

**Beliefs**

**Behaviors**

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

1. Democracy											
I value the use of democratic principles in the classroom to shape the learning environment.	1	2	3	4	5	I use democratic principles in the classroom to shape the learning environment.	1	2	3	4	5
I value each student for her potential as a person.	1	2	3	4	5	I teach my students how to value each other.	1	2	3	4	5
I am committed to using my position as a teacher to promote social justice for the children/adolescents in my classroom.	1	2	3	4	5	I use my position as a teacher to promote social justice for the children/adolescents in my classroom.	1	2	3	4	5

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

2. Habits of Mind											
I value critical thinking and self-directed learning as commitment to ongoing professional growth (process of reflection, assessment, and learning).	1	2	3	4	5	I use critical thinking and self-directed learning as commitment to ongoing professional growth (process of reflection, assessment, and learning).	1	2	3	4	5
I am committed to seeking out, developing, and continually refining practices that address the individual and cultural needs of children/adolescents.	1	2	3	4	5	I seek out, develop, and continually refine my practices to address the individual and cultural needs of children/adolescents.	1	2	3	4	5
I value the idea that subject matter is not a fixed body of facts, but is complex and ever evolving.	1	2	3	4	5	I continually read scholarly resources and/or attend professional conferences to keep abreast of new information concerning curriculum and instruction.	1	2	3	4	5
I value ongoing reflection as an essential part of the assessment-teaching-learning loop.	1	2	3	4	5	I set aside time to reflect on the process of teaching and learning for myself and my students.	1	2	3	4	5
I value documenting my and the children's/adolescents' work as tools for reflection and instructional decision-making.	1	2	3	4	5	I have a systematic way of making visible the work of my classes.	1	2	3	4	5

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

3. Pedagogy											
I am committed to making the curriculum meaningful to the everyday lives of the children/adolescents while imbedding critical thinking skills, problem-solving, and research (asking and answering of questions).	1	2	3	4	5	I make the curriculum meaningful to the everyday lives of the children/adolescents by posing real problems to be solved through research and collaboration with peers.	1	2	3	4	5
I value using students' strengths as a basis for growth, and their errors as an opportunity for learning.	1	2	3	4	5	I assess the students in an on-going and systematic way to use their strengths as a basis for growth and their errors as an opportunity for learning.	1	2	3	4	5
I value flexibility and reciprocity in the teaching/learning process as necessary for adapting instruction to student responses, ideas, and needs.	1	2	3	4	5	I readily adjust my lesson plans to create an individualized and responsive curriculum.	1	2	3	4	5
4. Knowledge											
I value the role of developmental theories in informing practices with children/adolescents.	1	2	3	4	5	I routinely use my knowledge of child/adolescent development to guide my curricular planning and interactions with children/adolescents.	1	2	3	4	5
I value the role of guidelines for best practices in informing practices with children/adolescents.	1	2	3	4	5	I rely on my knowledge of best practices to guide my curricular planning and interactions with children/adolescents.	1	2	3	4	5

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

I respect children/adolescents as individuals with differing personal and family backgrounds and various skills, talents, and interests.	1	2	3	4	5	I use my knowledge of the individual children's/adolescents' personal and family backgrounds to plan meaningful and relevant curriculum.	1	2	3	4	5	
I value the preconceptions and background knowledge that students typically bring to each subject and match strategies/instructional materials that can be of assistance.	1	2	3	4	5	I select strategies/instructional materials to match and challenge the preconceptions and knowledge that the students bring to the subjects I teach.	1	2	3	4	5	
I am committed to taking responsibility for establishing and maintaining a positive climate of peer relationships in the classroom.	1	2	3	4	5	I teach my students social and emotional skills so that they can interact successfully with their peers.	1	2	3	4	5	
I value the role of students in promoting each other's learning.	1	2	3	4	5	I have children/adolescents work in pairs or small, cooperative learning groups.	1	2	3	4	5	
5. Experience												
I am committed to service learning experiences as professional development opportunities.	1	2	3	4	5	I seek out service learning experiences that will provide me with unique learning opportunities.	1	2	3	4	5	
I value using time during service learning experiences wisely to observe, apply, and reflect on course/ programmatic concepts.	1	2	3	4	5	I use my time wisely during service learning experiences to think about teaching and learning in new ways.	1	2	3	4	5	

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

I value using past experiences as well as current scholarly literature as a basis for making educational decisions for children/adolescents.	1	2	3	4	5	I use past experiences in conjunction with current scholarly literature as a basis for making educational decisions.	1	2	3	4	5
6. Leadership											
I value working with colleagues to promote optimal development and learning for each child/adolescent.	1	2	3	4	5	I meet with colleagues to plan curricular experiences that promote optimal development and learning.	1	2	3	4	5
I respect the privacy and confidentiality of all children/adolescents and their families.	1	2	3	4	5	I keep my assessments and observations of children/adolescents private and do not discuss them with those who should not have access.	1	2	3	4	5
I value working with other professionals to improve the overall learning environment for children/adolescents.	1	2	3	4	5	I work with colleagues and professionals to create a safe learning environment.	1	2	3	4	5
I am committed to being knowledgeable about and employing specialized school and community resources when they are needed to benefit the learner or the learner's family.	1	2	3	4	5	I share my knowledge about specialized school and community resources when appropriate to benefit the learner or the learner's family.	1	2	3	4	5

### Technology Self-Assessment Log

Name:

Date:

	Example	Instructor	Semester	Course
Email contact with professor and colleagues				
Send email attachments				
Elearning/Blackboard				
Assess/evaluate internet resources				
Curriculum lab assignments				
PowerPoint creation and usage				
Videotape teaching with P-12 students				
Digital camera - take pictures				
Digital camera - download pictures				
Manipulate digital images				
Library search skills				
Assistive technology				
AT: Low Tech devices				
AT: High Tech devices				
AT: Communication Devices				
Other uses of technology				

**Technology Reflection**  
Technology Skills Aligned with the Conceptual Framework

As the State of Indiana moves to alter certification/licensing requirements to more adequately reflect national standards, technology skills are expected to be acquired in relation to the standards. The candidate is to review the completed technology self-assessment of experiences and reflect on the components of the Conceptual Framework. Think in terms of what the candidate did – how did completing this technology self-assessment allow the candidate to understand and grow in the concepts presented in the CF.

**Format for Reflection Based on the Conceptual Framework**

Indiana University – Purdue University Fort Wayne  
School of Education

Master of Science in Education with a major in Special Education

Format for Writing a Reflection Include:

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

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

Program: Special Education

Reflections on how this demonstrates the candidate's growth in the six areas of the Conceptual Framework:

#1 Democracy & Community

#2 Habits of Mind

#3 Knowledge

#4 Pedagogy

#5 Experience

#6 Leadership

The reflection should be at least 2 single-spaced, typewritten pages.

## Technology Reflection Rubric

Candidate: \_\_\_\_\_

Evaluator: \_\_\_\_\_

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

Program: Special Education

Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Score
Supporting Evidence of Professional Development	Provides clear examples of using and improving your use of technology	Provides 1 or 2 examples of using and improving your use of technology	Provides general examples that present limited evidence of using and/or improving your use of technology	Little or no examples are provided to show use and/or improving your use of technology	
Scholarly Practice and Application	Provides clear evidence of how using technology assists you with improving learning and instruction for p-12 students	Provides 1 or 2 examples of how using technology assists you with improving learning and instruction for p-12 students	Provides general statements about the use of technology in educational settings with p-12 students	Little or no evidence of considering how technology applies to educational settings with p-12 students	
Organization	Information is well organized with well-constructed paragraphs and subheadings	Information is organized with well-constructed paragraphs	Information is organized, but paragraphs lack coherence.	Information lacks organization.	
Mechanics	No grammatical, spelling or punctuation errors	Minimal grammatical, spelling or punctuation errors	A few grammatical, spelling or punctuation errors	Numerous errors that interfere with comprehension	
<b>Total:</b>					
<b>Average:</b>					

Comments:

Department of Professional Studies

Employer Survey

As an employer of a graduate of the Master’s in Education in Special Education Program at IPFW, you can provide us with valuable information about the performance of our graduate. The information you provide will be used to evaluate our teacher education program. Please provide the following information about your employee listed below and respond to the following questions. You need not supply your name.

Name of Employee \_\_\_\_\_

Name of School \_\_\_\_\_

Type of Classroom  In-class support  Self-contained room  
 Resource room

Please respond to the following items using the following rating scale:

- 5 – Excellent
- 4 – Above Average
- 3 – Average
- 2 – Below Average
- 1 – Poor

Evaluation Category	Rating Scale				
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**A. Curriculum/Program Designer**

- 1. Effective application of instructional strategies and materials 1 2 3 4 5
- 2. Designs appropriate curriculum modifications and/or accommodations to meet students’ needs 1 2 3 4 5

**B. Classroom/Facilities Manager**

- 3. Adequately organizes and manages classroom 1 2 3 4 5
- 4. Develops behavior management plans to address problem behaviors 1 2 3 4 5

**C. Educational Communicator/Collaborator**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. Works well as part of an interdisciplinary team | 1 | 2 | 3 | 4 | 5 |
| 6. Provides consultation services to colleagues    | 1 | 2 | 3 | 4 | 5 |
| 7. Works effectively with parents and families     | 1 | 2 | 3 | 4 | 5 |

**D. Scholar/Practitioner**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 8. Demonstrates knowledge and application of “best practice” | 1 | 2 | 3 | 4 | 5 |
| 9. Is involved in professional development activities        | 1 | 2 | 3 | 4 | 5 |

**E. Decision Maker/Problem solver**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 10. Has an adequate knowledge base to effectively solve problems | 1 | 2 | 3 | 4 | 5 |
| 11. Develops and implements interventions in an ethical manner   | 1 | 2 | 3 | 4 | 5 |

**F. Advocate for Cultural and Learning Diversity**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 12. Understands the needs of students with cultural differences  | 1 | 2 | 3 | 4 | 5 |
| 13. Understands and develops interventions to address the need of students with diverse learning needs | 1 | 2 | 3 | 4 | 5 |

**G. Technology User/Producer**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 14. Integrates technology into instruction              | 1 | 2 | 3 | 4 | 5 |
| 15. Encourages the use of technology to assist learning | 1 | 2 | 3 | 4 | 5 |

**F. Effective Instructor/Facilitator**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 16. Demonstrates adequate knowledge of core content areas               | 1 | 2 | 3 | 4 | 5 |
| 17. Uses appropriate instructional strategies to teach diverse learners | 1 | 2 | 3 | 4 | 5 |