



UNIVERSITY OF
**NORTHERN
COLORADO**

BA: Generalist

Practicum Handbook

School of Special Education

EDSE 444

2016 - 2017

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APPENDIX A (these documents are located in this appendix for your use)

- Practicum Matrix
- Professional Disposition Qualities Rubric (PDQ)
- Professional Growth Plan
- Performance-Based Checklist
- Practicum Hours Log
- Practicum Timeline for Activities
- EDSE 444 Syllabus
- Practicum Completion Rubric

APPENDIX B (Handbook for the Cooperating Teacher)

This APPENDIX is to be given to the cooperating teacher as soon as the teacher candidate arrives at the practicum site.

Undergraduate Practicum Handbook Introduction

The Practicum Experience in Special Education: Generalist

The purpose of this handbook is to (1) describe the functions and processes associated with the practicum; (2) describe the roles and responsibilities of the teacher candidate, cooperating teacher, and the university consultant; and (3) provide the forms needed in the documentation and management of the practicum.

This handbook begins with a review of how the practicum relates to the overall program, a discussion of the purposes and functions of a practicum experience, and the roles and responsibilities of all the participants. The final narrative section delineates the expected experiences of the teacher candidate, planning processes during the practicum, and method of evaluation. Appendices are also provided which contain necessary forms.

The generalist program is committed to preparing teaching professionals who can meet a variety of instructional and support roles as members of professional teams serving students who have various levels of need in integrated service delivery systems. Graduates of this program must be able to perform a range of roles including facilitation of inclusive practices, provision of explicit instruction to meet students' unique academic and behavioral needs, collaboration and co-teaching with general educators, provision of standards-based academic curriculum and adaptations, effective classroom management and behavioral supports, coordination of program delivery in relationship to IEP goals and objectives, and collaboration with families and other professionals. **The ideal practicum sites are integrated settings in which services are designed, delivered, and evaluated by an interdisciplinary team that includes general educators, special educators, and related service providers. These ideal sites provide opportunities for teaching literacy and mathematics, as well as opportunities to practice behavior management strategies and support students in content areas within the general education setting.**

The practicum experience is designed as a transformational summative experience that culminates a number of previous field experiences in the Special Education Teacher Program. These experiences provide an opportunity for the synthesis of philosophies, of scientifically research-based methods, and of inquiry that comprise the total program in which the student can continue to refine the translation of knowledge and learning into actual practices.

The practicum experience is the focus of this handbook. However, this culminating experience represents only one component of the overall set of applied experiences provided to the candidate as part of the teacher preparation program. Many applied experiences have been infused directly into coursework. Examples of these experiences include:

Essential Learnings: Experiences at an introductory level may include observations in school settings, interviews, simulated activities, and case studies.

Specialized Courses: Opportunities for reflective activities that use field-based application of collaborative systems (administration, teacher, student, families and related services) assessment, technology, adaptations in general education environments, and classroom behavioral supports to meet the needs of students with exceptionalities. (i.e. Integrated Methods Blocks I and II)

Practicum –Multiple opportunities for systematic and focused applications of teaching strategies and practices over an extended time period with feedback and supervision throughout. These experiences were provided for in the EDFE 270 (Field Observation) course and EDSE 328-329 (Integrated Methods Blocks I and II). The final practicum represents a major opportunity to integrate and apply knowledge acquired during the program in K-12 schools with students with exceptional needs.

The Role of the Teacher Candidate

Your major role as the teacher candidate is to learn as much as possible from the practicum experience. Active participation under the guidance of the cooperating teacher is necessary for this learning to occur.

Specifically, you are to:

1. Utilize the content knowledge which you have acquired from your required courses in your program.
2. Acquire additional knowledge and skills derived from direct experience in educational settings.
3. Apply assessment, planning, instructional, and collaboration skills.
4. Reflect upon and evaluate your own purposes, values, behaviors and skills. In consultation with your cooperating teacher, devise and implement plans for personal growth and change to develop the competencies indicated on the Performance-Based Checklist and Professional Dispositions Qualities Rubric.
5. Collaborate with colleagues (i.e. cooperating teacher, general education faculty and administrators) in ways that lead to simultaneous renewal and growth.
6. Demonstrate the ability to work with diverse populations.
7. Use APA basics for all writing and assignments. (Refer to your syllabus)

(See other responsibilities of the teacher candidate on the next page)

Other Responsibilities of the Special Education Teacher Candidates:

DEMONSTRATION OF PROFESSIONAL BEHAVIOR IS OF UTMOST IMPORTANCE. During your practicum, you are expected to:

- Arrive before the instructional day begins, and work with educators after school hours when necessary (your cooperating teacher's schedule becomes your schedule).
- Notify the school of any absence. It is your responsibility to determine the process for notifying your cooperating teacher of any absences/tardiness. Absences are typically permitted only for personal illness or death in the immediate family. Any other absences must have prior approval by the university consultant and cooperating teacher. NOTE: Your practicum IS your job for this semester. Requesting time away for vacations (cruises, trips, ski holidays, etc.) will not be sanctioned.
- Dress in a professional manner and model professional behavior. Utilize the school's dress code at all times. Dress for the situation.
- Remain in your practicum placement for the duration of the semester. Occasionally conflict may arise within the school environment and/or between the teacher candidate and cooperating teacher. If such a situation arises, you are asked to *immediately* contact your university consultant for assistance. *Choosing to leave your practicum placement will result in a grade of F for the semester. Additionally, if you are asked to leave your placement for unacceptable or egregious behavior, you will receive a grade of F for the semester.* The practicum may be retaken the following semester at the teacher candidate's tuition expense.
- Consult with your cooperating teacher early and often! Communication is critical. If you have question about routines, processes, etc. you are to speak directly with your cooperating teacher to obtain the necessary clarification. For the duration of the practicum, all questions about/within the practicum setting should first be directed to the cooperating teacher. The university consultant should be contacted next – if questions or concerns remain.
- Teacher candidates are directed to not “friend” students /parents into Facebook or other social network sites of which the teacher candidate is a participant. Further, it is recommended that teacher candidates seriously monitor the content (written and pictorial) of personal Facebooks. Hiring authorities do access these pages when reviewing applications for teaching positions. This is a good time to review the voice message on your cell phone, as well.
- ***It is critical that you do not engage in personal, non-professional relationships with the educators in your practicum site, or your students and/or their parents. Engaging in such behavior could result in a termination of your practicum.***
- Confidentiality is of utmost importance – that of your cooperating teacher, the students with whom you are teaching, the school site itself. Respect your cooperating teacher's

space and materials. Observe all interactions within the school setting with objectivity, refraining from forming opinions with little knowledge. Talk with your cooperating teacher and/or university consultant if there are questions/concerns.

It is the teacher candidate's responsibility to copy the section entitled *Cooperating Teacher* (Appendix B) and give it to the cooperating teacher within the first week of the practicum. This section of the handbook describes the cooperating teacher's role and responsibilities. It also includes the documents which your cooperating teacher will be completing during the semester.

Assignments and Responsibilities:

In addition to your full time teaching placement for the practicum semester, you are expected to complete the following requirements:

1. Journaling (you are required to maintain a "journal" of your choosing). You are required to reflect on your teaching practice through journaling throughout the semester. It is expected that you log into your journal at least weekly. Specific assignments, Bb and otherwise, are related to the journaling effort.
2. Action Research Project
3. Practicum Matrix and observations within six other programs
4. Five formal observations by your university consultant
5. Three formal observations by your cooperating teacher
6. Six Blackboard assignments and two face-to-face seminars
7. Professional Dispositions Qualities Rubric (PDQ). You and your cooperating will each complete a PDQ at Week Five and again at WeeFifteen. The teacher candidate completes a reflection assignment at these times, as well. The PDQs are submitted to your University Consultant for your file. The PDQ Reflections will be submitted to Bb.
8. Performance-Based Checklist (midterm and final). Your cooperating teacher will complete this checklist with you and submit them to the university consultant.
9. Practicum Hours Log

Each of these items is described in greater detail in the following paragraphs.

1. Reflecting on Your Teaching Practice (Journaling)

One of your practicum requirements is to use the required text:

Larrivee, Barbara (2009). *Authentic classroom management; Creating a learning community and building reflective practice*. Pearson. (An uploaded document in *Course Materials*).

You were introduced to this text in your Integrated Methods Blocks. Teacher Quality Standard #4 of the Colorado Department of Education's State Model Evaluation System states: *Teachers reflect on their practice*. Throughout the semester you may be asked to refer to your journal for information. You will be writing reflections for a variety of reasons. Several of your Blackboard assignments will be related to teacher reflection. To that end you are expected to maintain a weekly journal. This journal will be brought to both seminars.

2. Action Research Project

Required document: Rawlinson, D., Little, M. (2006). *Improving student learning through classroom action research: A guide to becoming an action researcher*. FL: Department of Education. This document will be brought to both seminars.

Ideas and requirements for the practicum project will be discussed/reviewed at the first seminar.

Your **Action Research Project** should focus on a current, relevant educational issue. You will be conducting an action research project in this area of interest. It is suggested that you discuss possible ideas with your cooperating teacher within the first week of your placement. Possible focus areas could include research-based teaching approaches or learning strategies in the area of literacy, the writing process, problem solving approaches to teaching mathematics, affective education, Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), self-advocacy, transition, etc. You may pursue other projects which fit your needs and interests, after discussing this project with your cooperating teacher and receiving final approval from your university consultant.. Your choice just needs to have a research-based application. Use of APA style is required.

Scoring Rubric for each section of the Practicum Research Project:

Each section of your research project will be scored by your university consultant according to the following rubric:

- 1 – Information missing**
- 2 – Information included but does not adequately address the prompt/target**
- 3 – Meets minimal requirements for addressing the prompt/target**
- 4 – Information adequately addresses the prompt/target.**
- 5 – Exemplary work that fully explores the prompt/target**

A score of 1, 2 or 3 requires mandatory revisions within one week of the section deadline. If resubmission is required (Rubric Score of 1-3), then the score obtained after the resubmission in the score recorded on the grading rubric.

The steps to your practicum research project will proceed in this manner: First become familiar with the Approaches to Action Research as outlined in your required document on pp. 5-7. Next, **identify** a topic (an issue, area of interest or idea. **Discuss** this topic your cooperating teacher and university consultant. **Read** about the topic which you have identified (identifying at least five supportive sources). **Develop** a research question that can be reasonably addressed within the scope of your classroom. Tell specifically the outcome that you expect. **Develop** a rationale which explains the importance of your research project and cites the pertinent reading that you have done. **Develop** a design for answering your research question. Use your required Action Research document to assist you (see syllabus). You will need to address the following areas:

Project Purpose

- I. Description of the topic (issue, area of interest or idea).
Describe the topic which you are planning to pursue. Include a rationale.
- II. Description of the student(s)
Provide a general description of each participant. Include pertinent assessment data (formal and informal measures) –this should address eligibility, present levels of performance (strengths, needs) and a rationale for this student/these students being selected as a focus of the project. This information (I and II) should be written into a **2-4 page summary** to be given to your university consultant by the end week four of the practicum semester. This section should

be titled as Project Purpose. Your UC will review your Project Purpose and score it using the 1-5 rubric (receiving a score of 1-3 requires that you make necessary corrections before proceeding with your project).

(Complete the work pages in Chapter Two of *Improving Student Learning through Classroom Action Research: A Guide to Becoming an Action Researcher*. Rawlinson, D., Little, M. (2006). FL: Department of Education. These pages will provide direction for this first section of your project.)

Project Direction

- III. Summary of research (**2 pages**)
Describe the intervention which you have planned to research. Provide at least five sources of evidence supporting the selected intervention. Relate the literature review to rationale for selection of this particular intervention.
- IV. Development of instructional plan (**3-5 pages**)
What is your instructional plan?
Objectives
Strategies
Materials (*What is available? What do you need to make? How will you adapt existing materials?*)
Formative Assessment (*How will you assess and how often?*)
(continued on next page)
Shifts in Instruction (*How will you know you need to make a shift? What are your ideas?*)
Summative Assessment (*How? When?*)
- V. Data collection tools for baseline, formative, summative evaluation
Samples of data
Analysis of data
This section should be **2 pages**
Parts III, IV, and V are to be written up and submitted to your university consultant by the end of week seven. Title this section of your project as Project Direction. Your UC will review your Project Direction and score it using the 1-5 rubric (receiving a score of 1-3 requires that you make necessary corrections before proceeding with your project). The Project Direction should total **7-10 pages**.

(Complete the workpages in Chapters Three and Four in *Improving Student Learning through Classroom Action Research: A Guide to Becoming an Action Researcher*. Rawlinson, D., Little, M. (2006). FL: Department of Education to refine your focus.)

(Implementation Period – approximately seven (7) weeks of intervention; or no less than 12 instructional sessions)

During the implementation phase of your project you will be utilizing the identified

intervention with your student(s). Keep consistent data of performance. (Refer to Chapter Four in *Improving Student Learning through Classroom Action Research: A Guide to Becoming an Action Researcher*. Rawlinson, D., Little, M. (2006). FL: Department of Education.)

Project Summary and Reflection

VI. Summary report (2-4 pages)

Student assessment report: analysis of data and student performance

Instructional reflection (1-3 pages)

What did you learn? How would you change your approach?

Part VI will be written after completion of your implementation period. Analyze your data and report the results. Write your instructional reflection about what you have learned. Title this section Project Summary and Reflection. This third and final section of your research project is due to your university consultant by the end of week fifteen. Your UC will review your Project Summary and Reflection and score it using the 1-5 rubric (receiving a score of 1-3 requires that you make necessary corrections before proceeding with your project).

(Chapter Five in *Improving Student Learning through Classroom Action Research: A Guide to Becoming an Action Researcher*. Rawlinson, D., Little, M. (2006). FL: Department of Education provides direction for this third section of your project.)

In summary Parts I and II above are due to your university consultant by the end of the Week Four of your practicum. Title this section **Project Purpose**. Parts III, IV and V are due to your university consultant at the end of Week Seven. Title this section as **Project Direction**. Part VI is due by the end of Week Fifteen. Title this section as **Project Summary and Reflection**. Overall the entire practicum project should be between 14-18 pages. You are expected to turn the specific sections in to your university consultant at the designated weeks throughout the semester. Revisions will be directed the the university consultant.

Be sure that APA style has been used throughout. Your university consultant is required to review each section and provide corrective feedback before final submission. Once the final copy (all three sections) has been approved and accepted by your university consultant, please submit a copy to Safe Assignments on your *Blackboard* site. The Safe Assignment site will not be available until finals week! If there is evidence of plagiarism, you will be required to correct the issue before receiving your final grade for practicum. Refer to your *Practicum Grading Rubric* for Action Research Project expectations.

3. Practicum Matrix and Observations of Other Programs

Because your endorsement is K-12 Generalist, you will have the opportunity to visit and **observe at least six** (6) other programs at a school level different from your practicum placement and serving a population with needs different from those on your caseload. Each visit should be a *minimum of a half day*, so plan to take at least 6 half days to complete the observations. For each

school observation a 3 page reflection of the program visited will be written: Include an analysis/synthesis of the program; program philosophy, curriculum; classroom management strategies; daily routines and scheduling; and teacher interactions with students and other professionals. Relate any relevance of this program to your practicum site.

These six observations should be submitted to your university consultant at the end of the semester. (A **Practicum Matrix** to track these visits can be found in Appendix A) Complete the matrix and give it to your university consultant by the end of the semester along with the six observations. Your completed Practicum Matrix will contain at least ten (10) completed boxes by the end of the practicum semester. Refer to your **Practicum Grading Rubric** for Practicum Matrix/Six Observations.

4. Five observations by your university consultant

The university consultant will formally observe and provide assistance to the teacher candidate *at least five times* throughout the practicum semester. These observations are typically scheduled in advance. However, it is possible and strongly suggested that one observation be unannounced. When the university consultant arrives for any observation, the teacher candidate is to provide him/her with a **standards-based lesson plan and any other materials relevant to the teaching plans** for that day. When appropriate, **these lesson plans should reflect IEP objectives** for the student(s) being instructed. The university consultant will observe your teaching activities and will provide immediate feedback after the observation. Build in available time to meet. It is always optimal when the cooperating teacher can be part of these feedback sessions.

Refer to your **Practicum Grading Rubric** for lesson-planning requirements. Remember, too, that the indicators identified on the formal observation form are critical – particularly any bolded items!

NOTE: It is critical that the teacher candidate is actively involved in teaching or co-teaching, either in a special education or general education setting, when your university consultant observes your teaching. Plan accordingly.

5. Three observations by your cooperating teacher

Your cooperating teacher will be asked to observe a formal lesson three times throughout the semester. The cooperating teacher will be using the *Practicum Observation Form for Cooperating Teachers*. It is the teacher candidate's responsibility to **provide a standards-based lesson plan for each of these observations**. These observations should be at a time different from when the university consultant is observing. The observation forms are in a duplicate format, so that the cooperating teacher can provide you with a copy of the observation notes (yellow copy), and the second copy (white copy) will be given to the university consultant for your practicum file.

Think of your practicum as your “guided practice” as you apply your program content to your formal teaching. Use this time to acquire as much formative feedback as possible. Your cooperating teacher is your support to assure that you are developing strong teaching skills.

6. Six blackboard assignments and two seminars

Throughout the semester there will be blackboard assignments (six in all). You will be advised of the schedule for these assignments. The assignments will be related to a posted reading or portions of your practicum required texts:

University of Northern Colorado. (2016-2017). *BA: Generalist Practicum Handbook*. Greeley CO: Author.

Larrivee, Barbara (2009). *Authentic classroom management; Creating a learning community and building reflective practice*. Pearson., (**An uploaded document in Course Materials**).

Holden Johns, Beverley (2011), *401 practical adaptations for every classroom*. Corwin Press.

Price, K.M., Nelson, K. L. (2011). *Planning effective instruction: Diversity responsive methods and management (5th edition)*. United States: Thompson Wadsworth.

Rawlinson, D., Little, M. (2006). *Improving student learning through classroom action research: A guide to becoming an action researcher*. FL: Department of Education.

The assignments are generally in a Discussion Board format, but this will vary depending on the content. Along with the Blackboard assignments, there are two *required* seminars, one at the beginning of the semester and one on the last Friday of the semester. You will be notified of the seminar dates well in advance. Mark your calendars and be prepared to attend. Teacher candidates who are in a practicum placement more than two (2) hours from the seminar location(s) may substitute a conference call with the field experience coordinator, cooperating teacher and university consultant. Refer to your **Practicum Grading Rubric** for Blackboard and seminar participation expectations.

7. Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates

During the practicum semester the teacher candidate will be asked to complete a self-assessment of his/her Professional Disposition Qualities (PDQ). This will be completed during Week Five and Week Fifteen of the semester (see Practicum Timeline of Activities). This rubric is in Appendix A for your use. At the same time the cooperating teacher will be completing a PDQ regarding the teacher candidate. These PDQs will be completed by Week Five/Week Fifteen and mutually reviewed by the teacher candidate and cooperating teacher.

The results are to be shared with the university consultant. If there are any concerns regarding the Week Five PDQ, then a Professional Growth Plan will be immediately written with input from the university consultant. Meeting the specifications of the Professional Growth Plan will then become a practicum completion requirement of the teacher candidate. Refer to your **Practicum Grading Rubric** for PDQ expectations. NOTE: the Cooperating Teacher's score on the final PDQ will be entered into the grading rubric.

Assignment: Following the meeting of the cooperating teacher and teacher candidate, the teacher candidate will then write a two page reflection addressing the findings of the two rubrics. The first reflection should be a *Reflection-for Action* (see *An Educator's Guide to Teacher Reflection*). The teacher candidate will compare/contrast the findings of the two rubrics and set a goal for improvement. The final reflection during Week Fifteen should be a *Self-Reflection* recapping the original *Reflection-for-Action* and the progress attained during the semester.

Both of these PDQ reflections will be uploaded into EDSE 444 Blackboard in the PDQ section for assignments.

8. Performance-Based Checklist

You will be evaluated by your cooperating teacher using the **Performance-Based Checklist** (see Appendix A). The Performance-Based Checklist contains the various competencies of the *Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) [1.0 -7.3]*, the *InTASC (The Interstate Teacher Assessment and Support Consortium) Teaching Standards[1-10]* and the *Colorado Department of Education Licensure Standards (2014) [QSIA - QSVD]*. The Performance-Based Checklist *must* be completed by your cooperating teacher at midterm and again at the completion of your practicum. The cooperating teacher is asked to review this checklist with you at midterm and during the final week of the practicum. The university consultant will also be asked to review this checklist at the midterm, so that areas not being addressed can be stressed in the second half of the semester. It is expected that you will achieve at a level of 85% or higher on these competencies to be considered at a satisfactory level of performance. **Both checklists must be signed by the teacher candidate, cooperating teacher and university consultant!** Refer to your **Practicum Grading Rubric** for PBC expectations.

9. Practicum Hours Log

The teacher candidate will keep a weekly log of the practicum hours (See Appendix A). The total number of hours at the semester's end must be a minimum of 625/640 hours. The teacher candidate may log hours for all time spent at the practicum site: planning, teaching, IEP meetings, parent conferences, faculty meetings, etc. Any district professional development opportunities are also counted. The teacher candidate is to adopt the cooperating teacher's schedule for the semester (excluding extra duty assignments, such as Debate Club sponsor). The hours spent in the six outside observations may be counted. The Hours Log is to be signed weekly by the cooperating teacher. It is the teacher candidate's responsibility to obtain signatures weekly throughout the practicum semester. Refer to your **Practicum Grading Rubric** for practicum hours' expectations.

PRACTICUM GRADING RUBRIC – Your culminating practicum is graded on an A–F scale. NOTE: No plus or minus grades will be awarded for practicum. Any candidate receiving less than a C in practicum will not be eligible for the Program's **Institutional Recommendation for Licensing**. In a situation where a teacher candidate may be receiving <C, an NR (No Report) may be applied, allowing the teacher candidate extended time to improve the UNACCEPTABLE

indicators. This decision must be made in advance of the end of the semester, however. The university consultant will be responsible for reporting the appropriate indicators for the Generalist Observations of Other Programs, Action Research Project, Practicum Performance and Professional Dispositions. The Field Experience Coordinator will report the appropriate indicators for Blackboard Assignments/Seminars, as well as the final practicum grade.

Role of the University Consultant

The specific responsibilities of the university consultant are:

1. To ensure that the teacher candidate and cooperating teacher understand each practicum requirement and the Timeline of Activities for the semester. An initial meeting should be held prior to the semester's start date.
2. To formally observe at least five (5) times providing timely, constructive feedback.
3. To read and approve the six observations in other sites, as a requirement of the practicum matrix.
4. To read and score each section of the Action Research Project according to the 1-5 Scoring Rubric (see p. 6), setting reasonable timelines for required revisions. Ensure that appropriate APA style/formatting is used for each section. Refer the teacher candidate to the appropriate sources for assistance.
5. To serve as a resource person as needed/requested by the cooperating teacher and/or teacher candidate.
6. To assist the cooperating teacher and teacher candidate in evaluating the teacher candidate's teaching, knowledge, and professional behaviors, providing suggestions for refinement.
7. To monitor the consistent progress of the teacher candidate and assure that improvement areas are being addressed. Intervention meetings/professional growth plans may be convened at any time during the semester if concerns arise. **Inform the Field Experience Coordinator in a timely manner if concerns are being noted.**
8. To assure that all requirements, including the Action Research Project, six observations, Professional Disposition Qualities (PDQ), Performance-Based Checklist, and Hours Log are completed. Acquire all required signatures for documents.

By the end of the practicum period, your university consultant will have collected the following:

- Your Practicum Research **Project Summary and Reflection** (to be included with the **Project Purpose** and **Project Direction** submitted earlier in the practicum);

- **Your Field Experience Matrix and six observation reflections.**
- **Three formal observations with standards-based lesson plans** conducted by your cooperating teacher throughout the semester.
- **Five formal observations with standards-based lesson plans** conducted by the university consultant throughout the semester.
- **Professional Disposition Qualities Rubrics** (and **Professional Growth Plan**, if appropriate)
- **Performance-Based Checklist (2)** completed and signed by the teacher candidate, the cooperating teacher, and the university consultant.
- **Practicum Hours Log.**

The Role of the Cooperating Teacher

A primary responsibility of the cooperating teacher is to ensure that the teacher candidate is provided with opportunities to learn about the full range of activities and expectations associated with a career as a special educator. The cooperating teacher has the opportunity to mentor and evaluate the teacher candidate on a regular basis.

A cooperating teacher should assist the teacher candidate in any/all of these ways:

1. **Provide a work area for the teacher candidate, so that he/she can properly plan and organize his/her day throughout the practicum**
2. **Familiarize the teacher candidate with the schedule, routines, etc.**
3. Introduce the teacher candidate to students and staff.
4. Orient the teacher candidate with the layout of the school/district, as well as specific policies and procedures.
5. **Within the first week be sure that the teacher candidate has familiarized the cooperating teacher with his/her practicum requirements.**
6. Assist the teacher candidate with developing a schedule which is compatible with the already established schedule and routines.
7. **Provide planning and direction which will allow the teacher candidate to assume responsibility for the full schedule/routine of the practicum placement, as**

appropriate. Depending on the nature of program delivery and specific services provided in the practicum setting, the full responsibility should be in scheduling, routines

and lesson planning. The instructional delivery may vary from full instructional responsibility to shared co-teaching with the cooperating teacher and/or general educator.

8. **Provide constructive feedback throughout the semester.** We consider this practicum period to be that of “guided practice” for the teacher candidate. **NOTE: When good things are happening, let the teacher candidate know! Likewise, if you have concerns speak immediately and directly to the teacher candidate, seeking assistance from the university consultant as needed.**
9. **Model appropriate teaching, behavior management and collaboration skills, demonstrating when necessary.**
10. Demonstrate the skills and sensitivity toward students, cultural differences, etc. that is needed to be effective.
11. Demonstrate the interpersonal skills necessary for collaborating with parents and other professionals.
12. **Maintain responsibility for the operations of the classroom, even when the teacher candidate is teaching the lesson.**
13. Discuss the philosophical and theoretical bases for the program with the teacher candidate
14. **Observe and evaluate the teacher candidate at least three times** throughout the semester. Observation forms will be sent for the cooperating teacher’s use.
15. Assist the teacher candidate in self-assessment and in planning for personal growth and change. **Use of the Professional Disposition Qualities (PDQ) is required.** The cooperating teacher will complete a PDQ at Week five and Week Fifteen. **The Performance-based Checklist** is also a required document, which will be completed at midterm and again at final time in the semester. **Use the Performance-based checklist as an on-going evaluation of the teacher candidate.**
16. Sign the teacher candidate’s Hours Log weekly.

Appendix B (found at the end of this handbook) is for the cooperating teacher. It is the teacher candidate’s responsibility to provide this section to the cooperating teacher in a timely manner. We ask that you do this during the first week of attendance.

Liability Statement pertaining to field experiences:

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers compensation and liability insurance as provided for other school employees.

Personal Liability

It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal professional liability insurance that can be purchased by the teacher candidate at her/his expense.

Conflict Resolution (if concerns arise)

Occasionally after a teacher candidate begins her/his assignment, issues or concerns may develop. Indicators of issues/concerns regarding the teacher candidate may include such characteristics as poor interpersonal skills, poor attendance, lack of punctuality, poor professional judgment, lack of teaching competency, resistance to suggestions for change, and avoiding communication with students and/or the cooperating teacher. If such situations arise, we expect the cooperating teacher to work with the teacher candidate to reach resolution. The university consultant should also be contacted at this time. In situations where resolution does not seem possible then we ask the cooperating teacher to follow the steps below:

Contact the University Consultant and arrange for a meeting at a mutually agreeable time with the teacher candidate, cooperating teacher and university consultant.

Develop a Growth Plan

- ◆ State the issue/concern.
- ◆ Provide specific behavioral expectations including what to do and what not to do related to the issue/concern
- ◆ Provide a timeline for improvement.
- ◆ All participants should sign the growth plan.

Follow up

- ◆ Document all situations, including verbal and non-verbal behaviors related to the issue/concern identified in the growth plan. Note positive growth, as well as areas still needing improvement. (Continued on next page)

- ◆ Provide written feedback to the teacher candidate.
- ◆ Meet frequently to conference with the teacher candidate, reviewing written feedback and progress on the growth plan. The university consultant may be included in these meetings.
- ◆ Keep the university consultant informed of progress throughout the semester.

If the teacher candidate does receive a grade of C or higher in the practicum, he/she will not be eligible for institutional recommendation (a requirement for licensure). Hence, a grade of NR may be recorded. The teacher candidate may repeat the practicum in the next semester, following university policy.

The cooperating teacher/school principal may request that the practicum be terminated if the teacher candidate exhibits poor teaching performance or unprofessional behavior after repeated feedback or attempts at intervention, or if any egregious behavior has occurred which the school finds unacceptable.

The university consultant reserves the right to recommend an extension of a teacher candidate's practicum beyond the semester if necessary. This decision will be made in consultation with the cooperating teacher, field experience coordinator, the teacher candidate's advisor, and, when appropriate, the school director. If a teacher candidate is performing below an acceptable level in performance, professional dispositions and professionalism at any time during the practicum, the cooperating teacher, host school administrator or university consultant may request termination of the practicum.

NOTE: Occasionally, the teacher candidate may feel that the cooperating teacher is not communicating expectations effectively; is having difficulty releasing teaching expectations to the teacher candidate; does not have time for consultation/collaboration, etc. As a teacher candidate, it is your responsibility to inform the university consultant of any difficulties or problem situations that may arise within your placement as soon as they are noted. The university consultant will work with you and your cooperating teacher to resolve the issue.

Appendix A

Practicum Matrix

Professional Disposition Qualities Rubric

Performance-Based Checklist

Practicum Hours Log

Practicum Timeline for Activities

Syllabus

Practicum Grading Rubric

Field Experience Matrix Special Education Generalist

As teacher candidates progress through the Special Education: Generalist program, each will be exposed to a variety of experiences. The purpose of this matrix is to ensure that teacher candidates have experiences in a broad range of settings with diverse student populations. This is a Generalist licensure requirement.

In the boxes below, the teacher candidate will identify experiences in each area. By the end of all field experiences, culminating with EDSE 444 (Practicum), TEN (10) of the boxes in the matrix will be filled. Use the **Coding Key** below to indicate: 1] the type of experience (**O**bservation, **B**lock I or II **F**ield **E**xperience or **P**racticum), 2] the primary mode of service delivery (general education with support, resource, self-contained) and 3] the school name and location (write this in)

Student Age/Level	Academic Needs (Mild/moderate)	Significant Behavioral Needs (SED or Autism)	Significant Support Needs (Cognitive or Autism)	Non- Traditional Setting
Elementary				
Middle School/ Junior High				
High School (up to age 21)				

*Non-traditional settings include: Charter Schools, Facilities, Post K-12 settings and Private Schools that offer special education programs compliant with the Individuals with Disabilities Education Act.

CODING KEY

O – Observation (EDSE 270)

FE – Field Experience (Blocks I and II)

P – Practicum (EDSE 444)

1 – General Education/Support

2 – Resource (pull-out support)

3 – Self Contained Setting

Revised 2016



UNIVERSITY OF NORTHERN COLORADO

Professional Disposition Qualities Rubric (PDQ)

On the following three (3) pages you will find the Professional Disposition Qualities Rubric (PDQ). The teacher candidate and the cooperating teacher will each complete a copy of the rubric during Week Five and Week Fifteen of the practicum (refer to the Practicum Timeline of Activities document included in this handbook, Appendix A). After the teacher candidate and the cooperating teacher complete the rubric, they should review the two documents together. The teacher candidate then completes his/her reflection of the PDQ findings. (See **Assignment** on page 9 of the practicum handbook.)

If there is a discrepancy in scoring between the two rubrics and/or the teacher candidate receives scores in the *Unacceptable* area, it is required that a Professional Growth Plan (attached at the end of the rubric) be written and implemented. The university consultant should be notified immediately of this need for action and will be responsible for assisting in the writing and implementation of the Professional Growth Plan. The teacher candidate will be expected to meet the criteria established in the Professional Growth Plan by the end of the practicum experience.



UNC Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates (Week Five)

Teacher Candidate to be evaluated: _____

Course: _____; Practicum: _____; Student Teaching _____.

Completed by: _____ Title/Role: _____ Date: _____

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate's progress throughout a professional development sequence.

Teacher Candidate: Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

Cooperating Teacher and University/School Supervisor: Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate's qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environments.
- Standard #9: Professional Learning and Ethical Practice.
- Standard #10: Leadership and Collaboration.

General Comments about teacher candidate's progress may be inserted here after collaborative review:

Note - **Unacceptable:** Not meeting the requirements; **Approaching:** Generally meeting the requirements; **Target:** Consistently meeting the requirements

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
1. Professional appearance	<input type="checkbox"/> Inconsistently meets the school dress code	<input type="checkbox"/> Generally meets the school dress code and maintains professional appearance	<input type="checkbox"/> Consistently meets the school dress code and maintains professional appearance	
2. Attendance	<input type="checkbox"/> Chronic absence/excessive tardiness; or multiple absences without prior notice	<input type="checkbox"/> Generally punctual with no absences without prior notice	<input type="checkbox"/> Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	<input type="checkbox"/> Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	<input type="checkbox"/> Generally meets deadlines and keeps professional commitments to colleagues and students	<input type="checkbox"/> Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	<input type="checkbox"/> Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	<input type="checkbox"/> Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	<input type="checkbox"/> Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	<input type="checkbox"/> Asks only procedural questions; shows resistance to critique and input regarding performance	<input type="checkbox"/> Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted	<input type="checkbox"/> Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice	
6. Reflective practitioner	<input type="checkbox"/> Does not take responsibility with integrity; blames others	<input type="checkbox"/> Self-evaluates and makes small changes that are generally procedural	<input type="checkbox"/> Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	<input type="checkbox"/> Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	<input type="checkbox"/> Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	<input type="checkbox"/> Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
8. Professional Initiative	<input type="checkbox"/> Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	<input type="checkbox"/> Generally demonstrates initiative and enthusiasm for various endeavors	<input type="checkbox"/> Demonstrates initiative; is enthusiastic about a variety of endeavors	
9. Respect for diversity	<input type="checkbox"/> Demonstrates lack of respect for diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	<input type="checkbox"/> Presumes that most learners can learn and be successful	<input type="checkbox"/> Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	<input type="checkbox"/> Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	<input type="checkbox"/> Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	<input type="checkbox"/> Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	<input type="checkbox"/> Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	<input type="checkbox"/> Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	<input type="checkbox"/> Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	<input type="checkbox"/> Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations	

Total _____ + _____ + _____ = _____/36

Teacher Candidate Signature and Date: _____

Evaluator Signature and Date: _____



UNC Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates (Week Fifteen)

Teacher Candidate to be evaluated: _____

Course: _____; Practicum: _____; Student Teaching _____.

Completed by: _____ Title/Role: _____ Date: _____

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate's progress throughout a professional development sequence.

Teacher Candidate: Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

Cooperating Teacher and University/School Supervisor: Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate's qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environments.
- Standard #9: Professional Learning and Ethical Practice.
- Standard #10: Leadership and Collaboration.

General Comments about teacher candidate's progress may be inserted here after collaborative review:

Note - **Unacceptable:** Not meeting the requirements; **Approaching:** Generally meeting the requirements; **Target:** Consistently meeting the requirements

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
1. Professional appearance	<input type="checkbox"/> Inconsistently meets the school dress code	<input type="checkbox"/> Generally meets the school dress code and maintains professional appearance	<input type="checkbox"/> Consistently meets the school dress code and maintains professional appearance	
2. Attendance	<input type="checkbox"/> Chronic absence/excessive tardiness; or multiple absences without prior notice	<input type="checkbox"/> Generally punctual with no absences without prior notice	<input type="checkbox"/> Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	<input type="checkbox"/> Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	<input type="checkbox"/> Generally meets deadlines and keeps professional commitments to colleagues and students	<input type="checkbox"/> Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	<input type="checkbox"/> Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	<input type="checkbox"/> Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	<input type="checkbox"/> Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	<input type="checkbox"/> Asks only procedural questions; shows resistance to critique and input regarding performance	<input type="checkbox"/> Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted	<input type="checkbox"/> Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice	
6. Reflective practitioner	<input type="checkbox"/> Does not take responsibility with integrity; blames others	<input type="checkbox"/> Self-evaluates and makes small changes that are generally procedural	<input type="checkbox"/> Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	<input type="checkbox"/> Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	<input type="checkbox"/> Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	<input type="checkbox"/> Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
8. Professional Initiative	<input type="checkbox"/> Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	<input type="checkbox"/> Generally demonstrates initiative and enthusiasm for various endeavors	<input type="checkbox"/> Demonstrates initiative; is enthusiastic about a variety of endeavors	
9. Respect for diversity	<input type="checkbox"/> Demonstrates lack of respect for diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	<input type="checkbox"/> Presumes that most learners can learn and be successful	<input type="checkbox"/> Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	<input type="checkbox"/> Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	<input type="checkbox"/> Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	<input type="checkbox"/> Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	<input type="checkbox"/> Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	<input type="checkbox"/> Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	<input type="checkbox"/> Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	<input type="checkbox"/> Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations	

Total _____ + _____ + _____ = _____/36

Teacher Candidate Signature and Date: _____

Evaluator Signature and Date: _____



UNIVERSITY OF
**NORTHERN
COLORADO**

School of Special Education

PROFESSIONAL GROWTH PLAN (to be used with the Professional Disposition Qualities Rubric, if needed)

TEACHER CANDIDATE NAME _____ DATE _____

Statement of issue or concern:

1.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Statement of issue or concern:

2.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Statement of issue or concern (List all below):

3.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Statement of issue or concern (List all below):

4.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Signatures: (Date written : _____)

Teacher Candidate

University Consultant

Cooperating Teacher

Field Ex. Coordinator

Program Coordinator

Advisor (when appropriate)

School Director (when appropriate)



UNIVERSITY OF
**NORTHERN
COLORADO**

Performance Based Checklist for

EDSE 444

2016-2017

Teacher Candidate _____ Cooperating Teacher _____
Date _____ Practicum Location _____ Semester/Year _____

This practicum placement should reflect evidence of satisfactory knowledge and demonstration of the various competencies of the **CEC (Council for Exceptional Children) Initial Level Special Educator Preparation Standards (2012) [1.0 -7.3]; the InTASC (The Interstate Teacher Assessment and Support Consortium) Teaching Standards; and the Colorado Department of Education Licensure Standards (2014) [QSIA - QSVD].** Rate the teacher candidate's performance according to the following scale: N/O = Not Observed (0); Basic (1); Partially Proficient (2); Proficient (3); Accomplished (4).

EDSE 444 Performance Based Checklist

Rubric – New Format

Not Observed (0)	Basic (1)	Partially Proficient (2)	Proficient (3)	Accomplished (4)
The competency has not been observed by the cooperating teacher or it may not be available to the teacher candidate in the particular practicum placement. (A written comment is required for this rating.)	The teacher candidate has received feedback for improvement regarding the particular competency but does not yet consistently demonstrated the skill.	The teacher candidate understands the feedback given for the particular competency, but has not, as yet, developed proficiency in demonstrating the skill.	The teacher candidate has utilized professional feedback and is consistently demonstrating this competency, seeking feedback when needed.	The teacher candidate demonstrates skill and knowledge of the competency. The teacher candidate has a good grasp of the concept and applies it naturally.

See last page for scoring process. Obtain required signatures and submit to the University Consultant for use on the EDSE 444 Grading Rubric.

Cooperating Teacher

Teacher Candidate

University Consultant

Date of Submission

	NO 0	B 1	PP 2	P 3	A 4
<p><u>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. InTASC Standard 1: <i>Learner Development</i>.</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <i>QSIIC Teachers engage students as individuals with unique interests and strengths.</i></p>					
<p><u>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. InTASC Standard 2: <i>Learning Differences</i>.</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <i>QSIF Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught. QSIIB Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.</i></p>					
<p><u>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. InTASC Standard 2: <i>Learning Differences</i>.</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <i>QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</i></p>					
<p><u>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. InTASC Standard 3: <i>Learning Environments</i>.</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. <i>QSIIA Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</i></p>					
<p><u>2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. QSIIA Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</u></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p><u>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</u> <i>QSIIC Teachers engage students as individuals with unique interests and strengths. QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</i></p>					
<p><u>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</u> <i>QSIIF Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</i></p>					
<p><u>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualized learning for individuals with exceptionalities.</u> <i>InTASC Standard 4: <u>Content Knowledge.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. InTASC Standard 5: <u>Application of Content.</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. QSIA Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students. QSIIF Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</i></p>					
<p><u>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</u> <i>QSID Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. QSIIIA Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.</i></p>					
<p><u>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</u> <i>QSIB Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. (For Secondary Teachers: English, Language Arts and Reading). QSIC Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. <i>InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students’ level of content knowledge and skills. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction. QSIVA Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</i></p>					
<p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. <i>QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</i></p>					
<p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. <i>QSIVA Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</i></p>					
<p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. <i>QSIIIE Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. QSIVC Teachers are able to respond to a complex, dynamic environment. QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					
<p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. <i>QSIIIE Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p><u>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</u> InTASC Standard 7: <u>Planning for Instruction</u>. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <i>QSIIC Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</i></p>					
<p><u>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</u> <i>QSIIF Teachers provide students with opportunities to work in teams and develop leadership qualities.</i></p>					
<p><u>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</u> <i>QSIID Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</i></p>					
<p><u>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</u> <i>QSIID Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</i></p>					
<p><u>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</u> <i>QSIIG Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</i></p>					
<p><u>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</u> <i>QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. QSIIE Teachers provide clear and constructive feedback to families about student progress and work collaboratively with families and significant adults in the lives of their students. QSIIIA Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students. QSIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is</i></p>					

<p>aligned to academic standards and advances students' level of content knowledge and skills. QSIHH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</p>					
	NO 0	B 1	PP 2	P 3	A 4
<p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning. QSID Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. QSIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.</p>					
<p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. QSIIE Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.</p>					
<p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. INTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. QSIVB Teachers link professional growth to their professional goals. QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession. QSV C Teachers advocate for schools and students, partnering with students, families and communities, as appropriate.</p>					
<p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. QSV D Teachers demonstrate leadership in their schools.</p>					
<p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. QSV B Teachers contribute knowledge and skills to educational practices and the teaching profession</p>					
<p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. QSIV C Teachers are able to respond to a complex, dynamic environment. QSV C Teachers advocate for schools and students, partnering with students, families and communities as appropriate.</p>					

<p>6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					
	NO 0	B 1	PP 2	P 3	A 4
<p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. <i>QSVB Teachers demonstrate leadership in their schools. QSVC Teachers advocate for schools and students, partnering with students, families and communities as appropriate.</i></p>					
<p>6.6 Beginning special education professionals provide guidance and direction to Para educators, tutors, and volunteers. <i>QSIVC Teachers are able to respond to a complex, dynamic environment. QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. <i>InTASC Standard 10: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.1 Beginning special education professionals use the theory and elements of effective collaboration. <i>QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues. <i>QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					

SCORING PROCESS:

There are a total of thirty five (35) competencies within the seven CEC, ten InTASC and five Colorado Licensure Standards.

After scoring each competency of the Performance Based Checklist, tally the number of **X**s in each column and enter on the lines below. Show the

multiplied point value. (Example: $\frac{0}{0}$ $\frac{0}{1}$ $\frac{3/6}{2}$ $\frac{21/63}{3}$ $\frac{11/44}{4}$ Then add those totals $0+0+6+63+44=113$)

 / / / / / = _____ of 140 points. The score must equal at least 112 points for a grade of Satisfactory (S).

0 1 2 3 4

(Circle One)

S
(≥ 112 points)

U
(< 112 points)

EDSE 444 Practicum Hours Log

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Attach schedule(s) to completed hours log at end of semester.

DATE AND TIMES AT SCHOOL	No. of Hours From -- To	Activities	Cooperating Teacher's Initials
WEEK FOUR			
WEEK FIVE			
WEEK SIX			

Total Hours – Page 2 _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

EDSE 444 Practicum Hours Log

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Attach schedule(s) to completed hours log at end of semester.

DATE AND TIMES AT SCHOOL	No. of Hours From -- To	Activities	Cooperating Teacher's Initials
WEEK SEVEN			
WEEK EIGHT			
WEEK NINE			

Total Hours – Page 3 _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

EDSE 444 Practicum Hours Log

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Attach schedule(s) to completed hours log at end of semester.

DATE AND TIMES AT SCHOOL	No. of Hours From -- To	Activities	Cooperating Teacher's Initials
WEEK TEN			
WEEK ELEVEN			
WEEK TWELVE			

Total Hours – Page 4 _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

EDSE 444 Practicum Hours Log

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Attach schedule(s) to completed hours log at end of semester.

DATE AND TIMES AT SCHOOL	No. of Hours From -- To	Activities	Cooperating Teacher's Initials
WEEK THIRTEEN			
WEEK FOURTEEN			
WEEK FIFTEEN			

Total Hours – Page 5 _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

EDSE 444 Practicum Hours Log

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Attach schedule(s) to completed hours log at end of semester.

DATE AND TIMES AT SCHOOL	No. of Hours From -- To	Activities	Cooperating Teacher's Initials
WEEK SIXTEEN			
ADDITIONAL WEEK			
ADDITIONAL WEEK			

Total Hours – Page 6 _____

Teacher Candidate's Signature

Cooperating Teacher's Signature

Date

EDSE 444 Practicum Hours Log (additional page, if needed)

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Attach schedule(s) to completed hours log at end of semester.

DATE AND TIMES AT SCHOOL	No. of Hours From -- To	Activities	Cooperating Teacher's Initials

TOTAL HOURS for the semester must equal at least 625/640 hours. Less than 625 hours will require additional time within the practicum until all hours are completed.

Total Hours from Page One _____

Page Two _____

Page Three _____

Page Four _____

Page Five _____

Additional _____

TOTAL of all pages _____/640__

Practicum Timeline for Activities (EDSE 444)

Note to teacher candidates: You may be starting your practicum at an earlier date than Week One below. That is great! Good Experience. Please note that whenever you DO start, the Cooperating Teacher Handbook (Appendix) needs to be given to your cooperating teacher at the very start of your placement period. Other important notes are made for each week of UNC's semester. Regardless of when you begin your practicum, we will be following this schedule (below) for due dates!

- ✓ **Attend the practicum seminar Saturday, August 13, 2016 from 9:00 – 12:00.**

Week One: August 22, 2016 (UNC's first day of the semester)

- ✓ **Your university consultant will have met with you and your cooperating teacher PRIOR to this week.**
- ✓ Review all of your practicum assignments/responsibilities with your cooperating teacher.
- ✓ Begin a discussion regarding your research project. Solicit ideas/feedback from your cooperating teacher.

Week Two: August 29, 2016

- ✓ Decide on a schedule for participation in your cooperating teacher's classroom.
- ✓ What are you planning for your research project? Be outlining your proposal by using your 'Action Research Guide for assistance.
- ✓ **Check Blackboard Assignment Number One on September 1, 2016**

Week Three: September 5, 2016 (Monday is Labor Day!) 

- ✓ Review your practicum research project with the cooperating teacher and/or university consultant.
- ✓ Complete a timeline with your cooperating teacher for assuming duties of the classroom.

Week Four: September 12, 2016

- ✓ **Your PROJECT PURPOSE is due to your university consultant by the end of this week!**
- ✓ Assume the agreed upon duties of your classroom.
- ✓ Begin scheduling your school observations.
- ✓ **Check Blackboard Assignment Number Two on September 15, 2016**

Week Five: September 19, 2016

- ✓ Assume all duties of your classroom.
- ✓ **Your cooperating teacher and you will both complete the PDQ Rubric this week. Meet and discuss. Write your formal reflection and submit it to Bb by September 26, 2016.**

Week Six: September 26, 2016

- ✓ **Your PDQ *Reflection-for-Action* is due in Blackboard today.**
- ✓ Schedule a school observation?
- ✓ Is your PROJECT DIRECTION ready for next week?

Week Seven: October 3, 2016

- ✓ **Submit your PROJECT DIRECTION to you university consultant by the end of this week.**
- ✓ Schedule time with cooperating teacher to review Performance-Based Checklist next week.



Week Eight: October 10, 2016 (MIDTERM Week)

- ✓ Begin your research project intervention and data collection –this will be ongoing now.
- ✓ **Review MIDTERM Performance-Based Checklist with your cooperating teacher (this is due to your university consultant now).**

Week Nine: October 17, 2016

- ✓ Collect research project data. How is it looking?
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Three on October 20, 2016**

Week Ten : October 24, 2016

- ✓ How are you doing on your practicum requirements? Have you assumed maximum responsibility in your classroom by now?

Week Eleven: October 31, 2016 Happy Halloween!

- ✓ Schedule a school observation?
- ✓ How is your research data looking?
- ✓ How is your research project intervention working?
- ✓ **Check Blackboard Assignment Number Four on November 3, 2016**



Week Twelve: November 7, 2016

- ✓ Breathe! The next few weeks are really going to pick up momentum!

Week Thirteen: November 14, 2016

- ✓ Begin timeline discussion for returning duties of classroom to cooperating teacher.
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Five on November 14, 2016**
- ✓

Week Fourteen: November 21, 2016 (Thursday is Thanksgiving)

- ✓ Schedule time with your cooperating teacher to review the FINAL Performance-Based Checklist next week.
- ✓ Schedule a school observation?



Week Fifteen: November 28, 2016 THIS IS A BIG WEEK!!

- ✓ Begin returning duties of classroom to cooperating teacher.
- ✓ Collate and interpret your data for your research project. **Write your research PROJECT SUMMARY AND REFLECTION (Note: the complete, corrected version will be due next week!!!)**
- ✓ **Your cooperating teacher and you will both complete the PDQ Rubric this week. Meet and discuss. Write your formal reflection and submit it to Bb by December 12, 2016.**
- ✓ **Review Performance-Based Checklist with cooperating teacher. It is due this week.**
- ✓ **Project Summary/Reflection is due to your UC at the end of this week.**
- ✓ **Complete written summaries of your six observations. These are due this week with the Practicum Matrix**
- ✓ **Check Blackboard Assignment Number Six on December 1, 2016**



Week Sixteen: December 5, 2016 (Finals Week)

- ✓ All responsibilities should be completely turned back to your cooperating teacher!
- ✓ **Upload your Action Research Project into Safe Assign – due by 12/9 at 10:00 pm.**
- ✓ **Final Seminar is December 9, 2016 (11:00 – 1:30)**
- ✓ Graduate on December 10, 2016!!



EDSE 444 PRACTICUM IN SPECIAL EDUCATION 12 credit hours
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A. COURSE DESCRIPTION:

PTEP Admission. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members.

B. PREREQUISITES:

Full PTEP Admission, all general education courses, all major courses, and all PTEP courses. EDRD 411 may be taken concurrently.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

Goal: The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

Practicum is the culminating field experience that gives prospective special education teachers the opportunity to apply and synthesize educational theory and pedagogy as they demonstrate skills and abilities in the school setting.

D. PROFESSIONAL STANDARDS MET:

Colorado Department of Education (CDE) Standards for the Special Education Generalist: CDE 9.06(1)(a-f); 9.06(2); 9.06(3)(a-h); 9.06(4)(a-e); 9.06(5)(a-i); 9.06(6)(a-g); 9.06(7)(a-c); 9.06(8)(a),(c-e)

CEC Standards (Individualized General Curriculum): GC3S1-16; GC5S1-6; GC6S1-5; GC7S1-4, 6-8; GC8S1-5; GC9S1,2; GC10S1,2,4

E. COURSE GOALS AND OBJECTIVES:

1. Professionally and ethically perform the duties of a special education generalist teacher.
 - a. Participate in the development of Individualized Education Programs
 - b. Apply knowledge about assessment, identification, and evaluation of learners with exceptional learning needs to educational practices in learning environments consistent with the learners' Individualized Education Program
 - c. Consult, collaborate, and communicate effectively with school personnel, professional agency representatives, families, and students
 - d. Demonstrate professional and ethical practices related to schools, teaching, and learning

[CDE: 9.06(6)(c-g); 9.06(7)(a-c); 9.06 (8) (a),(e)]

[CEC: GC4S1-16; GC5S1-6; GC9S1-2; GC10S1-4]

2. Apply best practices of instruction, behavior supports, and content delivery for students with exceptional learning needs across the continuum of services.
 - a. Articulate the implications for practice in school settings of the philosophical, historical and legal foundations of special education
 - b. Apply knowledge about the characteristics of learners, especially those with exceptional learning needs, to educational practices in learning environments
 - c. Demonstrate knowledge of instructional content and practice in learning environments with students with exceptional learning needs
 - d. Select, adapt, and use instructional strategies, adaptations, and materials according to characteristics of the learner
 - e. Plan and manage the teaching and learning environment for students with exceptional learning needs using appropriate supports and materials
 - f. Support students with exceptional learning needs to develop social interaction skills and provide behavioral support for their specific educational needs

[CDE: 9.06(1)(a-e); 9.06(2); 9.06(3)(a-h); 9.06(4)(a-e); 9.06(5)(a-i); 9.06(6)(a-b)]

[CEC: GC3S1; GC4S1-16; GC6S1-5; GC7S1-8; GC8S1-5]

F. CONTENT OF THE COURSE (see attached checklist for details):

Course delivery will be accomplished through seminars, on-line information, and direct supervision of field experience with University Consultants.

1. Assessment
2. Planning and organization
3. Classroom management
4. Instructional strategies
5. Individualized instruction based on learner development and diversity
6. Use of materials, resources, and technology
7. Collaboration and communication
8. Professionalism
9. Instructional delivery in literacy, mathematics, and other content areas
10. Democratic ideals of productive citizenship

G. COURSE REQUIREMENTS:

1. Follow and comply with the responsibilities of teacher candidates as listed in the Special Education Practicum Handbook.
 - a. A minimum of 625 hours of supervised teaching experiences with students with exceptional learning needs at either the elementary and secondary program levels.
 - b. Assume all full-time teaching responsibilities according to program needs, school/district guidelines.
 - c. Participate in building and district level professional activities.
 - d. Comply with the rules and regulations of the school in a professional manner

[CDE: 9.06(1)(a-f); 9.06(2); 9.06(3)(a-h); 9.06(4)(a-e); 9.06(5)(a-i); 9.06(6)(a-g); 9.06(7)(a-c); 9.06(8)(a),(c-e)]

[CEC: GC3S1; GC4S1-16; GC5S1-6; GC6S1-5; GC7S1-4, 6-8; GC8S1-5; GC9S1,2; GC10S1,2,4]

2. Attend a minimum of two practicum seminars and participate in at least six online assignments on selected Special Education Generalist program topics.

[CDE 9.06(1)(b), (e)(ii); 9.06(3)(h); 9.06(4)(b); 9.06(5)(a)(iii), 9.06(6)(a)]

[CEC Individualized Generalist Curriculum GC5S5; GC10S1]

3. Demonstrate a minimum of competency level skills according to the University of Northern Colorado Performance-Based competencies (\geq 85% of standards-based competencies).

[CDE 9.06(1)(a-f); 9.06(2); 9.06(3)(c)(ii), (d), (f-h); 9.06(4)(a-e); 9.06(5)(a)(i-iv), (b)(i-vi), (c-f),(i)(i-iv); 9.06(6)(a-d),(g); 9.06(7)(a-c); 9.06(8)(a), (c-e)]

[CEC Individualized Generalist Curriculum GC4S1; GC4S2,6,7-16; GC5S2-6; GC6S3,5; GC7S1,3,4,6-8; GC8S4; GC8S5; GC9S2; GC10S1,2,4]

4. Observe in six school sites at levels different than the practicum and in programs different than that of the practicum Write 3 page reflection for each.
5. Plan, develop, and evaluate a classroom action research project in consultation with the candidate's University Consultant and site-based Cooperating Teacher.

[CDE Standards 9.06(3)(a),(d), (h); 9.06(4)(a); 9.06(5)(b); 9.06(6)(b)]

[CEC Standards GC4S1; GC7S1; GC8S1; GC10S1]

6. Earn a grade of A or B (minimum allowable grade will be a C) for the practicum experience.

H. GRADING CRITERIA:

Grading Scale: (+ and – percentages are not included for practicum, until the grade of C is calculated. See Practicum Grading Rubric)

93 – 100 A

83 – 86 B

73 – 76 C

70 – 72 C- (not a passing grade for EDSE 444. See Practicum Grading Rubric)

I. REQUIRED READINGS:

University of Northern Colorado. (2015). *BA: Generalist Practicum Handbook*. Greeley CO: Author.

Larrivee, Barbara (2009). *Authentic classroom management; Creating a learning community and building reflective practice*. Pearson. (An uploaded document in *Course Materials*).

Holden Johns, Beverley (2011), *401 practical adaptations for every classroom*. Corwin Press.

Keah, A.G., (2012). *Writing a research paper: Quick and easy guide*. Columbus, OH: The Educational Publisher.

Price, K.M., Nelson, K. L. (2011). *Planning effective instruction: Diversity responsive methods and management (5th edition)*. United States: Thompson Wadsworth.

Rawlinson, D., Little, M. (2006). *Improving student learning through classroom action research: A guide to becoming an action researcher*. FL: Department of Education.

J. SUGGESTED READINGS:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington DC: Author.

K. ACCOMMODATIONS STATEMENT

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. ACADEMIC HONESTY

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at <http://www.unco.edu/dos/docs/StudentHandbook.pdf>. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

The Generalist faculty have also implemented the following policies with respect to originality of products:
Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course's requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic "F" on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. INCLUSIVITY STATEMENT

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

N. LIABILITY STATEMENT PERTAINING TO FIELD EXPERIENCES

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense

Teacher Candidate: _____ Practicum Site: _____
 Cooperating Teacher: _____ Date: _____

2016 -2017

**EDSE 444
 Practicum Grading Rubric**

Performance Demo.	Accomplished	Proficient	Basic
Generalist Observations (other programs/ Schools)	10 points for EACH <input type="checkbox"/>	7 points for EACH <input type="checkbox"/>	4 points for EACH <input type="checkbox"/>
	<input type="checkbox"/> Completed at least 6 observations in a variety of programs according to practicum matrix requirements. Selections of observations are based on a well thought-out plan.	<input type="checkbox"/> Completed all 6 observations in a variety of programs according to practicum matrix requirements.	<input type="checkbox"/> Completed 6 observations. Practicum matrix requirements are not complete.
	<input type="checkbox"/> Synthesizes and analyzes the program, setting, philosophy, curriculum, classroom management, daily routines, scheduling, and teacher interactions with other adults and students in a professionally written paper.	<input type="checkbox"/> Describes with some detail the program, setting, philosophy, curriculum, classroom management, daily routines, scheduling, and teacher interactions with other adults and students.	<input type="checkbox"/> Lists, bullets, or provides limited details regarding the program, setting, philosophy, curriculum, classroom management, daily routines, scheduling, and teacher interactions with other adults and students.
<input type="checkbox"/> Analyzes program effectiveness by comparing and contrasting observation setting with practicum setting.	<input type="checkbox"/> Compares & contrasts observation setting with practicum setting	<input type="checkbox"/> Insufficient detail is presented when comparing and contrasting observation setting with practicum setting.	

Performance Demo.	Accomplished	Proficient	Basic
Action Research Project	10 points for EACH <input type="checkbox"/>	7 points for EACH <input type="checkbox"/>	4 points for EACH <input type="checkbox"/>
	<ul style="list-style-type: none"> <input type="checkbox"/> Action Research Project follows APA style format and contains more than 5 references. <input type="checkbox"/> Manuscript is of exemplary quality. –A score of 5 was achieved for each section of the project. <input type="checkbox"/> Manuscript presents implementation of the intervention, data collection and results, data analysis, and summary. Tables/graphs have been added to enhance the summary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Action Research Project follows APA style format and contains 5 references. <input type="checkbox"/> Manuscript demonstrates quality and flows between sections. Revisions resulting in a score of 4 for each section were achieved. <input type="checkbox"/> Manuscript presents implementation of the intervention, data collection and results, data analysis, and summary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Action Research Project is not in APA style format and/or contains less than 5 references. <input type="checkbox"/> Grammatical/punctuation errors are evident. Many revisions were required to achieve the minimum score of 4. <input type="checkbox"/> Manuscript presents project components only.
	<ul style="list-style-type: none"> <input type="checkbox"/> The completed Action Research Workbook has clearly provided the structure for each section of the project. <input type="checkbox"/> The Action Research Workbook was always available for review by the university consultant. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is evidence that the Action Research Workbook has been used to guide the research. <input type="checkbox"/> The teacher candidate provided the workbook for review if requested. 	<ul style="list-style-type: none"> <input type="checkbox"/> Action Research Workbook was not used to guide research project. <input type="checkbox"/> The workbook was not in evidence, nor available for review.
	<ul style="list-style-type: none"> <input type="checkbox"/> TC has requested feedback for sections of the research project in advance of the due date, thus a revised “final” section has been submitted by the due date. 	<ul style="list-style-type: none"> <input type="checkbox"/> Each section of the research project has been submitted to the university consultant by the due date. Any needed revisions, have been completed as required. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sections of the research project were submitted after the due date. Multiple revisions may have been required and/or timely resubmissions did not occur.
	<ul style="list-style-type: none"> <input type="checkbox"/> The project originated as the result of a question or concern identified by the teacher candidate within the practicum setting 	<ul style="list-style-type: none"> <input type="checkbox"/> The project originated as the result of a question or concern within the practicum setting, having been identified by the CT or UC. 	<ul style="list-style-type: none"> <input type="checkbox"/> The project was not an original project and may have been the duplication of a previous assignment or project.
	<ul style="list-style-type: none"> <input type="checkbox"/> The project demonstrates application of evidence-based practices and content knowledge. The intervention was implemented with fidelity. The teacher candidate has shared the intervention with other professionals. 	<ul style="list-style-type: none"> <input type="checkbox"/> The project demonstrates application of evidence-based practices and content knowledge. The intervention was designed with attention to fidelity considerations prior to implementation. The project is implemented with minor adjustments and/or corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> While application of evidence-based practices and content knowledge may exist there is little data to support that the project has been implemented with fidelity.
	<ul style="list-style-type: none"> <input type="checkbox"/> The summary/reflection includes an analysis and synthesis of the project including how the intervention will continue to be used in the future; what might be done differently, and knowledge gained from the project. 	<ul style="list-style-type: none"> <input type="checkbox"/> The summary/ reflection of the project describes what went well, what might be done differently, and knowledge gained from the project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Manuscript presents implementation of some of the intervention, data collection and results, data analysis, and summary. An analysis of the project is Superficial with limited suggestions on how to improve the intervention or implementation of the project.

Performance Demo.	Accomplished	Proficient	Basic
Practicum Performance and Professional Dispositions	10 points for EACH <input type="checkbox"/>	7 points for EACH <input type="checkbox"/>	4 points for EACH <input type="checkbox"/>
	<input type="checkbox"/> Teacher candidate has completed >640 hours in practicum placement seeking and/or utilizing opportunities for additional professional development.	<input type="checkbox"/> Teacher Candidate has as completed ≥625 hours during practicum to meet requirements.	<input type="checkbox"/> Teacher candidate has completed <625 hours and has multiple/frequent absences.
	<input type="checkbox"/> Has scored > 112 points on the FINAL Performance Based Checklist.	<input type="checkbox"/> Has scored 112 points on the FINAL Performance Based Checklist. Concerns identified at midterm were addressed.	<input type="checkbox"/> Has scored < 112 points on Performance Based Checklist. Substantial feedback has been documented, with areas of concern remaining.
	<input type="checkbox"/> Has scored > 24 on the FINAL PDQ. Two reflections were completed/submitted to Bb— <ul style="list-style-type: none"> <input type="checkbox"/> 1st reflection was a reflection-for-action with a dispositional focus for the semester <input type="checkbox"/> 2nd reflection was a detailed self-reflection of the semester. 	<input type="checkbox"/> Has scored ≥ 24 on the PDQ. Any identified areas of concern have been identified in an improvement plan and are no longer a concern. Two reflections were submitted to Bb-- <ul style="list-style-type: none"> <input type="checkbox"/> 1st reflection focused on the TC's plan for self-improvement <input type="checkbox"/> 2nd reflection was a self-reflection of TC's progress over the semester. 	<input type="checkbox"/> Has scored < 24 on the PDQ. An improvement plan has been developed for areas of concern and is ongoing. Two reflections were submitted to Bb – <ul style="list-style-type: none"> <input type="checkbox"/> 1st reflection lacked detail for required self-improvement <input type="checkbox"/> 2nd reflection failed to provide evidence of self-improvement
	<input type="checkbox"/> Has completed all required teaching observations with accompanying lesson plans. Lesson plans are linked to general education standards and are IEP driven, utilize differentiation and UDL principles, and are creative or novel. Uses observation indicators to increase the effectiveness of his/her teaching. Effectively engages and motivates all students. <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> (2 points counted per box checked)</p>	<input type="checkbox"/> Has completed all required teaching observations with accompanying lesson plans. Lesson plans are linked to general education standards and are IEP driven. Observation indicators are appropriate and observable and promote effective flow of instruction. All focus areas for improvement have been addressed. <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> (2 points counted per box checked)</p>	<input type="checkbox"/> Has completed required teaching observations with accompanying lesson plans but are of minimal quality and/or may not be standards-based or linked to IEPs. Observation indicators are minimally evident, missing or are inappropriate for the situation. Focus areas for improvement have not been addressed. <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> (2 points counted per box checked)</p>
	<input type="checkbox"/> <u>Throughout the semester</u> , Teacher Candidate identifies focus areas for improvement and seeks feedback from other professionals. Teacher Candidate seeks and refines skills incorporating feedback from cooperating teacher and university consultant.	<input type="checkbox"/> <u>Throughout the semester</u> , Teacher Candidate accepts and utilizes feedback from cooperating teacher and university consultant.	<input type="checkbox"/> <u>Throughout the semester</u> , focus areas continue to be a concern. Teacher Candidate ignores, rejects, does not comprehend, attempts to negotiate, or argues when receiving feedback from cooperating teacher and university consultant.

Performance Demo.	Accomplished	Proficient	Basic
BLACKBOARD ASSIGNMENTS AND SEMINARS	10 points for EACH <input type="checkbox"/>	7 points for EACH <input type="checkbox"/>	4 points for EACH <input type="checkbox"/>
	<input type="checkbox"/> Attends and participates in 2 seminars. Brings required materials and provides in-depth response or enhances the discussions and activities by questioning and providing examples from practicum experiences.	<input type="checkbox"/> Attends and participates in 2 seminars and brings required materials. Participates appropriately in discussions refining practicum experiences.	<input type="checkbox"/> May have been absent from one or more seminars and/or comes unprepared. Does not contribute meaningfully to seminar discussions and activities.
	<input type="checkbox"/> Two PDQ reflections were submitted to Bb <u>on time</u> .	<input type="checkbox"/> Two PDQ reflections were submitted to Bb.	<input type="checkbox"/> Two PDQ reflections were not submitted to Bb.
	<input type="checkbox"/> Completes 6 Blackboard assignments on time utilizing professional style writing (no spelling or grammatical errors) referencing readings when appropriate.	<input type="checkbox"/> Completes at least 5/ 6 Blackboard assignments on time. Professional writing is adequate (no spelling/usage errors).	<input type="checkbox"/> Has two or more missing or late Blackboard assignments. Professional writing has been graded with feedback – showing little or no change.
	<input type="checkbox"/> Reflections demonstrate analysis of assigned content and application to practicum setting.	<input type="checkbox"/> Reflections of content are complete and address current topic	<input type="checkbox"/> Reflections are either missing or provides minimal information.
	<input type="checkbox"/> Provides thoughtful responses to peer postings in discussion board when asked.	<input type="checkbox"/> Responds as required to peers postings in discussion board.	<input type="checkbox"/> Does not respond meaningfully to peers discussion board posts when asked.
	<input type="checkbox"/> Blackboard grade range is $\geq 93\%$.	<input type="checkbox"/> Blackboard grade range is between 80 89 %	<input type="checkbox"/> Blackboard grade range is $< 80\%$

Performance Demonstration	A Points	P Points	B Points	Sub-Area Score
Generalist Observations (other programs/ Schools)				
Action Research Project				
Practicum Performance and Professional Dispositions				
Blackboard Assignments and Seminars				
TOTAL SCORE				

Circle Earned Grade

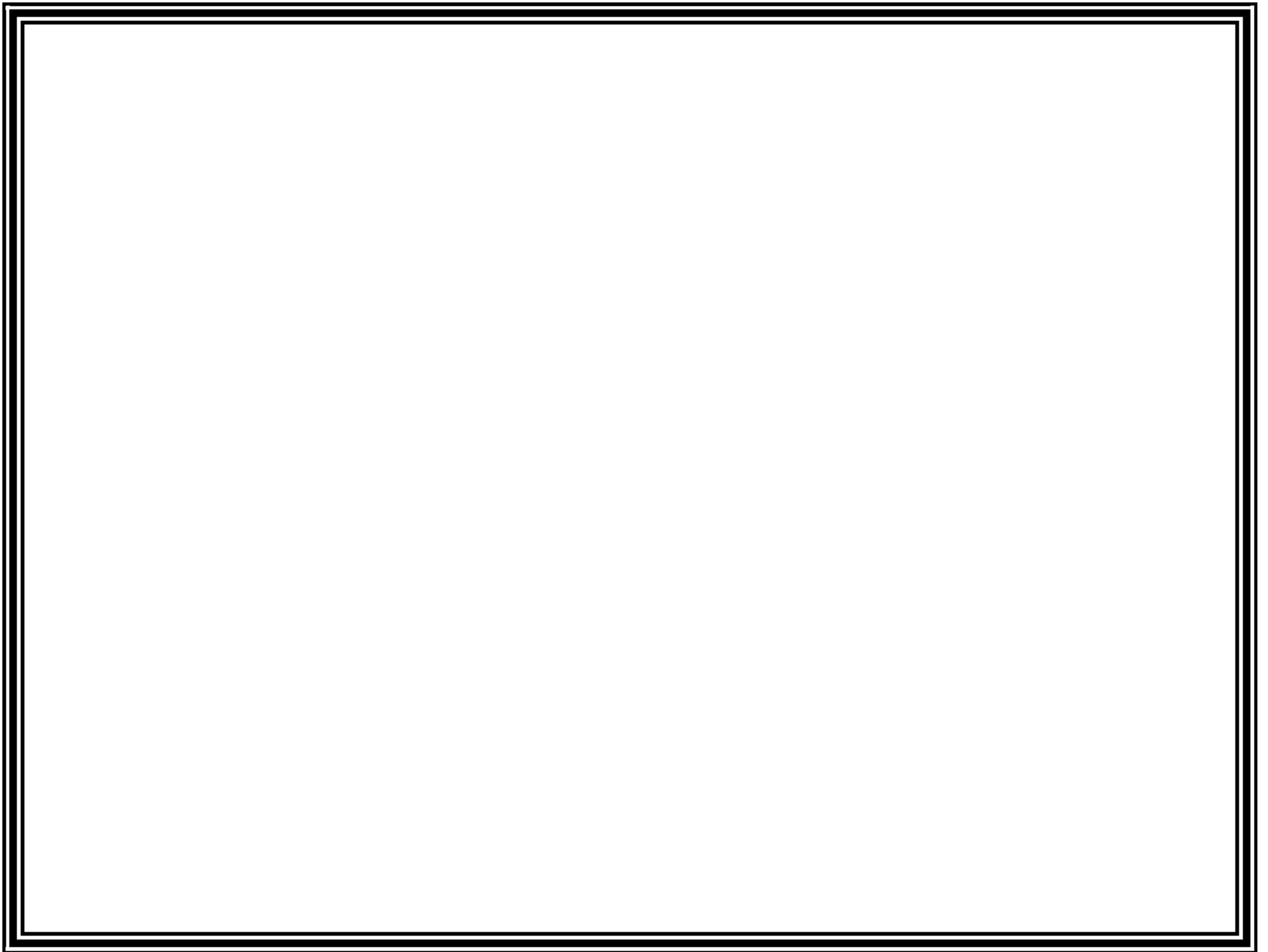
A Point range: 242 - 260

B Point range: 216 - 241

C* Point Range: 190 - 215

***A candidate receiving a C- or below (< 188 points) in practicum will not be eligible for the Program's institutional recommendation for licensing.**

<C A grade of NR (No Report) may be applied, allowing the teacher candidate extended time to improve.





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Appendix B

Cooperating Teacher

2016-2017

COOPERATING TEACHER GUIDE

Undergraduate Practicum Handbook Introduction

The Practicum Experience in Special Education: Generalist

The purpose of this handbook is to (1) describe the functions and processes associated with the practicum; (2) describe the roles and responsibilities of the teacher candidate, cooperating teacher, and the university consultant; and (3) provide the forms needed in the documentation and management of the practicum.

This handbook begins with a review of how the practicum relates to the overall program, a discussion of the purposes and functions of a practicum experience, and the roles and responsibilities of all the participants. The final narrative section delineates the expected experiences of the teacher candidate, planning processes during the practicum, and method of evaluation. Appendices are also provided which contain necessary forms.

The generalist program is committed to preparing teaching professionals who can meet a variety of instructional and support roles as members of professional teams serving students who have various levels of need in integrated service delivery systems. Graduates of this program must be able to perform a range of roles including facilitation of inclusive practices, provision of explicit instruction to meet students' unique academic and behavioral needs, collaboration and co-teaching with general educators, provision of standards-based academic curriculum and adaptations, effective classroom management and behavioral supports, coordination of program delivery in relationship to IEP goals and objectives, and collaboration with families and other professionals. **The ideal practicum sites are integrated settings in which services are designed, delivered, and evaluated by an interdisciplinary team that includes general educators, special educators, and related service providers. These ideal sites provide opportunities for teaching literacy and mathematics, as well as opportunities to practice behavior management strategies and support students in content areas within the general education setting.**

The practicum experience is designed as a transformational summative experience that culminates a number of previous field experiences in the Special Education Teacher Program. These experiences provide an opportunity for the synthesis of philosophies, of scientifically research-based methods, and of inquiry that comprise the total program in which the student can continue to refine the translation of knowledge and learning into actual practices.

The practicum experience is the focus of this handbook. However, this culminating experience represents only one component of the overall set of applied experiences provided to the candidate as part of the teacher preparation program. Many applied experiences have been infused directly into coursework. Examples of these experiences include:

Essential Learnings: Experiences at an introductory level may include observations in school settings, interviews, simulated activities, and case studies.

Specialized Courses: Opportunities for reflective activities that use field-based application of collaborative systems (administration, teacher, student, families and related services) assessment, technology, adaptations in general education environments, and classroom behavioral supports to meet the needs of students with exceptionalities.

Practicum –Multiple opportunities for systematic and focused applications of teaching strategies and practices over an extended time period with feedback and supervision throughout. These experiences are provided for in the EDSE 507 (Field Observation) course and in the field-based hours in EDSE 613, 614, 616, 617, 618, and 619 courses. The final practicum represents a major opportunity to integrate and apply knowledge acquired during the program in K-12 schools with students with exceptional needs.

The Role of the Teacher Candidate

Your major role as the teacher candidate is to learn as much as possible from the practicum experience. Active participation under the guidance of the cooperating teacher is necessary for this learning to occur.

Specifically, you are to:

8. Utilize the content knowledge which you have acquired from your required courses in your program.
9. Acquire additional knowledge and skills derived from direct experience in educational settings.
10. Apply assessment, planning, instructional, and collaboration skills.
11. Reflect upon and evaluate your own purposes, values, behaviors and skills. In consultation with your cooperating teacher, devise and implement plans for personal growth and change to develop the competencies indicated on the Performance-Based Checklist.
12. Collaborate with colleagues (i.e. cooperating teacher, general education faculty and administrators) in ways that lead to simultaneous renewal and growth.
13. Demonstrate the ability to work with diverse populations.
14. Use APA basics for all writing and assignments. (Refer to your syllabus)

(See other responsibilities of the teacher candidate on the next page)

Other Responsibilities of the Special Education Teacher Candidates:

DEMONSTRATION OF PROFESSIONAL BEHAVIOR IS OF UTMOST IMPORTANCE. During your practicum, you are expected to:

- Arrive before the instructional day begins, and work with educators after school hours when necessary (your cooperating teacher's schedule becomes your schedule).
- Notify the school of any absence. It is your responsibility to determine the process for notifying your cooperating teacher of any absences/tardiness. Absences are typically permitted only for personal illness or death in the immediate family. Any other absences must have prior approval by the university consultant and cooperating teacher. NOTE: Your practicum IS your job for this semester. Requesting time away for vacations (cruises, trips, ski holidays, etc.) will not be sanctioned.
- Dress in a professional manner and model professional behavior. Utilize the school's dress code at all times. Dress for the situation.

- Remain in your practicum placement for the duration of the semester. Occasionally conflict may arise within the school environment and/or between the teacher candidate and cooperating teacher. If such a situation arises, you are asked to *immediately* contact your university consultant for assistance. *Choosing to leave your practicum placement will result in a grade of F for the semester. Additionally, if you are asked to leave your placement for unacceptable or egregious behavior, you will receive a grade of F for the semester.* The practicum may be retaken the following semester at the teacher candidate's tuition expense.
- Consult with your cooperating teacher early and often! Communication is critical. If you have question about routines, processes, etc. you are to speak directly with your cooperating teacher to obtain the necessary clarification. For the duration of the practicum, all questions about/within the practicum setting should first be directed to the cooperating teacher. The university consultant should be contacted next – if questions or concerns remain.
- Teacher candidates are directed to not “friend” students /parents into Facebook or other social network sites of which the teacher candidate is a participant. Further, it is recommended that teacher candidates seriously monitor the content (written and pictorial) of personal Facebooks. Hiring authorities do access these pages when reviewing applications for teaching positions. This is a good time to review the voice message on your cell phone, as well.
- *It is critical that you do not engage in personal, non-professional relationships with the educators in your practicum site, or your students and/or their parents. Engaging in such behavior could result in a termination of your practicum.*
- Confidentiality is of utmost importance – that of your cooperating teacher, the students with whom you are teaching, the school site itself. Respect your cooperating teacher's space and materials. Observe all interactions within the school setting with objectivity, refraining from forming opinions with little knowledge. Talk with your cooperating teacher and/or university consultant if there are questions/concerns.

Cooperating Teacher Information

Documents included in the Cooperating Teacher Handbook are:

- Preparing for the First Week with a Teacher Candidate**
- Practicum Timeline of Activities**
- Professional Dispositions Qualities (PDQ) Rubrics (2)**
- Professional Growth Plan (only used if issues arise)**
- Performance-Based Checklist (Midterm and Final)**
- Practicum Grading Rubric (for informational purposes)**

These are for the cooperating teacher's use as described in this handbook.

We recognize you as the primary consultant of the teacher candidate because you are in daily contact with him/her. Only cooperating teachers can provide daily guidance to assist teacher candidates in developing competencies.

Your major responsibility is to provide a climate for growth. As the semester proceeds, we expect you will gradually shift more and more responsibility of programming for the students to the teacher candidate. By approximately the end of the fifth week of the of the practicum period, the teacher candidate should be responsible for all aspects of instruction and management of the program. Decisions about the full responsibility of the program are “cooperating teacher driven” based on the program design, set-up and any school/district guidelines regarding such responsibility.

Since most teacher candidates begin their practicum after many of your initial planning procedures and exploratory teaching sessions are completed, they are likely to be active only in daily or weekly planning, modification, and assessment. The teacher candidate should be given an overview of the initial planning procedures to assure that they understand why particular methods and materials are being used with a pupil and what the long-range goals are. Please explain the processes used in designing relevant, individualized programs for a student.

The time you can find to confer with the teacher candidate concerning assessment procedures, decision-making and goal-setting processes will greatly enhance the practicum experience. Without collaboration and guidance, the teacher candidate will not gain full benefit. We consider the practicum experience to be the teacher candidate’s “guided practice” in which all content knowledge will be put into practicum with support and encouragement.

The Role of the Cooperating Teacher

A primary responsibility of the cooperating teacher is to ensure that the teacher candidate is provided with opportunities to learn about the full range of activities and expectations associated with a career as a special educator. The cooperating teacher has the opportunity to mentor and evaluate the teacher candidate on a regular basis.

A cooperating teacher should assist the teacher candidate in any/all of these ways:

- 1. Provide a work area for the teacher candidate, so that he/she can properly plan and organize his/her day throughout the practicum**
- 2. Familiarize the teacher candidate with the schedule, routines, etc.**
3. Introduce the teacher candidate to students and staff.
4. Orient the teacher candidate with the layout of the school/district, as well as specific policies and procedures.
- 5. Within the first week be sure that the teacher candidate has familiarized the cooperating teacher with his/her practicum requirements.**
6. Assist the teacher candidate with developing a schedule which is compatible with the already established schedule and routines.

7. **Provide planning and direction which will allow the teacher candidate to assume responsibility for the full schedule/routine of the practicum placement, as appropriate.** Depending on the nature of program delivery and specific services provided in the practicum setting, the full responsibility should be in scheduling, routines and lesson planning. The instructional delivery may vary from full instructional responsibility to shared co-teaching with the cooperating teacher and/or general educator.
8. **Provide constructive feedback throughout the semester.** We consider this practicum period to be that of “guided practice” for the teacher candidate. **NOTE: When good things are happening, let the teacher candidate know! Likewise, if you have concerns speak immediately and directly to the teacher candidate, seeking assistance from the university consultant as needed.**
9. **Model appropriate teaching, behavior management and collaboration skills, demonstrating when necessary.**
10. Demonstrate the skills and sensitivity toward students, cultural differences, etc. that is needed to be effective.
11. Demonstrate the interpersonal skills necessary for collaborating with parents and other professionals.
12. **Maintain responsibility for the operations of the classroom, even when the teacher candidate is teaching the lesson.**
13. Discuss the philosophical and theoretical bases for the program with the teacher candidate
14. **Observe and evaluate the teacher candidate at least three times** throughout the semester. Observing and evaluating the testing, planning, teaching, and professional interaction skills of the teacher candidate. Please plan to formally observe the teacher candidate **THREE** times over the course of the semester (at different times than that of the university consultant). Each of these observations should be standards-based. The teacher candidate will provide for formal lesson plan for you to follow. Observation forms will be mailed to you. After the observation meet with the teacher candidate to provide feedback and then give the teacher candidate the yellow copy of the observation document. Review the observations with the university consultant throughout the semester. The original copy of the observations will be given to the university consultant for the teacher candidate’s file.
15. Assist the teacher candidate in self-assessment and in planning for personal growth and change. **Use of the Professional Disposition Qualities (PDQ) is required.** The cooperating teacher and teacher candidate will complete a PDQ at Week five and Week Fifteen. **The Performance-based Checklist** is also a required document, which will be completed at midterm and again at final time in the semester. **Use the Performance-based checklist as an on-going evaluation of the teacher candidate.** *Both the Performance-Based Checklist and the PDQ are designed to provide a basis for helping the teacher candidate grow professionally throughout the practicum experience.* We ask that you use these instruments for your ongoing conferences with the teacher candidate.
16. Sign the teacher candidate’s Hours Log weekly.

NOTE: If the teacher candidate does not complete the practicum with a passing grade, the student may repeat the practicum according to university policy. We encourage you to inform both the teacher candidate and the university consultant immediately throughout the semester, if you find the teacher candidate’s work to be unsatisfactory or below average. The Practicum Grading Rubric has been included, so that you understand the UNC-School of Special Education expectations. Please discuss your

observations with the teacher candidate throughout the semester. It is critical that you keep the university consultant informed of exemplary behavior, as well as area of concern. Since factors important to the individual teacher candidate and his/her placement often affect evaluation and grading, we encourage you to discuss concerns with the university consultant.

Conflict Resolution (if concerns arise)

Once in a while after a teacher candidate begins her/his assignment, issues or concerns may develop. Indicators of issues/concerns regarding the teacher candidate may include such characteristics as poor interpersonal skills, poor attendance, lack of punctuality, poor professional judgment, lack of teaching competency, resistance to suggestions for change, and avoiding communication with students and/or the cooperating teacher. If such situations arise, we expect the cooperating teacher to work with the teacher candidate to reach resolution. The university consultant should also be contacted at this time. In situations where resolution does not seem possible then we ask the cooperating teacher to follow the steps below:

Contact the University Consultant and arrange for a meeting at a mutually agreeable time with the teacher candidate, cooperating teacher and university consultant.

Develop a Professional Growth Plan. (See *Professional Growth Plan* CT Documents section).

- ◆ State the issue/concern. (continued on next page)
- ◆ Provide specific behavioral expectations including what to do and what not to do related to the issue/concern
- ◆ Provide a timeline for improvement.
- ◆ All participants should sign the growth plan.

Follow up

- ◆ Document all situations, including verbal and non-verbal behaviors related to the issue/concern identified in the growth plan. Note positive growth, as well as areas still needing improvement...
- ◆ Provide written feedback to the teacher candidate.
- ◆ Have frequent conferences with the teacher candidate to review written feedback and progress on the growth plan.
- ◆ Keep the university consultant informed of progress.

The cooperating teacher/school principal may request that the practicum be terminated if the teacher candidate exhibits poor teaching performance or unprofessional behavior after repeated feedback or attempts at intervention, or if any egregious behavior has occurred which the school finds unacceptable.

The university consultant reserves the right to extend a teacher candidate's practicum beyond the semester if necessary. This decision will be made in consultation the cooperating teacher, field experience coordinator, the teacher candidate's advisor, and, when appropriate, the school director.

Occasionally, the teacher candidate may feel that the cooperating teacher is not communicating expectations effectively, is having difficulty releasing teaching expectations to the teacher candidate, etc. The teacher candidate has the responsibility to first discuss the concerns with the cooperating teacher and to inform the university consultant of any difficulties or problem situations that may arise within the placement as soon as they are noted.

You will be asked to complete paperwork for your Cooperating Teacher Stipend. You have two options for compensation of your time as a cooperating teacher: 1) you may choose the \$100.00 stipend. Payment will be issued after the practicum ends. OR 2) you may choose to receive 2 semester hours of credit from UNC (we pay the tuition). This paperwork will be provided at the beginning of the semester. Again, thank you for your willingness to work with our teacher candidates in providing support and professional direction throughout this practicum semester!

Preparing for the First Week with a Teacher Candidate

1. _____ Introduce the teacher candidate to the class in such a way that status is given.
2. _____ Provide the teacher candidate with necessary supplies and a place to work.
3. _____ Review the Cooperating Teacher Handbook along with the teacher candidate.
4. _____ Assist the teacher candidate with learning student/faculty names.
5. _____ Acquaint the teacher candidate with classroom routines and management techniques which work for you.
6. _____ Apprise the teacher candidate of class work/assignments which are under way
7. _____ Discuss the role of paraprofessionals and support staff.
8. _____ Orient the teacher candidate to faculty, school and community.
9. _____ Have the teacher candidate write a letter of introduction to parents.
10. _____ Involve the teacher candidate in classroom activities as soon as possible.
11. _____ Help the teacher candidate acquire background knowledge of students (IEPs, etc.)
12. _____ Plan for the gradual assumption of duties (week 5 the TC should have full responsibility, if applicable.
13. _____ Review school policies/procedures.
14. _____ Review format of organization of lesson plans.
15. _____ Set up time for daily conferencing and planning.
16. _____ Plan for documentation of teacher candidate progress – including strengths, weaknesses and suggestions for improvement.

Adapted from Henry, Marvin A., and Wayne W. Beasley, 1996. *Supervising Student Teachers*, p. 276-277. Terre Haute, IN: Sycamore Press.

Practicum Timeline for Activities (EDSE 444)

Note to teacher candidates: You may be starting your practicum at an earlier date than Week One below. That is great! Good Experience. Please note that whenever you DO start, the Cooperating Teacher Handbook (Appendix) needs to be given to your cooperating teacher at the very start of your placement period. Other important notes are made for each week of UNC's semester. Regardless of when you begin your practicum, we will be following this schedule (below) for due dates!

- ✓ **Attend the practicum seminar Saturday, August 13, 2016 from 9:00 – 12:00.**

Week One: August 22, 2016 (UNC's first day of the semester)

- ✓ **Your university consultant will have met with you and your cooperating teacher PRIOR to this week.**
- ✓ Review all of your practicum assignments/responsibilities with your cooperating teacher.
- ✓ Begin a discussion regarding your research project. Solicit ideas/feedback from your cooperating teacher.

Week Two: August 29, 2016

- ✓ Decide on a schedule for participation in your cooperating teacher's classroom.
- ✓ What are you planning for your research project? Be outlining your proposal by using your 'Action Research Guide for assistance.
- ✓ **Check Blackboard Assignment Number One on September 1, 2016**

Week Three: September 5, 2016 (Monday is Labor Day!) 

- ✓ Review your practicum research project with the cooperating teacher and/or university consultant.
- ✓ Complete a timeline with your cooperating teacher for assuming duties of the classroom.

Week Four: September 12, 2016

- ✓ **Your PROJECT PURPOSE is due to your university consultant by the end of this week!**
- ✓ Assume the agreed upon duties of your classroom.
- ✓ Begin scheduling your school observations.
- ✓ **Check Blackboard Assignment Number Two on September 15, 2016**

Week Five: September 19, 2016

- ✓ Assume all duties of your classroom.
- ✓ **Your cooperating teacher and you will both complete the PDQ Rubric this week. Meet and discuss. Write your formal reflection and submit it to Bb by September 26, 2016.**

Week Six: September 26, 2016

- ✓ **Your PDQ Reflection-for-Action is due in Blackboard today.**
- ✓ Schedule a school observation?
- ✓ Is your PROJECT DIRECTION ready for next week?

Week Seven: October 3, 2016

- ✓ **Submit your PROJECT DIRECTION to your university consultant by the end of this week.**
- ✓ Schedule time with cooperating teacher to review Performance-Based Checklist next week.



Week Eight: October 10, 2016 (MIDTERM Week)

- ✓ Begin your research project intervention and data collection –this will be ongoing now.
- ✓ **Review MIDTERM Performance-Based Checklist with your cooperating teacher (this is due to your university consultant now).**

Week Nine: October 17, 2016

- ✓ Collect research project data. How is it looking?
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Three on October 20, 2016**

Week Ten : October 24, 2016

- ✓ How are you doing on your practicum requirements? Have you assumed maximum responsibility in your classroom by now?

Week Eleven: October 31, 2016 Happy Halloween!

- ✓ Schedule a school observation?
- ✓ How is your research data looking?
- ✓ How is your research project intervention working?
- ✓ **Check Blackboard Assignment Number Four on November 3, 2016**



Week Twelve: November 7, 2016

- ✓ Breathe! The next few weeks are really going to pick up momentum!

Week Thirteen: November 14, 2016

- ✓ Begin timeline discussion for returning duties of classroom to cooperating teacher.
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Five on November 14, 2016**

Week Fourteen: November 21, 2016 (Thursday is Thanksgiving)

- ✓ Schedule time with your cooperating teacher to review the FINAL Performance-Based Checklist next week.
- ✓ Schedule a school observation?



Week Fifteen: November 28, 2016 THIS IS A BIG WEEK!!

- ✓ Begin returning duties of classroom to cooperating teacher.
- ✓ Collate and interpret your data for your research project. **Write your research PROJECT SUMMARY AND REFLECTION (Note: the complete, corrected version will be due next week!!!)**
- ✓ **Your cooperating teacher and you will both complete the PDQ Rubric this week. Meet and discuss. Write your formal reflection and submit it to Bb by December 12, 2016.**
- ✓ **Review Performance-Based Checklist with cooperating teacher. It is due this week.**
- ✓ **Project Summary/Reflection is due to your UC at the end of this week.**
- ✓ **Complete written summaries of your six observations. These are due this week with the Practicum Matrix**
- ✓ **Check Blackboard Assignment Number Six on December 1, 2016**



Week Sixteen: December 5, 2016 (Finals Week)

- ✓ All responsibilities should be completely turned back to your cooperating teacher!
- ✓ **Upload your Action Research Project into Safe Assign – due by 12/9 at 10:00 pm.**
- ✓ **Final Seminar is December 9, 2016 (11:00 – 1:30)**
- ✓ Graduate on December 10, 2016!!





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Professional Disposition Qualities Rubric

On the following two (2) pages you will find the Professional Disposition Qualities Rubric (PDQ). The teacher candidate and the cooperating teacher will each complete a copy of the rubric during Week Five and Week Fifteen of the practicum (refer to the Practicum Timeline of Activities document included in this handbook, Appendix A). After the teacher candidate and the cooperating teacher complete the rubric, they should review the two documents together. The teacher candidate then completes his/her reflection of the PDQ findings. (See **Assignment** on page 9 of the practicum handbook.)

If there is a discrepancy in scoring between the two rubrics and/or the teacher candidate receives scores in the U areas, it is required that a Professional Growth Plan (attached at the end of the rubric) be written and implemented. The university consultant should be notified immediately of this need for action and will be responsible for assisting in the writing and implementation of the Professional Growth Plan. The teacher candidate will be expected to meet the criteria established in the Professional Growth Plan by the end of the practicum experience.



UNC Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates (Week Five)

Teacher Candidate to be evaluated: _____

Course: _____; Practicum: _____; Student Teaching _____.

Completed by: _____ Title/Role: _____ Date: _____

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate's progress throughout a professional development sequence.

Teacher Candidate: Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

Cooperating Teacher and University/School Supervisor: Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate's qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environments.
- Standard #9: Professional Learning and Ethical Practice.
- Standard #10: Leadership and Collaboration.

General Comments about teacher candidate's progress may be inserted here after collaborative review:

Note - **Unacceptable:** Not meeting the requirements; **Approaching:** Generally meeting the requirements; **Target:** Consistently meeting the requirements

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
1. Professional appearance	<input type="checkbox"/> Inconsistently meets the school dress code	<input type="checkbox"/> Generally meets the school dress code and maintains professional appearance	<input type="checkbox"/> Consistently meets the school dress code and maintains professional appearance	
2. Attendance	<input type="checkbox"/> Chronic absence/excessive tardiness; or multiple absences without prior notice	<input type="checkbox"/> Generally punctual with no absences without prior notice	<input type="checkbox"/> Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	<input type="checkbox"/> Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	<input type="checkbox"/> Generally meets deadlines and keeps professional commitments to colleagues and students	<input type="checkbox"/> Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	<input type="checkbox"/> Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	<input type="checkbox"/> Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	<input type="checkbox"/> Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	<input type="checkbox"/> Asks only procedural questions; shows resistance to critique and input regarding performance	<input type="checkbox"/> Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted	<input type="checkbox"/> Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice	
6. Reflective practitioner	<input type="checkbox"/> Does not take responsibility with integrity; blames others	<input type="checkbox"/> Self-evaluates and makes small changes that are generally procedural	<input type="checkbox"/> Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	<input type="checkbox"/> Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	<input type="checkbox"/> Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	<input type="checkbox"/> Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
8. Professional Initiative	<input type="checkbox"/> Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	<input type="checkbox"/> Generally demonstrates initiative and enthusiasm for various endeavors	<input type="checkbox"/> Demonstrates initiative; is enthusiastic about a variety of endeavors	
9. Respect for diversity	<input type="checkbox"/> Demonstrates lack of respect for diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	<input type="checkbox"/> Presumes that most learners can learn and be successful	<input type="checkbox"/> Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	<input type="checkbox"/> Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	<input type="checkbox"/> Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	<input type="checkbox"/> Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	<input type="checkbox"/> Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	<input type="checkbox"/> Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	<input type="checkbox"/> Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	<input type="checkbox"/> Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations	

Total _____ + _____ + _____ = _____/36

Teacher Candidate Signature and Date: _____

Evaluator Signature and Date: _____



Teacher Candidate to be evaluated: _____

Course: _____; Practicum: _____; Student Teaching _____.

Completed by: _____ Title/Role: _____ Date: _____

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate's progress throughout a professional development sequence.

Teacher Candidate: Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

Cooperating Teacher and University/School Supervisor: Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate's qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environments.
- Standard #9: Professional Learning and Ethical Practice.
- Standard #10: Leadership and Collaboration.

General Comments about teacher candidate's progress may be inserted here after collaborative review:

Note - **Unacceptable:** Not meeting the requirements; **Approaching:** Generally meeting the requirements; **Target:** Consistently meeting the requirements

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
1. Professional appearance	<input type="checkbox"/> Inconsistently meets the school dress code	<input type="checkbox"/> Generally meets the school dress code and maintains professional appearance	<input type="checkbox"/> Consistently meets the school dress code and maintains professional appearance	
2. Attendance	<input type="checkbox"/> Chronic absence/excessive tardiness; or multiple absences without prior notice	<input type="checkbox"/> Generally punctual with no absences without prior notice	<input type="checkbox"/> Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	<input type="checkbox"/> Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	<input type="checkbox"/> Generally meets deadlines and keeps professional commitments to colleagues and students	<input type="checkbox"/> Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	<input type="checkbox"/> Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	<input type="checkbox"/> Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	<input type="checkbox"/> Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	<input type="checkbox"/> Asks only procedural questions; shows resistance to critique and input regarding performance	<input type="checkbox"/> Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted	<input type="checkbox"/> Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice	
6. Reflective practitioner	<input type="checkbox"/> Does not take responsibility with integrity; blames others	<input type="checkbox"/> Self-evaluates and makes small changes that are generally procedural	<input type="checkbox"/> Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	<input type="checkbox"/> Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	<input type="checkbox"/> Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	<input type="checkbox"/> Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/Commendations
8. Professional Initiative	<input type="checkbox"/> Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	<input type="checkbox"/> Generally demonstrates initiative and enthusiasm for various endeavors	<input type="checkbox"/> Demonstrates initiative; is enthusiastic about a variety of endeavors	
9. Respect for diversity	<input type="checkbox"/> Demonstrates lack of respect for diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	<input type="checkbox"/> Presumes that most learners can learn and be successful	<input type="checkbox"/> Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	<input type="checkbox"/> Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	<input type="checkbox"/> Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	<input type="checkbox"/> Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	<input type="checkbox"/> Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	<input type="checkbox"/> Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	<input type="checkbox"/> Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	<input type="checkbox"/> Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations	

Total _____ + _____ + _____ = _____/36

Teacher Candidate Signature and Date: _____

Evaluator Signature and Date: _____



UNIVERSITY OF
NORTHERN
COLORADO

School of Special Education

PROFESSIONAL GROWTH PLAN (to be used with the Teacher Candidate Dispositions Rubric, if needed)

TEACHER CANDIDATE NAME _____ DATE _____

Statement of issue or concern:

1.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Statement of issue or concern:

2.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Statement of issue or concern (List all below):

3.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Statement of issue or concern (List all below):

4.

What is the expected performance?

What support is needed to accomplish the expected performance?

Progress Review Dates: _____

Comments:

Signatures:

Teacher Candidate

Cooperating Teacher

University Consultant



**Performance Based Checklist for
EDSE 444 MIDTERM**

2016-2017

Teacher Candidate _____ Cooperating Teacher _____
Date _____ Practicum Location _____ Semester/Year _____

This practicum placement should reflect evidence of satisfactory knowledge and demonstration of the various competencies of the CEC (Council for Exceptional Children) Initial Level Special Educator Preparation Standards (2012) [1.0 -7.3]; the InTASC (The Interstate Teacher Assessment and Support Consortium) Teaching Standards; and the Colorado Department of Education Licensure Standards (2014) [QSIA - QSVD]. Rate the teacher candidate's performance according to the following scale: N/O = Not Observed (0); Basic (1); Partially Proficient (2); Proficient (3); Accomplished (4).

**EDSE 444 Performance Based Checklist
Rubric – New Format**

Not Observed (0)	Basic (1)	Partially Proficient (2)	Proficient (3)	Accomplished (4)
The competency has not been observed by the cooperating teacher or it may not be available to the teacher candidate in the particular practicum placement. (A written comment is required for this rating.)	The teacher candidate has received feedback for improvement regarding the particular competency but does not yet consistently demonstrated the skill.	The teacher candidate understands the feedback given for the particular competency, but has not, as yet, developed proficiency in demonstrating the skill.	The teacher candidate has utilized professional feedback and is consistently demonstrating this competency, seeking feedback when needed.	The teacher candidate demonstrates skill and knowledge of the competency. The teacher candidate has a good grasp of the concept and applies it naturally.

See last page for scoring process. Obtain required signatures and submit to the University Consultant for use on the EDSE 444 Grading Rubric.

Cooperating Teacher

Teacher Candidate

University Consultant

Date of Submission

	NO 0	B 1	PP 2	P 3	A 4
<p><u>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</u> <i>InTASC Standard 1: <u>Learner Development</u>. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <u>QSIIC Teachers engage students as individuals with unique interests and strengths.</u></i></p>					
<p><u>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</u> <i>InTASC Standard 2: <u>Learning Differences</u>. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <u>QSIF Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught. QSIIB Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.</u></i></p>					
<p><u>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</u> <i>InTASC Standard 2: <u>Learning Differences</u>. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <u>QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</u></i></p>					
<p><u>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</u> <i>InTASC Standard 3: <u>Learning Environments</u>. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. <u>QSIIA Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</u></i></p>					
<p><u>2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</u> <i>QSIIA Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p><u>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</u> <i>QSIIC Teachers engage students as individuals with unique interests and strengths. QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</i></p>					
<p><u>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</u> <i>QSIIF Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</i></p>					
<p><u>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualized learning for individuals with exceptionalities.</u> <i>InTASC Standard 4: <u>Content Knowledge.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. InTASC Standard 5: <u>Application of Content.</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. QSIA Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students. QSIIF Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</i></p>					
<p><u>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</u> <i>QSID Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. QSIIIA Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.</i></p>					
<p><u>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</u> <i>QSIB Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. (For Secondary Teachers: English, Language Arts and Reading). QSIC Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. <i>InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students’ level of content knowledge and skills. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction. QSIVA Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</i></p>					
<p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. <i>QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</i></p>					
<p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. <i>QSIVA Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</i></p>					
<p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. <i>QSIIIE Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. QSIVC Teachers are able to respond to a complex, dynamic environment. QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					
<p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. <i>QSIIIE Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p><u>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</u> InTASC Standard 7: <u>Planning for Instruction</u>. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC Standard 8: <u>Instructional Strategies</u>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <i>QSIIC Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</i></p>					
<p><u>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</u> <i>QSIIF Teachers provide students with opportunities to work in teams and develop leadership qualities.</i></p>					
<p><u>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</u> <i>QSIID Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</i></p>					
<p><u>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</u> <i>QSIID Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</i></p>					
<p><u>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</u> <i>QSIIG Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</i></p>					
<p><u>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</u> <i>QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. QSIIE Teachers provide clear and constructive feedback to families about student progress and work collaboratively with families and significant adults in the lives of their students. QSIIIA Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional</i></p>					

<p>development of their students. <i>QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</i></p>					
	NO 0	B 1	PP 2	P 3	A 4
<p><u>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</u> <i>QSID Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.</i></p>					
<p><u>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</u> <i>QSIIE Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.</i></p>					
<p><u>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</u> <i>INTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. QSIVB Teachers link professional growth to their professional goals. QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession. QSV C Teachers advocate for schools and students, partnering with students, families and communities, as appropriate.</i></p>					
<p><u>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.</u> <i>QSVD Teachers demonstrate leadership in their schools.</i></p>					
<p><u>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</u> <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession</i></p>					
<p><u>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</u> <i>QSIVC Teachers are able to respond to a complex, dynamic environment. QSV C Teachers advocate for schools and students, partnering with students, families and communities as appropriate.</i></p>					

<p>6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					
	NO 0	B 1	PP 2	P 3	A 4
<p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. <i>QSVB Teachers demonstrate leadership in their schools. QSVC Teachers advocate for schools and students, partnering with students, families and communities as appropriate.</i></p>					
<p>6.6 Beginning special education professionals provide guidance and direction to Para educators, tutors, and volunteers. <i>QSIVC Teachers are able to respond to a complex, dynamic environment. QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. <i>InTASC Standard 10: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.1 Beginning special education professionals use the theory and elements of effective collaboration. <i>QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues. <i>QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					

SCORING PROCESS:

There are a total of thirty five (35) competencies within the seven CEC, ten InTASC and five Colorado Licensure Standards.

After scoring each competency of the Performance Based Checklist, tally the number of **Xs** in each column and enter on the lines below. Show the

multiplied point value. (Example: $\frac{0}{0}$ $\frac{0}{1}$ $\frac{3/6}{2}$ $\frac{21/63}{3}$ $\frac{11/44}{4}$ Then add those totals $0+0+6+63+44=113$)

 / / / / / = _____ of 140 points. The score must equal at least 112 points for a grade of Satisfactory (S).

0 1 2 3 4

(Circle One)

S
(≥ 112 points)

U
(< 112 points)



UNIVERSITY OF
**NORTHERN
COLORADO**

**Performance Based Checklist for
EDSE 444 FINAL**

2016-2017

Teacher Candidate _____ Cooperating Teacher _____
Date _____ Practicum Location _____ Semester/Year _____

This practicum placement should reflect evidence of satisfactory knowledge and demonstration of the various competencies of the **CEC (Council for Exceptional Children) Initial Level Special Educator Preparation Standards (2012) [1.0 -7.3]**; the **InTASC (The Interstate Teacher Assessment and Support Consortium) Teaching Standards**; and the **Colorado Department of Education Licensure Standards (2014) [QSIA - QSVD]**. Rate the teacher candidate's performance according to the following scale: N/O = Not Observed (0); Basic (1); Partially Proficient (2); Proficient (3); Accomplished (4).

**EDSE 444 Performance Based Checklist
Rubric – New Format**

Not Observed (0)	Basic (1)	Partially Proficient (2)	Proficient (3)	Accomplished (4)
The competency has not been observed by the cooperating teacher or it may not be available to the teacher candidate in the particular practicum placement. (A written comment is required for this rating.)	The teacher candidate has received feedback for improvement regarding the particular competency but does not yet consistently demonstrated the skill.	The teacher candidate understands the feedback given for the particular competency, but has not, as yet, developed proficiency in demonstrating the skill.	The teacher candidate has utilized professional feedback and is consistently demonstrating this competency, seeking feedback when needed.	The teacher candidate demonstrates skill and knowledge of the competency. The teacher candidate has a good grasp of the concept and applies it naturally.

See last page for scoring process. Obtain required signatures and submit to the University Consultant for use on the EDSE 444 Grading Rubric.

Cooperating Teacher

Teacher Candidate

University Consultant

Date of Submission

	NO 0	B 1	PP 2	P 3	A 4
<p><u>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</u> <i>InTASC Standard 1: <u>Learner Development</u>. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <u>QSIIC Teachers engage students as individuals with unique interests and strengths.</u></i></p>					
<p><u>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</u> <i>InTASC Standard 2: <u>Learning Differences</u>. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <u>QSIF Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught. QSIIB Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.</u></i></p>					
<p><u>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</u> <i>InTASC Standard 2: <u>Learning Differences</u>. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <u>QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</u></i></p>					
<p><u>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</u> <i>InTASC Standard 3: <u>Learning Environments</u>. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. <u>QSIIA Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</u></i></p>					
<p><u>2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</u> <i>QSIIA Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p><u>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</u> <i>QSIIC Teachers engage students as individuals with unique interests and strengths. QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.</i></p>					
<p><u>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</u> <i>QSIIF Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</i></p>					
<p><u>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualized learning for individuals with exceptionalities.</u> <i>InTASC Standard 4: <u>Content Knowledge.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. InTASC Standard 5: <u>Application of Content.</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. QSIA Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students. QSIIF Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.</i></p>					
<p><u>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</u> <i>QSID Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. QSIIIA Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.</i></p>					
<p><u>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</u> <i>QSIB Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. (For Secondary Teachers: English, Language Arts and Reading). QSIC Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. <i>InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students’ level of content knowledge and skills. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction. QSIVA Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</i></p>					
<p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. <i>QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</i></p>					
<p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. <i>QSIVA Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.</i></p>					
<p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. <i>QSIIIE Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. QSIVC Teachers are able to respond to a complex, dynamic environment. QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					
<p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. <i>QSIIIE Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.</i></p>					

	NO 0	B 1	PP 2	P 3	A 4
<p><u>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</u> InTASC Standard 7: <u>Planning for Instruction</u>. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC Standard 8: <u>Instructional Strategies</u>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <i>QSIIC Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</i></p>					
<p><u>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</u> <i>QSIIF Teachers provide students with opportunities to work in teams and develop leadership qualities.</i></p>					
<p><u>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</u> <i>QSIID Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</i></p>					
<p><u>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</u> <i>QSIID Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.</i></p>					
<p><u>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</u> <i>QSIIG Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</i></p>					
<p><u>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</u> <i>QSIID Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. QSIIE Teachers provide clear and constructive feedback to families about student progress and work collaboratively with families and significant adults in the lives of their students. QSIIIA Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional</i></p>					

<p>development of their students. <i>QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills. QSIIIH Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</i></p>					
	NO 0	B 1	PP 2	P 3	A 4
<p><u>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</u> <i>QSID Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. QSIIIB Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.</i></p>					
<p><u>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</u> <i>QSIIE Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.</i></p>					
<p><u>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</u> <i>INTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. QSIVB Teachers link professional growth to their professional goals. QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession. QSV C Teachers advocate for schools and students, partnering with students, families and communities, as appropriate.</i></p>					
<p><u>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.</u> <i>QSVD Teachers demonstrate leadership in their schools.</i></p>					
<p><u>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</u> <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession</i></p>					
<p><u>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</u> <i>QSIVC Teachers are able to respond to a complex, dynamic environment. QSV C Teachers advocate for schools and students, partnering with students, families and communities as appropriate.</i></p>					

<p>6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					
	NO 0	B 1	PP 2	P 3	A 4
<p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. <i>QSVB Teachers demonstrate leadership in their schools. QSVB Teachers advocate for schools and students, partnering with students, families and communities as appropriate.</i></p>					
<p>6.6 Beginning special education professionals provide guidance and direction to Para educators, tutors, and volunteers. <i>QSVB Teachers are able to respond to a complex, dynamic environment. QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. <i>InTASC Standard 10: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.1 Beginning special education professionals use the theory and elements of effective collaboration. <i>QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues. <i>QSVB Teachers demonstrate leadership in their schools.</i></p>					
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. <i>QSVB Teachers contribute knowledge and skills to educational practices and the teaching profession.</i></p>					

SCORING PROCESS:

There are a total of thirty five (35) competencies within the seven CEC, ten InTASC and five Colorado Licensure Standards.

After scoring each competency of the Performance Based Checklist, tally the number of **X**s in each column and enter on the lines below. Show the

multiplied point value. (Example: $\frac{0}{0}$ $\frac{0}{1}$ $\frac{3/6}{2}$ $\frac{21/63}{3}$ $\frac{11/44}{4}$ Then add those totals $0+0+6+63+44=113$)

 / / / / / = _____ of 140 points. The score must equal at least 112 points for a grade of Satisfactory (S).

0 1 2 3 4

(Circle One)

S
(≥ 112 points)

U
(< 112 points)

***Thank you for hosting a UNC- School of
Special Education teacher candidate this
semester!***

