

UNIVERSITY *of*
NORTHERN COLORADO



Special Education: Generalist

Undergraduate

Field Experience Handbook

EDSE 328-329

Undergraduate Special Education Field Experience Handbook Introduction

The purpose of this handbook is to (1) describe the functions and processes associated with the elementary and secondary field experiences; (2) describe the roles and responsibilities of the teacher candidate, cooperating teacher and the field experience instructor; and (3) provide the forms needed in the documentation and management of the field experience.

During your field experience for the elementary level (EDSE 328) and the secondary level (EDSE 329) you will have a variety of expectations for each of the courses in your specific block. The instructors for each course will specifically outline those expectations within their instruction. Because your courses are a semester in length, it is expected that your field experience will consume the entire semester, as well. You will be learning as you go. A *brief* description of your course requirements for Block I and Block II is outlined on pages _____. Your instructors will provide the specificity of each requirement within the context of the scheduled class periods. Additionally, you will be expected to commence work on your practicum portfolio (see below). Your cooperating teacher will complete the Performance-Based Checklist

Practicum Portfolio:

Your performance in each area of the **Portfolio Demonstration Matrix** must be documented in either a portfolio or an electronic portfolio (iWebfolio). The contents of the portfolio will reflect your participation in activities designed to develop the essential competencies indicated on the Portfolio Demonstration Matrix.

You should meet with your cooperating teacher during the first week of your practicum and review the areas of competencies in the **Portfolio Demonstration Matrix**, as well as the block classes' assignments for this semester. At this time you should plan the activities and work samples you will complete to demonstrate and document your competencies. The ongoing development of the portfolio will assist you in organizing and reflecting upon your experience. The portfolio will be reviewed periodically and at the end of each practicum placement with your cooperating teacher and field experience instructor. Suggested documents and work samples for the portfolio will be discussed during your practicum seminars and in your classes.

Since your individual block classes have very specific requirements, follow those expectations as you prepare lesson plans, develop adaptations, etc. All lesson plans (See *Lesson Plan Format* in the Appendix) should indicate the relationship to the student's IEP and the embedded assessment activities with annotations. In inclusive settings, use the general education teacher's plans and indicate the specific individualized adaptations you provide to support the student(s) with special needs.

The course syllabus (Appendix) outlines the specific requirements for EDSE 328 and 329. It is your responsibility to read and become familiar with these expectations. There are two required textbooks for EDSE 328 and EDSE 329. You will use these texts through EDSE 444 as well.

Performance-Based Checklist

In addition to the Portfolio Demonstration Matrix, you will be evaluated using the **Performance-Based Checklist**. The Performance-Based Checklist contains competencies developed by the state of Colorado, the Council for Exceptional Children, and the National Council for the Accreditation of Teacher Education.

Your cooperating teacher has been given a copy of the *Handbook for Cooperating Teachers*, which contains the Performance-Based Checklist for his/her use. One of the responsibilities of the cooperating teacher is to provide feedback to you regarding these competencies. Since it is expected that you achieve a level of *satisfactory* for $\geq 85\%$ of the competencies, we encourage you to accept the constructive feedback for which you are given and develop these competencies to the highest level for which you are able.

The **Performance-Based Checklist** is due at the completion of each practicum. This is to be completed by your cooperating teacher in consultation with the field experience instructor.

Other Responsibilities of the Special Education Teacher Candidates:

The demonstration of professional behavior is essential. You are expected to dress in a professional manner and model professional behavior. During your practicum, you must notify the school of any absence at least 30 minutes before scheduled arrival time. Absences are typically permitted only for personal illness or death in the immediate family. Any other absences must have prior approval by the field experience instructor and cooperating teacher. Professional behavior will be addressed in your classes as well as in your first practicum seminar.

It is your responsibility to inform the field experience instructor of any difficulties or problem situations that may arise. Call 970-351-2691 to make an appointment to meet with your field experience instructor if you are experiencing any problems or difficulties.

The Field Experience Instructor:

A field experience instructor will formally observe the teacher candidate and provide assistance to him/her *at least* three times throughout the semester. The teacher candidate will be notified of each visit prior to its occurrence. When the field experience instructor arrives, the teacher candidate is expected to provide him/her with your teaching plans for that day. The field experience instructor will observe your teaching activities (see *Field Experience Observation* form in the Appendix) and conference with you immediately following the targeted lesson.

The specific role of the field experience instructor is:

1. To serve as a resource person to the cooperating teacher and/or teacher candidate.
2. To assist the cooperating teacher and teacher candidate in evaluating the teacher candidate's work; to help clarify and integrate the teacher candidate's knowledge; and to provide ideas about how to become more effective.
3. To assure that all requirements of specific block classes, including the Portfolio and Performance-Based Checklist are completed.
4. To collect all observation notes, post observation reflection, and self reflection forms, along with the completed Performance-Based Checklist and time sheets. These items, along with pertinent Blackboard assignments will be placed in the student's folder and returned to the Field Experience Coordinator's office on the last day of the semester.
5. To submit a final grade of Satisfactory or Unsatisfactory at the completion of the field experience.

6. To provide appropriate learning activities through four required seminars (see *Seminar Schedule* in the Appendix) and the use of online assignments (discussions, activities, announcements, etc.).

APPENDIX

Blocks I –II Configuration
Portfolio Demonstration Matrix
Performance-Based Checklist
Field Experience Matrix
Field Experience Time Sheet
Field Experience Observation Form
Lesson Plan Outline
Post Observation Conference
Self-Reflection
EDSE 328 Syllabus
EDSE 329 Syllabus
Seminar Schedule

Blocks I and II Configuration (Teacher Candidates' Requirements)

These are the specific requirements for each of the Block I and Block II classes. Your instructors will provide the specificity to accompany each class' requirements.

Block I Classes (Academic Needs)

EDSE 322 – K-12 Methods in Special Education

- Collaborate with a general education teacher to observe a science or social studies lesson. Target the learning needs of three different students with special needs. Analyze the lesson for content standards, concepts/skills to be learned, monitoring of learning, review of content and evaluation. Share your observations with the general education teacher – identifying the adaptations that can be developed. Collaboratively plan and implement **scientifically-based adaptations** for these students.
- Develop an advance organizer and two mnemonics for a chapter in a content area textbook for use with students with learning disabilities. (The teacher candidate needs to be allowed to implement these strategies).
- Access a general education test. Adapt the test to meet the needs of a student with a disability.
- Teach test taking skills to a small group of students.

EDSE 327 – Methods for Teaching Mathematics: Students with Special Needs

- Collect assessment samples of at least one student over the course of the semester.
- Collaborate with a general education teacher to observe a math lesson. Target the learning needs of at least one student with special needs. Analyze the lesson for content standards, concepts/skills to be learned, use of time, feedback to students, structure of lesson, clarity of instruction, questioning techniques, student engagement, practice of skills learned, monitoring of learning, review of content and evaluation of student learning. Share your observations with the general education teacher – identifying adaptations that can be developed. Collaboratively plan and implement **scientifically-based adaptations** for this student.
- Develop an instructional sequence for mathematics by completing the following: Pre-assess the skills of 3-5 students, plan/implement at least 3 lessons based on the results of the pre-assessment and conduct a post assessment to determine the extent of the learning. Write a reflection of each lesson.
- Review software appropriate for a mathematics lesson. Develop a task analysis of the skills needed by a student to benefit from the lesson. Assess a student, followed by instruction in needed areas. Assess the student's learning.

EDSE 442 – Language and Literacy for Students with Severe Delays

- Access one or more students with learning disabilities. Implement a case study (having access to a student's IEP and current assessment data). Administer informal assessments to the student(s) and work with them on seven (7) lessons which the teacher candidate has developed.
- Demonstrate skill in teaching all five (5) components of reading.

Block II Classes (Significant Support Needs)

EDSE 321 – Advanced Assessment in Special Education

- Incorporate assessment into teaching of lessons.
- Collect formative data for the purposes of assessment.
- Using current data, decide what other information is needed in order to have a complete “picture” of the learner.
- Know how to decide what data to collect.

EDSE 326 – Behavioral Dimensions of Students with Exceptionalities II

- Provide students with clear/concise directions.
- Handle “behavior” proactively.
- Provide students with verbal praise.
- Provide students with rationale for why he/she is teaching the lesson.
- Plan lessons which are fun and engaging.
- Embed students’ interests in the lesson plans.
- Check for understanding when delivering content.
- Practice community builders with students to foster collaboration and classroom cohesion.
- Address behavior issues appropriately.

EDSE 443 – Support System in Special Education

- Complete a discrepancy analysis and an ecological inventory on a student from within the general education classroom.
- Modify several general education lesson plans for learners with different support needs. When possible implement these adaptations.
- Obtain a medical management plan for a student (hopefully severe medical needs) and review to determine the supports needed throughout the school.
- Provide support for students with disabilities in the general education environment.

Portfolio Demonstration Matrix

Standard One: Knowledge of Literacy: The teacher candidate shall be knowledgeable about student literacy, and the development of reading, writing, speaking, viewing, and listening skills.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
1.1	plan and organize reading instruction, based on ongoing student assessment.		
1.3	develop student phonological and linguistic skills related to reading, (phonemic awareness; print; phonics; etc.) and spelling instruction.		
1.4	develop reading comprehension skills (comprehension strategies; literary response and analysis; content area literacy; and independent reading).		
1.5	<p>increase the oral and written English language arts skills and proficiency (vocabulary and standard English; punctuation; grammar; sentence structure; spelling; and an understanding of the relationship(s) between reading, writing, and oral language) is able to:</p> <ul style="list-style-type: none"> ❑ design effective research-based instructional strategies and curricular approaches based on the unique strengths and needs of students with disabilities. ❑ incorporate Colorado Model Content Standards into strategies for teaching reading and writing. 		

Standard Two: Knowledge of Mathematics: The teacher candidate shall be knowledgeable about

mathematics and mathematics instruction, and is able to assist content-area teachers in developing in students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions, and in the use of variables.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
2.1	design effective research-based instructional strategies and curricular approaches based on the unique strengths and needs of students with disabilities.		
2.2	incorporate Colorado Model Content Standards into strategies for teaching mathematics.		

Standard Three: Knowledge of Standards and Assessment: The teacher candidate shall be knowledgeable about standards and assessment, and strategies, planning practices, assessment techniques, and appropriate accommodations, to ensure student learning within a standards-based curriculum.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
3.1	design short and long-range standards-based instructional plans.		
3.2	develop, utilize, and adapt a wide variety of non-biased informal and formal assessments, including rubrics.		
3.5	utilize assessment data in planning for standards-based instruction, and are able to interpret these to relevant stakeholders.		

3.8	ensure that instruction is consistent with Colorado Model Content Standards; Colorado accreditation requirements; and school district objectives.		
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Standard Four: Knowledge of Content: The teacher candidate is knowledgeable about the general academic content of, and basic concepts related to: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education, in order to assist the general classroom teacher with the accommodations necessary for students to learn in those content areas.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
4.1	analyze and use research-based information with consultation and collaborative planning for instructional delivery to students with other professionals.		
4.3	support student acquisition of Colorado Model Content Standards through accommodations that address the unique strengths and needs of students with disabilities from a wide variety of cultures and socioeconomic backgrounds.		
4.4	assist content-area teachers in adapting and modifying curriculum and instruction and to employ a wide variety of approaches to support students in meeting content standards.		
4.5	assist other educators in the enhancement of content knowledge by locating, analyzing, and applying effective research-based best practices.		

Standard Five: Knowledge of Classroom and Instructional Management: The teacher candidate is knowledgeable about classroom and instructional management including laws, policies and ethical principles and is able to demonstrate effective time management, organization of materials, communication, and accurate record-keeping.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
5.3	determine specific learner needs and match student strengths with appropriate curriculum and instructional delivery strategies to encourage optimal learning.		
5.4	design behavior plans that incorporate research-based instructional strategies to teach problem solving, conflict resolution, and social interaction skills.		
5.6	communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.		
5.8	conduct and interpret functional behavioral assessments in order to develop and implement collaborative behavior support plans, beginning with the least intrusive strategies in cooperation with other team members, students, and parents.		
5.12	understand and implement a wide variety of effective research-based instructional strategies in order to raise the academic performance level of students' level, over time.		
5.13	incorporate cognitive processes and strategies (critical and creative thinking; problem-structuring and problem-solving; invention; memorization; and recall) to assist students to master content standards.		
5.17	use group problem solving skills to develop, implement and evaluate collaborative activities.		

5.18	use group problem solving skills to develop, implement and evaluate collaborative activities.		
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Standard Six: Knowledge of Individualization of Instruction: The teacher candidate is knowledgeable about orientation of instruction toward meeting student need(s); responsive to the needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities; learning exceptionalities and conditions that affect the rate and extent of student learning; and the adaptation of instruction for all learners.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
6.1	incorporate and utilize strategies that mitigate the influence of diversity on assessment, eligibility, programming, and placement of students with exceptional learning needs.		
6.2	assist in the design and/or modification of standards-based instructional delivery, in response to identified student need, collaborate with other professionals to access services that meet the needs of learners and families from a variety of cultures.		
6.3	incorporate knowledge about the impact of educational disabilities and giftedness on student learning, to optimize and individualize instruction; and to assist in planning for students' transition to post-school and work-life.		
6.4	follow procedures specified in state, federal and local regulation and policy, and can identify and provide pre-referral interventions to determine the least restrictive learning environment for a student, as determined by the special education assessment process.		
6.6	collect data in order to monitor student progress towards goals.		
6.8	coordinate, schedule, and supervise para-educators, to ensure that students' education programs are implemented effectively.		

6.9	in collaboration with parents, students, and other education professionals develop and implement individualized education programs related to student education, behavior, and transition including measurable goals, objectives, and adaptations, as based on student need.		
6.10	collect data on student achievement, incorporated into the development of Individualized Education Programs (IEP), and informative reports of student progress on goals and objectives.		

Standard Seven: Knowledge of Technology: The teacher candidate is knowledgeable about, and skilled in technology to support instruction and enhance learning.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
7.2	in conjunction with other skilled professionals, incorporate technology, to increase student achievement, support communication and utilize current educational and assistive technologies.		
7.3	utilize technology to manage student education plans and to communicate relevant information to stakeholders.		
7.4	apply technology to data-driven assessment(s) of learning.		

Standard Eight: Democracy, Educational Governance and Careers in Teaching:

The teacher candidate is knowledgeable about the relationship of education to democracy, including, but not limited to: the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching; the relationship(s) between the various governmental entities which create laws, rules, regulations, and policies that determine education and special education practices.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
8.2	develop in students, positive and accepted behavior(s), and respect for the rights of others, as necessary for successful personal, well-being and community involvement.		
8.5	self-evaluate performance and participate in professional development options and organizations that can improve that performance.		

Standard Nine: Diversity: The teacher candidate creates an inclusive environment for all students by drawing upon representations from students' experience, knowledge, and beliefs.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
9.2	create environments that support diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.		
9.3	develop and/or select curriculum and resources that enhance learning to meet the needs of all learners including cultural, linguistic, and gender differences.		

Standard Ten: Professional Behavior: The teacher candidate conducts him or herself in a professional manner.

The teacher candidate has demonstrated the ability to:

STANDARD #	STANDARD	LOCATION OF DEMONSTRATION IN PORTFOLIO	DESCRIPTION OF DEMONSTRATION
10.1	use effective models and strategies of consultation, collaboration, and communication with students, colleagues, parents, and the community.		
10.3	apply legal and ethical practices of teaching and ethical responsibility to advocate for appropriate services for individuals with disabilities.		
10.4	articulate a personal philosophy of special education and school reform issues.		
10.5	articulate school reform issues and use current research-validated practices.		
10.6	reflect on and evaluate one's practices obtaining assistance as needed.		
10.7	engage in professional activities and lifelong, professional development that benefit individuals with exceptional learning needs, their families, and one's colleagues.		

Cooperating Teacher Signature

Date

Teacher Candidate Signature

Date

Field Experience Instructor Signature

Date

Performance Based Checklist for EDSE 328-329 (Field Experience)

Teacher Candidate _____ Cooperating Teacher _____
Date _____ Field Experience Location _____ Semester/Year _____

This field experience placement should reflect evidence of satisfactory knowledge and demonstration of the various competencies of the Teacher Performance Standards 1-10.

Performance Based Checklist for EDSE 328-329 Field Experience Rubric

Not Observed	Unacceptable (1)	Novice (2)	Developing (3)	Satisfactory (4)
The competency has not been observed by the cooperating teacher or it may not be available to the teacher candidate in the field experience placement.	The teacher candidate has received feedback for improvement regarding the particular competency but does not demonstrate 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 is able to perform the particular skill and is developing at a satisfactory level of proficiency.	The teacher candidate demonstrates skill and knowledge of the competency. The TC has a good grasp of the concept and applies it naturally.

There are a total of sixty seven (67) competencies within the ten (10) Teacher Performance Standards.

After scoring each competency of the Performance Based Checklist, tally the number of √s in each column and enter below. Add the total number of √s for 3 and 4.

_____	_____	_____	_____	+	_____	TOTAL of 3 + 4 = _____	Circle One:	S	U
N/O	1	2	3		4			57/67 (≥85%)	< 57/67 (<85%)

Standard One: Knowledge of Literacy. The special education teacher candidate shall be knowledgeable about student literacy, and the development of reading, writing, speaking, viewing and listening skills. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD ONE
N/O	1	2	3	4	
					1.1 Plans and organizes reading instruction, based on ongoing student assessment
					1.2 Uses knowledge of language and cognitive development, to guide instructional strategies.
					1.3 Develops student phonological and linguistic skills related to reading (phonemic awareness; print; phonics, etc.) and spelling instruction.
					1.4 Develops reading comprehension skills (comprehension strategies; literary response and analysis; content area literacy; and independent reading).
					1.5 Increases the oral and written English language arts skills and proficiency (vocabulary and standard English; punctuation, grammar; sentence structure; spelling; and an understanding of the relationship(s) between reading, writing and oral language. Additionally, the teacher candidate:
					1.5.1 Designs effective research-based instructional strategies and curricular approaches based on the unique strengths and needs of students with disabilities, and
					1.5.2 Incorporates Colorado Model Content Standards into strategies for teaching reading and writing.

Comments:

Standard Two: Knowledge of Mathematics. The special education teacher candidate shall be knowledgeable about mathematics and mathematics instruction, and is able to assist content area teachers in developing students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions and in the use of variables. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD TWO
N/O	1	2	3	4	
					2.1 Designs effective research-based instructional strategies and curricular approaches based on the unique strengths and needs of students with disabilities.
					2.2 Incorporates Colorado Model Content Standards into strategies for teaching mathematics.

Comments:

Standard Three: Knowledge of Standards and Assessment. The special education teacher candidate shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD THREE
N/O	1	2	3	4	
					3.2 Develops, utilizes, and adapts a wide variety of non-biased informal/formal assessments, including rubrics.
					3.3 Communicates with a variety of stakeholders about the strengths and limitations of formal and informal assessment instruments; selects and uses these tools in screening, pre-referral, referral, and in the determination of eligibility for special education; and to guide instruction.
					3.4 Assesses, compares, and contrasts the effects of a wide variety of teaching strategies on student performance.
					3.5 Utilizes assessment data in planning for standards-based instruction, and is able to interpret these to relevant special education; and to guide instruction.
					3.6 Provides effective verbal and written feedback to students, to guide and improve their academic performance, as related to meeting content standards and IEP goals/objectives.
					3.7 Prepares students for the Colorado Student Assessment Program (CSAP) and district literacy assessment.
					3.8 Ensures that instruction is consistent with Colorado Model Content Standards; Colorado accreditation requirements and school district objectives.
					3.9 Collaborates with families and others to collect and report relevant background data and throughout the evaluation process.
					3.10 Uses effective communication skills to explain legal provisions, ethical principles, and basic terminology to relevant stakeholders.

Comments:

Standard Four. Knowledge of Content. The special education teacher candidate is knowledgeable about the general academic content of, and basic concepts related to: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education, in order to assist the general classroom teacher with the accommodations necessary for students to learn in those content areas. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD FOUR
N/O	1	2	3	4	
					4.1 Analyzes and uses research-based information with consultation and collaborative planning for instructional delivery to students and other professionals.
					4.2 Collaborates with other school professionals, families and students to assist learners in gaining access to needed learning accommodations.

N/O	1	2	3	4	COMPETENCIES OF STANDARD FOUR (Continued)
					4.3 Supports student acquisition of Colorado Model Content Standards through accommodations with address the unique strengths and needs of students with disabilities from a wide variety of cultures and socioeconomic backgrounds.
					4.4 Assists content-area teachers in adapting and modifying curriculum and instruction to employ a wide variety of approaches to support students in meeting content standards.
					4.6 Assists the general classroom teacher with the incorporation of literacy and mathematics into content area instruction.

Comments:

Standard Five: Knowledge of Classroom and Instructional Management. The special education teacher candidate is knowledgeable about classroom and instructional management including laws, policies and ethical principles and is able to demonstrate effective time management, organization or materials, communication and accurate record-keeping. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD FIVE
N/O	1	2	3	4	
					5.1 Provides a safe and effective learning environment responsive to the physical social, cognitive, academic, linguistic, cultural, and functional needs of student learners.
					5.2 Collaborates with general classroom teachers about effective classroom management practices and organizational techniques for students with varying instructional needs.
					5.3 Determines specific learner needs and matches student strengths with appropriate curriculum and instructional delivery strategies to encourage optimal learning.
					5.4 Designs behavior plans that incorporate research-based instructional strategies to teach problem solving, conflict resolution and social interaction skills.
					5.5 Encourages students to be active self-advocates in their own educational planning, by teaching goal setting and goal attainment skills.
					5.6 Maintains adequate and appropriate data regarding student behavior, to determine whether student actions are a manifestation of a disability, and/or to address such implications in the disciplinary process.
					5.7 Applies consistent and fair disciplinary practices using effective research-based classroom management and organizational techniques, including the implementation of behavior support systems to match the needs of students.
					5.9 Understands and applies crisis prevention and intervention strategies.
					5.10 Identifies realistic expectations for personal and social behavior in various settings.
					5.11 Collaborates with general classroom teachers to evaluate and match learner needs and strengths with appropriate curriculum and instruction strategies.
					5.12 Understands and implements a wide variety of effective research-based instructional strategies in order to raise the academic performance level of students over time.

N/O	1	2	3	4	COMPETENCIES OF STANDARD FIVE (Continued)
					5.14 Collaborates with school and community media and resource specialists to instruct students on incorporating (e.g. how to gain access to, retrieve, analyze, synthesize and evaluate information) information-gathering skills into curriculum delivery.
					5.15 Communicates effectively with families and guardians to involve them as partners in student learning, by providing them with information about resources, and encouraging their efforts to support the learner.
					5.16 Assists students in their transition from one setting or level to another, in collaboration with family and a variety of stakeholders by assisting students in applying knowledge and skills to home, community and work-life.
					5.18 Uses group problem solving skills to develop, implement and evaluate collaborative activities.

Comments:

Standard Six. Knowledge of Individualization of Instruction. The special education teacher candidate is knowledgeable about orientation of instruction toward meeting student need(s); responsive to the needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics and innate learning abilities; learning exceptionalities and conditions that affect the rate and extent of student learning; and the adaptation of instruction for all learners. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD SIX
N/O	1	2	3	4	
					6.1 Incorporates and utilizes strategies that mitigate the influence of diversity on assessment, eligibility, programming and placement of students with exceptional learning needs.
					6.2 Assists in the design and/or modification of standards-based instructional delivery, in response to identified student need, collaborates with other professionals to access services that meet the needs of learners and families from a variety of cultures.
					6.4 Follows procedures specified in state, federal and local regulation and policy, and identifies and provides pre-referral interventions to determine the least restrictive learning environment for a student, as determined by the special education assessment process.
					6.5 Understands history and foundations of federal, state, and local policy and the impact on the practice of legal requirement that provide the basis for special education.
					6.6 Communicates to a variety of stakeholders about the rights, responsibilities and procedural safeguards inherent in due process rights, as related to assessment, eligibility and placement.
					6.7 Makes ethical decisions with regard to pre-referral, referral, identification, assessment, instructional and service delivery for students in special education.
					6.8 Coordinates, schedules, and supervises para-educators to ensure that students' education programs are implemented effectively.

N/O	1	2	3	4	COMPETENCIES OF STANDARD SIX (Continued)
					6.9 Collaborates with parents, students and other education professionals to develop and implement individualized education programs related to student education, behavior, and transition—including measurable goals/objectives and adaptations based on student need.
					6.10 Collects and incorporates student achievement data into the development of Individualized Education Programs (IEPs) and student's progress reports.
					6.11 Consults with appropriate professionals regarding specific medical conditions/medications in terms of the effect on a student's learning/behavior.

Comments:

Standard Seven. Knowledge of Technology. The special education teacher candidate is knowledgeable about and skilled in technology to support instruction and enhance learning. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD SEVEN
N/O	1	2	3	4	
					7.1 Provides assistance to the general classroom teacher with regard to multiple use(s) of technology in the delivery of standards-based instruction.
					7.3 Utilizes technology to manage student education plans and to communication relevant information to stakeholders.
					7.5 Ensures instruction and support of students with disabilities in their use of technology skills.

Comments

Standard Eight. Knowledge of Democracy, Educational Governance and Careers in Teaching. The special education teacher candidate is knowledgeable about the relationship of education to democracy, including, but not limited to: the school's role in teaching and perpetuating a democratic system of government, educational governance; careers in teaching; the relationship(s) between the various governmental entities which create laws, rules, regulations and policies that determine education and special education practices. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD EIGHT
N/O	1	2	3	4	
					8.1 Models and articulates democratic ideals of productive citizenship to students and other stakeholders.
					8.2 Effectively addresses in planning influences which affect educational practice, including, but not limited to:
					8.2.1 federal and state constitutional provisions, executive, legislative, legal and school/district policies;
					8.2.2 the roles of elected officials, the public sector and advocacy groups in policy-making necessary to personal, family and community well-being.
					8.4 Promotes teaching as a worth career and describes the wide variety of career paths in education.
					8.5 Evaluates his/her own performance and accesses the professional development options necessary to improve that performance.

Comments:

Standard Nine. Knowledge of Diversity. The special education teacher candidate creates an inclusive environment for all students by drawing upon representations from students' experiences, knowledge and beliefs. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD NINE
N/O	1	2	3	4	
					9.1 Recognizes and understands how students differ from one another:
					9.1.1 Understands issues in definition and identification of individuals with exceptional learning needs, those from culturally and linguistically diverse groups, various religious backgrounds and/or other non-dominate groups.
					9.1.2 Appreciates variations in beliefs, traditions, history and values across and within cultures and their effects on relationships among individuals with exceptional needs, family and schooling.
					9.1.3 Is aware of the effects of cultural and linguistic differences on the growth and development of individuals with exceptional needs
					9.4 Recognizes how ones' own culture, behavior, language and personal biases can affect one's teaching and can lead to misunderstanding in a culturally diverse environment.
					9.5 Recognizes how the dominant culture shapes schools and individuals.

Comments:

Standard Ten. Knowledge of Professional Behavior. The special education teacher candidate conducts him/herself in a professional manner. The teacher candidate:

ASSESSMENT					COMPETENCIES OF STANDARD TEN
N/O	1	2	3	4	
					10.1 Uses effective models and strategies of consultation, collaboration and communication with students, colleagues, parents and the community.
					10.2 Models appropriate professional behavior including dress, demeanor, and initiative.
					10.3 Applies legal and ethical practices of teaching and ethical responsibility to advocate to appropriate services for individuals with disabilities.
					10.5 Maintains confidential communication about individuals with exceptional learning needs.
					10.6 Reflects on and evaluates one's practices obtaining assistance as needed.
					10.8 Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Comments:

Cooperating Teacher Signature

Date

Teacher Candidate Signature

Date

Field Experience Instructor Signature

Date

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.

In each box below, the teacher candidate will identify experiences in each area. By the end of the practicum period (culminating with EDSE 444), TEN (10) of the boxes in the matrix should be filled. Use the coding system below to indicate: 1) the type of experience (Practicum, Block I or II Field Experience, or Observation), 2) the primary mode of service delivery (general education with support, resource, self-contained) and 3) the school name and location (city).

Student Age Level	Academic Needs	Behavioral Needs	Significant Support Needs	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

P = Practicum

O = Observation

FE = Field Experience (EDFE 270 and Block I or II)

1 = General Education with Support

2 = Resource

3 = Self Contained

8/20/2007

2

EDSE 328-329 Field Experience Time Sheet

Teacher Candidate _____ Cooperating Teacher _____

School: _____ Semester _____

Schedule: _____

DATE AND TIMES AT SCHOOL	Activities	Cooperating Teacher's Initials
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

Teacher Candidate's Signature

Cooperating Teacher's Signature

Date

Use this form to maintain a log of practicum hours (minimum of 130 hours) for this semester.

Instructional Strategies (cont):

Uses effective modeling
Monitors for understanding
Provides immediate feedback
Uses cues and prompts
Develops materials which are appropriate and accessible

Knowledge of Developmental and Diversified Needs:

Plans and/or implements instruction at appropriate levels
Utilizes mediated scaffolding to ensure all students are able to participate
Uses the diversity in the classroom as a resource to enrich the learning of all students
Demonstrates knowledge of differentiated instruction and universal design for learning

Use of Material and Resources:

Uses a variety of media and technology
Creates, adapts or obtains materials to meet individual needs
Has materials, aids and facilities ready for use
Demonstrates knowledge of assistive resources to support all student in the classroom

Areas of Developing Proficiency:**Areas for Refinement:****Focus of next visit:**

Next Observation Date: _____ Time: _____

Lesson Preparation

Teacher Candidate: _____

Title of Lesson: _____

Grade Level: _____

Subject Area: _____

Lesson Topic (What is the “*big idea*?”):

What standard(s) and/or IEP goal(s) will it address?

Main Objective of Instruction (What do you want the student(s) to learn?):

Supporting Objectives:

Specific Strategies to be taught/modeled:

Planning for individual differences (*mediated scaffolding*): What are the accommodations/modifications you need to prepare?

What *background knowledge* do the students have? How will you assess students’ learning – pre, during and post?

What management/grouping issues do you need to consider?

Materials and Resources:

How/where will students be able to *integrate* (generalize) this learning?

How will you evaluate the lesson (*judicious review*)?

Lesson Title: _____

Main Objective of this lesson: _____

(CONTENT-PROCESS)

Opening: (SET – How will you get the student(s)' attention?) Relate lesson to prior learning. Communicate the objective of the lesson.

Procedure: (Is this an informal presentation, direct instruction, or structured discovery?)

Strategies (I Do):

Check for Understanding- What will you ask?

Differentiation:

(PRODUCT)

Guided Practice (We Do):

Closure: Student(s) summarize, demonstrate learning of lesson. Independent Practice (You Do). Formally **END** the lesson.

Self-Reflection

To be used by the teacher candidate after the observation and post conference

Name _____ Date _____

Directions: Reflect upon the overall lesson. Think about the student engagement, the content of the lesson itself, the materials, your preparation, the timing, student behavior and the learning outcomes. Write a summary of your conclusions.

What went well? What were your areas of strength?

What are some areas for improving student learning (materials, pacing, learning styles, etc.)?

What will you do differently next time? What are some areas for growth which you will target for development between now and your next lesson?

EDSE 328
FIELD EXPERIENCE IN SPECIAL EDUCATION: ELEMENTARY
3 credit hours

A. COURSE DESCRIPTION:

Special Education Majors Only. Provisional or full admission to PTEP. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members.

B. PREREQUISITES:

Provisional or full admission to PTEP. Concurrently with EDSE 321, 326, and 443 OR EDSE 322, 327, and 442. One-hundred thirty (130) hours of field experience required.

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

The faculty of the School of Special Education believe:

- *Students with disabilities are part of a larger community of diverse learners;*
- *All students can learn when provided with effective instruction, advocacy, and supports;*
- *Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and*
- *The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.*

Field experience is an 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 some of the duties of a special education generalist teacher.
 - a. 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
 - b. Consult, collaborate, and communicate effectively with school personnel, professional agency representatives, families, and students
 - c. 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. Apply knowledge about the characteristics of learners, especially those with exceptional learning needs, to educational practices in learning environments
 - b. Demonstrate knowledge of instructional content and practice in learning environments with students with exceptional learning needs
 - c. Select, adapt, and use instructional strategies, adaptations, and materials according to characteristics of the learner
 - d. Plan and manage the teaching and learning environment for students with exceptional learning needs using appropriate supports and materials
 - e. 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 a field experience instructor.

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 Field Experience Handbook.
 - a. A minimum of 130 hours of supervised teaching experiences with students with exceptional learning needs at the elementary level.
 - b. Develop and teach a minimum of 15 lessons during the semester.
 - 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. Participate in four practicum seminars and four 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 ($\geq 57/67$ standards-based competencies) according to the University of Northern Colorado Performance-Based Checklist.
 [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. Commence teaching portfolio (see Field Experience Handbook)
 [CDE 9.06(1)(a-f); 9.06(2); 9.06(3)(a),(b),(c)(i),(e),(g),(h); 9.06(4)(b),(d); 9.06(5)(a)(iii-v), (b)(i),(iii-vi),(c)(ii),(e-i); 9.06(6)(a-f);]
 [CEC Individualized Generalist Curriculum GC3S1; GC4S1-5,7-11; 13-16, GC5S3, 6; GC6S1,2,4; GC7S2-4, 6-8; GC8S1,2,4; GC9S1]

H. GRADING CRITERIA:

S/U Graded

I. REQUIRED READINGS:

University of Northern Colorado. (2007) *Field Experience Handbook*. Greeley, CO: Author.

Price, Kay, Nelson, Karna (2007). *Planning effective instruction: Diversity responsive methods and management (3rd ed)*. Thomson Wadsworth.

Shelton, Carla F., Pollingue, Alice.B (2005). *The exceptional teacher's handbook: The first-year special education teacher's guide to success (2nd ed.)*. Corwin Press.

J. SUGGESTED READINGS:

Rosenberg, M.J., O'Shea, L.J., O'Shea, D.J. (2002). *Student teacher to master teacher: A practical guide for educating students with special needs (3rd ed)*. Upper Saddle River, N.J. Merrill Prentice Hall.

K. DISABILITY ACCESS:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disability Support Services office (970-351-2289) as soon as possible to ensure that accommodations are implemented in a timely fashion.

EDSE 329
FIELD EXPERIENCE IN SPECIAL EDUCATION: SECONDARY
3 credit hours

A. COURSE DESCRIPTION:

Special Education Majors Only. Provisional or full admission to PTEP. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members.

B. PREREQUISITES:

Provisional or full admission to PTEP. Concurrently with EDSE 321, 326, and 443 OR EDSE 322, 327, and 442. One-hundred thirty (130) hours of field experience required.

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

The faculty of the School of Special Education believe:

- *Students with disabilities are part of a larger community of diverse learners;*
- *All students can learn when provided with effective instruction, advocacy, and supports;*
- *Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and*
- *The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.*

Field experience is an 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 some of the duties of a special education generalist teacher.
 - d. 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
 - e. Consult, collaborate, and communicate effectively with school personnel, professional agency representatives, families, and students
 - f. 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.
 - f. Apply knowledge about the characteristics of learners, especially those with exceptional learning needs, to educational practices in learning environments
 - g. Demonstrate knowledge of instructional content and practice in learning environments with students with exceptional learning needs
 - h. Select, adapt, and use instructional strategies, adaptations, and materials according to characteristics of the learner
 - i. Plan and manage the teaching and learning environment for students with exceptional learning needs using appropriate supports and materials
 - j. 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 a field experience instructor.

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 Field Experience Handbook.
 - a. A minimum of 130 hours of supervised teaching experiences with students with exceptional learning needs at the secondary level.
 - b. Develop and teach a minimum of 15 lessons during the semester.
 - 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. Participate in four practicum seminars and four 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 (\geq 57/67 standards-based competencies) according to the University of Northern Colorado Performance-Based Checklist.

[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. Commence teaching portfolio (see Field Experience Handbook).

[CDE 9.06(1)(a-f); 9.06(2); 9.06(3)(a),(b),(c)(i),(e),(g),(h); 9.06(4)(b),(d); 9.06(5)(a)(iii-v), (b)(i),(iii-vi),(c)(ii),(e-i); 9.06(6)(a-f);]
 [CEC Individualized Generalist Curriculum GC3S1; GC4S1-5,7-11; 13-16, GC5S3, 6; GC6S1,2,4; GC7S2-4, 6-8; GC8S1,2,4; GC9S1]

H. GRADING CRITERIA:

S/U Graded

I. REQUIRED READINGS:

University of Northern Colorado. (2007) *Field Experience Handbook*. Greeley, CO: Author.

Price, Kay, Nelson, Karna (2007). *Planning effective instruction: Diversity responsive methods and management (3rd ed)*. Thomson Wadsworth.

Shelton, Carla F., Pollingue, Alice.B (2005). *The exceptional teacher's handbook: The first-year special education teacher's guide to success (2nd ed.)*. Corwin Press.

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Rosenberg, M.J., O'Shea, L.J., O'Shea, D.J. (2002). *Student teacher to master teacher: A practical guide for educating students with special needs (3rd ed)*. Upper Saddle River, N.J. Merrill Prentice Hall.

K. DISABILITY ACCESS:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disability Support Services office (970-351-2289) as soon as possible to ensure that accommodations are implemented in a timely fashion.

Seminar Schedule 10:00 -12:00

- Seminar 1 - September 12 , 2007 (McKee 253)
- Seminar 2 - October 17, 2007 (McKee 253)
- Seminar 3 - November 7, 2007 (McKee 253)
- Seminar 4 - December 5, 2007 (McKee 253)

Blackboard Assignments

All Blackboard assignments will be *posted on Wednesdays* after 4:00 pm. You can expect a BB assignment on September 26th , October 10th , October 31st , and November 2nd. You will have *one week* to respond to each assignment (deadline: 10:00 pm).

Individual Observation Schedule

Observation 1		
	Date	Time
Observation 2		
	Date	Time
Observation 3		
	Date	Time