MA: Generalist

Practicum Handbook

School of Special Education

EDSE 693

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Graduate 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:

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.

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. 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. It is your responsibility to determine the process for notifying your cooperating of any absences/tardiness.

- 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 required to complete the following requirements:

1. Journaling (you are required to maintain a "journal" of your choosing). You are expected 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 Week Fifteen . 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.
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:
Cooper, James. M., Larrivee, Barbara (2006). *An educator's guide to teacher reflection.* Wadsworth Cengage Learning. You have been introduced to this text in your Integrated Methods Blocks. 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 brough 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), 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 the with the Approaches to Action Research as outlined in your required docment on pp. 5-7. Next, **identify** a topic (an issue, area of interest or idea. **Discuss** this topic with 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 at the end of **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 1-2 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 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 at least a half day, so plan to take at least 6 half days to complete the observations. For each school observation a 3 page description 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 will be submitted to your university consultant before 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 seven (7) 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 five times throughout the practicum semester. (*A minimum of 3 times IF you are a teacher candidate in your own classroom).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 the 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. (2010). *BA: Generalist Practicum Handbook.* Greeley CO: Author.

Cooper, James. M., Larrivee, Barbara (2006). *An educator's guide to teacher reflection.* Wadsworth Cengage Learning.

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 (4th 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 during the last couple of weeks 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 a 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 693 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 competencies developed by the state of Colorado, the Council for Exceptional Children (CEC), and the National Council for the Accreditation of Teacher Education (NCATE). 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 be not 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.

At the end of the practicum period, your university consultant will collect 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 **Practicum Matrix and six observation reflections**.

- **Three formal observations** with standards-based lesson plans conducted by the cooperating teacher throughout the semester.

- **Five formal observations** with standards-based lesson plans conducted by the university consultant throughout the semester.

- **Professional Dispositions Qualities Rubrics and Teacher Candidate Reflection** (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 you, 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 <u>throughout</u> 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 yu 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. **<u>Maintain responsibility for the operations of the classroom, even when the teacher candidate is teaching the lesson.</u>**

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 <u>weekly</u>.

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!*

NOTE: The role of the cooperating teacher varies depending on the type of practicum. For cooperating teachers hosting a teacher candidate to work with his/her students, supervision and evaluation is continuous as the teacher candidate increasingly assumes responsibility. When a

teacher candidate is hired as a teacher in the building, and is completing a practicum within his/her own classroom, the cooperating teacher typically observes every 2-3 weeks and provides written feedback in a timely and constructive manner. At minimum, the teacher candidate and cooperating teacher should be in continuous contact to discuss pertinent issues or concerns (we encourage a minimum of three (3) hours per week).

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 candidate¹s 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.

Student Health Insurance

The University of Northern Colorado now offers a Student Health Insurance Plan (SHIP) to all degree seeking graduate students who enroll in six or more credit hours on our main UNC Campus, an Extended Studies Center and Online students.

UNC's SHIP is a major medical insurance plan using a CIGNA network of physicians and can be used anywhere there is a CIGNA provider. The plan includes a pharmaceutical benefit, mental health coverage, physician visits and hospitalization coverage.

Some things you should know:

- Affordable premiums; $990 per term ($1,980 for the academic year). Summer benefits included at no additional charge.
- Graduate students taking 6 credits or more will *automatically receive this benefit*.
    - To be eligible, you must be registered for more than 6 credits by Sept. 9th. If your courses starts later in the term, you will need to register before Sept. 9th in order to meet the minimum 6 credit requirement.

  - If you are enrolled in certificate, licensure or endorsement programs, you are not eligible for this program.
- If you already have insurance, and do not wish to be charged for SHIP coverage, you must opt out via an online waiver process every Fall semester
  - Log in to https://ursa.unco.edu, click the "Financial" tab and look for the "Health Insurance Waivers" on the bottom left
  - Students who fail to opt out will be automatically charged for this plan.

Please visit www.unco.edu/ship for more information about the insurance plan, in-network providers and out-of-network benefits.

For specific questions, contact the UNC Insurance Office at 970-351-1915.

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...
- Provide written feedback to the teacher candidate.

- Meet frequently to conference with the teacher candidate; review 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 Experience Matrix

Professional Disposition Qualities Rubric

Performance-Based Checklist

Practicum Hours Log

Practicum Timeline for Activities

Syllabus

Practicum Grading Rubric

MA: Generalist
Practicum Matrix

As teacher candidates complete the Special Education: Generalist practicum, they 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. It is critical that you visit and observe settings that represent the array of student ages, needs and service delivery options that comprise a Generalist endorsement. For this reason, you are asked to observe a range of educational settings. The chosen observation sites will be in "continuing contracted teacher" sites (NOT within your colleagues' practicum placements!)

The teacher candidate will investigate and select at least SIX sites to observe. All of these experiences will be documented on the Practicum Matrix. Each of these sites will differ by "needs" and by student "age level." To complete the matrix:

1. Indicate by writing "Practicum," the name and location of the school, and the primary mode of service delivery (i.e., general education with support, resource, self-contained) in the appropriate box for your practicum setting.

2. For the six observations, indicate by writing "Observation," the name and location of the school, the date of the observation, and the primary mode of service delivery (i.e., general education with support, mild/moderate needs, significant support needs) in the appropriate boxes. You must visit at least two sites per age level (i.e. two elementary schools, two middle schools, and two high schools). These observations must be in a variety of placement settings. Each observation should comprise at least a half day.

MA: Generalist
Practicum Matrix

Student Age Level	Academic Needs (at least one)	Behavioral Needs (at least one)	Significant Support Needs (at least one)	Non-Traditional Setting * (at least one)
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

1 = General Education with Support
2 = Mild/Moderate
3 = Significant Support Need

Professional Disposition Qualities Rubric (PDQ)

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 unsatisfactory/developing 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.

NOTE: This PDQ is a *REVISED* form being ised in the College of Education and Behavioral SciencesSchool of Special Education during the 2014-2015 academic year.

UNIVERSITY of NORTHERN COLORADO

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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	**Unacceptable (1)**	**Approaching (2)**	**Target (3)**	**Recommendations/ Commendations**
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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

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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	**Unacceptable (1)**	**Approaching (2)**	**Target (3)**	**Recommendations/ Commendations**
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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: _____

School of Special Education

PROFESSIONAL GROWTH PLAN (to be used with the Professional Disposition Qualitites 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:

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)**	

Performance Based Checklist for EDSE 693 (Teacher Candidate Copy)

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

The following competencies are based on the **Council for Exceptional Children's Content Standards.** This document will serve as the final evaluation for the Teacher Candidate in EDSE 693. Read each competency carefully and determine the descriptor on the rubric which most closely describes the teacher candidate's performance/knowledge of these ten (10) content standards.

Directions: Mark the box with the description that best matches the current developmental level of this teacher candidate on each of the sub-competencies (Example: X). Count the number of boxes scored in each column. Obtain a running score for each standard. Follow the instructions at the end of the document for obtaining a total score/percentage.

Advanced level of performance as a teacher candidate and is ready to work independently as a teacher beginning a professional career.

Proficient level of performance as a teacher candidate and will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory level of performance as a teacher candidate and will require major growth and practice before being placed in charge of a classroom.

Unobserved at this time but is expected to show evidence of this competency before the end of the experience. On rare occasions, one or two items may remain unobserved throughout the experience due to circumstances within the placement that do not allow the teacher candidate to demonstrate proficiency on the item. (Not scored, comments are required for these items).

_____ _____
Teacher Candidate Cooperating Teacher

_____ _____
University Consultant Date

Circle One: S (≥85%) U (< 85%)

CEC #1 : Foundations				
Criteria	**Advanced (3)**	**Proficient(2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of special education as a continuously changing/evolving field. This includes knowledge of principles and theories, laws and policies, historical points of view, and human issues.	Professional practices and educational decisions demonstrate a *comprehensive* knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate *fundamental* knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate *limited or no* knowledge of the field of special education and its continuously evolving practices.	
Knowledge of human diversity and its impact on families, cultures, schools, and delivery of special education services.	Professional practices and educational decisions demonstrate an *in-depth* knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate a *fundamental* knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate *limited or no* knowledge of human diversity and its impact on families, cultures, schools.	
Knowledge of the relationship of special education to the organization and function of educational agencies.	Professional practices *regularly* demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices *occasionally* demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices demonstrate a *limited or no* understanding of the role that special education plays in the organization and function of educational agencies.	

TOTAL for CEC #1 _____ _____ _____ _____

CEC #2: Development and Characteristics of Learners				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Demonstrates respect for students as unique human beings.	*Always* demonstrates a respect for students as unique human beings.	*Frequently* demonstrates a respect for students as unique human beings.	*Occasionally* demonstrates a respect for students as unique human beings.	
Knowledge of typical and atypical human growth and development.	Practices reflect an *in-depth* understanding of atypical human	Practices reflect a *basic* understanding of atypical human	Practices reflect a *limited* understanding of atypical	

	growth and development.	growth and development.	human growth and development.	
Knowledge of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an *in-depth* understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a *basic* understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a *limited* understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	

TOTAL for CEC #1, 2 _____ _____ _____ _____

CEC #3: Individual Learning Differences				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect an *in-depth* knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a *basic* level of knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a *minimal* level or no knowledge of the effects that an exceptional condition can have on an individual's learning.	
Utilizes knowledge of primary language, culture, and familial backgrounds to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds *is utilized* to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds *is occasionally utilized* to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds *is rarely utilized* to interact with the individual with ELN.	
Utilizes knowledge of learning differences as a foundation to individualize instruction.	Knowledge of learning differences *is utilized* as a foundation to individualize instruction.	Knowledge of learning differences *is occasionally* utilized as a foundation to individualize instruction.	Knowledge of learning differences is *rarely utilized* as a foundation to individualize instruction.	

TOTAL for CEC #1, 2, 3 _____ _____ _____ _____

(Go to next page)

CEC #4: Instructional Strategies				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes a repertoire of evidence-based instructional strategies to individualize instruction.	A *wide variety of evidence-based instructional strategies* are employed to meet the individual needs of students.	*Some evidence-based strategies* for instruction are available to meet the individual needs of students.	*Instructional strategies are random* and not representative of evidence or research.	
Selects, adapts and uses evidence-based strategies to promote positive learning results in general education and special education curricula.	A *variety of evidence –based strategies* are selected, adapted, as appropriate, and used for the purpose of promoting positive learning results in general education and special education.	*Some evidence-based strategies* are considered/used for promoting positive learning results in general education and special education.	*Evidence-based strategies are not apparent* in planning for positive learning results in general education and special education.	
Appropriately modifies learning environments for individuals with ELN.	The individual needs of students with ELN *are thoroughly considered* in modifying the learning environment.	The learning environment is *modified with some consideration* for the student with ELN.	*Little to no consideration is given* to the modification of the learning environment for students with ELN.	
Strives to emphasize the development, maintenance, and generalization of knowledge and skills across environments and over the life span.	*Proactive planning* is employed to emphasize the development, maintenance, and generalization of knowledge and skills across environments and the life span.	*Planning is random* regarding the development, maintenance, and generalization of knowledge and skills across environments and the life span.	There *is little evidence of planning* for the development, maintenance and generalization of knowledge and skills across environments and the life span. Documentation is random.	

TOTAL for CEC #1, 2, 3, 4 _____ _____ _____ _____

CEC #5: Learning Environments and Social Interactions				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Creates a learning environment for individuals with ELN that fosters cultural understanding, safety, and emotional well-being, positive social interaction and active engagement.	The learning environment *fosters* cultural understanding, safety and emotional well-being, social interaction and active engagement	There is evidence of *attempts to foster* cultural understanding, safety and emotional well-being, social interaction and active engagement. Evidence is sporadic.	Cultural understanding, safety, emotional well-being, social interaction and active engagement *are clearly not evident* in the environment.	
Shapes the environment to encourage independence.	*Students are encouraged and reinforced* for demonstrating independence. The teacher	*Independence is encouraged* but the environment is limited in its opportunities to assist students	The environment *is lacking in opportunities which encourage independence.*	

	shapes the environment to provide this learning.	with independence.		
Assists general education colleagues with integration.	The teacher has a *positive and collegial* working relationship within general education which supports students with ELN in the general education classroom.	The teacher *offers support* when approached for assistance from the general education teachers.	The teacher *seldom connects* with the general education teacher for supporting integration	
Utilizes direct motivational and instructional interventions to help students with ELN respond to current expectations.	Motivational techniques and instructional interventions *are clearly evident and consistently utilized* for helping students.	Motivational and instructional interventions *are inconsistently available* to students.	*Little evidence is shown* for motivation and instruction to help students with ELN respond to current expectations.	
Intervenes in a crisis.	There is a *clear crisis intervention* plan in place.	*Crisis is handled inconsistently*. Evidence of a consistent plan is not in place.	There *is no evidence of strategies* for use in a crisis.	
Provides direction and guidance to para educators and other appropriate personnel	Support personnel, including para educators, have a *clear understanding* of their role, schedule and strategies for supporting students.	Support personnel, including para educators*, are given some support* of their role regarding schedules, strategies. Direction is intermittent.	*Little to no direction is provided* to support personnel, including para educators.	

TOTAL for CEC #1, 2, 3, 4, 5 _____ _____ _____ _____

CEC #6 Language				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Understands typical/atypical language development.	There is *clear understanding* of atypical/typical language development and this is demonstrated within the teacher's planning for student needs.	The language development needs of individual students are *not clearly reinforced* within the teacher's lesson planning/support for students.	The language development needs of individual students *do not appear to be considered* in the teacher's planning.	
Individualizes strategies to enhance language development and teach communication skills to individuals with ELN.	Each student is individually considered when teaching communication skills to students with ELN. The *strategies are differentiated* to meet these needs.	Strategies to enhance language development are globally taught, with *inconsistent consideration* given to individual needs.	The individual learning needs of students with language development *concerns are not evident* in the lesson planning for teaching communication skills.	
Utilizes augmentative, alternative, and assistive technologies to	The teacher *provides the appropriate technology* for	Augmentative, alternative and assistive *technology is evident,*	Students with ELN *do not have their communication*	

enhance/support communication of individuals with ELN.	communication to support students with ELN	*but does not appear to be accessed.*	*needs met* with appropriate technology.	
Provides effective language models to facilitate understanding of the subject matter for individuals with ELN whose primary language is other than English.	Effective language models are *evident and consistently used* to facilitate understanding of subject matter for students with ELN whose primary language is other than English.	Language models *are provided, but there is inconsistent evidence* that these models are appropriate for the individual learning needs of the students.	Effective language *models are inconsistent or not evident.*	

TOTAL for CEC #1, 2, 3, 4, 5, 6 _____ _____ _____ _____

CEC #7: Instructional Planning				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Develops long range individualized instructional plans that are translated into shorter-range goals and objectives.	Individualized instructional plans *are developed that are aligned* to relevant shorter-range goals and objectives.	Individualized instructional plans *are developed and minimally linked* to shorter-range goals and objectives.	Individualized instructional plans *are minimally developed and have little or no link* to goals and /or objectives.	
Instructional plans emphasize explicit modeling and efficient guided practice that lead to maintenance and generalization.	Instructional plans *emphasize explicit modeling and efficient guided practice* and include activities to promote maintenance and generalization of skills.	Instructional *plans include modeling and guided practice* and allude to generalization.	Instructional *plans minimally address modeling, guided practice* and generalization.	
Instructional plans are modified on an ongoing analysis of progress.	Instructional plans incorporate *opportunities for ongoing monitoring* of student progress and are adjusted on analysis of the progress.	Instructional plans incorporate *opportunities for monitoring* of student progress, but include *minimal evidence* of adjustment based on analysis of progress.	Instructional *plans do not reflect analysis of student progress.*	
Instructional planning is created in a collaborative context.	Instructional plans provide *evidence of collaborative input*.	Instructional plans provide *limited evidence of collaborative input*.	Instructional plans *do not reflect collaborative input*.	
Develops individualized transition plans.	Individualized transition plans *are developed* for students of a transition age or when otherwise deemed appropriate.	Transition plans are *minimally developed* for students of a transition age or when otherwise deemed appropriate.	Transition plans *are not developed* for students of transition age or when necessary.	
Uses appropriate technology to support instructional plans and individualized instruction.	Instructional plans *appropriately incorporate* technology to meet the individual learning needs of students.	Instructional plans *adequately incorporate* technology to meet the individual learning needs of students.	Instructional *plans minimally incorporate* technology to meet the individual learning needs of students.	

TOTAL for CEC #1-6, 7 _____ _____ _____ _____

CEC #8: Assessment				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes multiple types of assessment information for educational decisions.	*Multiple types of assessment information are utilized* to make educational decisions.	*Assessment information is used* to make educational decisions.	*Little attention is paid* to assessment information when making educational decisions.	
Demonstrates an understanding of legal policies and ethical principles of measurement and assessment.	Assessment practices *reflect a comprehensive understanding* of the legal policies and ethical principles of measurement and assessment.	Assessment practices *reflect a basic understanding* of the legal policies and ethical principles of measurement and assessment.	Assessment *practices reflect minimal or no understanding* of the legal policies and ethical principles of measurement and assessment.	
Demonstrates an understanding of the appropriate use and limitations of various types of assessment.	A *variety of assessments* are used in an appropriate manner.	*Minimal assessments* are used in an appropriate manner.	*Assessments are used in a manner for which they are not intended*.	
Collaborates to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect an *ability to collaborate* with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect *limitations in ability to collaborate* with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect *little or no ability to collaborate* with others to assure nonbiased meaningful assessments and decision making.	
Conducts formal and informal assessments.	*Effectively and correctly conducts* formal and informal assessments.	*Conducts* formal and informal *assessments with minimal error*.	*Demonstrates error and/or difficulty* conducting formal and/or informal assessments.	
Utilizes assessments to identify supports and adaptations for individuals with ELN to access the general curriculum.	Assessment information *is used* to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is *periodically used* to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is *rarely used* to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	
Regularly monitors the progress of individuals with ELN.	Assessments are used to *regularly monitor the progress* of individuals with ELN.	Assessments are *periodically used to monitor the progress* of individuals with ELN.	Assessments are *rarely used to monitor the progress* of individuals with ELN.	
Uses appropriate technologies to support assessments.	Technology is *incorporated when needed* to support the assessmenprocess.	Technology *is incorporated most of the time when needed* to support the assessment process.	Technology is *minimally or not incorporated when needed* to support the assessment process.	
Uses assessment of prior learning to	Planning and instruction	*Often undertakes* an	*Rarely undertakes* an	

support learning. ***(Evidence of P-12 Learning)***	*consistently includes* assessment of prior learning in areas to be taught.	assessment to understand the prior student learning in the areas to be taught.	assessment to understand the prior student learning in the areas to be taught.	
Uses assessment to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	*Consistently plans and executes* appropriate instruction to advance student learning based on prior assessment data.	*Often plans and executes* appropriate instruction to advance student learning based on prior assessment data.	*Rarely plans or executes* appropriate instruction to advance student learning based on prior assessment data.	
Designs and uses assessment data to monitor progress towards objectives. ***(Evidence of P-12 Learning)***	*Consistently designs and implements* appropriate assessment instruments to measure progress toward objectives.	*Often designs and implements* appropriate assessment instruments to measure progress toward objectives.	*Rarely designs and implements* appropriate assessment instruments to measure progress toward objectives.	
Analyzes data to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Instruction *consistently demonstrates evidence* of analysis and reflection of data on student learning.	Instruction often demonstrates evidence of analysis and reflection of data on student learning.	Instruction *rarely demonstrates evidence* of analysis and reflection of data on student learning.	

Adapted from *Bradley University Student Teacher Evaluation* rubric. Bradley University, Department of Teacher Education, Peoria, IL

TOTAL for CEC #1-6, 7, 8 _____ _____ _____ _____

CEC #9: Professional and Ethical Practice				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Attends to special education related legal, professional and ethical considerations.	*Professional practice thoroughly reflects* attention to special education related legal, professional and ethical considerations.	*Professional practice periodically reflects* attention to special education related legal, professional and ethical considerations.	*Professional practice rarely reflects* attention to special education related legal, professional and ethical considerations.	
Engages in professional activities.	*Frequently engages* in professional activities.	*Occasionally engages* in professional activities.	*Rarely or does not engage* in professional activities.	
Demonstrates qualities of a lifelong learner by regularly reflecting on and adjusting practices.	*Regularly reflects* on and adjusts practices.	*Periodically reflects* on and adjusts practices.	*Rarely reflects* on and adjusts practices.	
Demonstrates an awareness of how personal attitudes, behaviors and ways of communicating influence practice.	Professional *practices reflect a comprehensive awareness* of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices *reflect a basic awareness* of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices *reflect little or no awareness* of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	

Demonstrates sensitivity to aspects of diversity.	*Regularly demonstrates sensitivity* to aspects of diversity.	*Periodically demonstrates sensitivity* to aspects of diversity.	*Rarely demonstrates sensitivity* to aspects of diversity.	
Engage sin activities to stay current with evidence-based practices.	*Frequently engages* in activities to stay current with evidence-based practices.	*Occasionally engages* in activities to stay current with evidence-based practices.	*Rarely or does not engage* in activities to stay current with evidence-based practices.	
Knowledge of own limits and practice within those limits.	Professional practice is limited to the areas in which training and/or professional development has occurred.	Attempts are made to practice outside the areas in which training and/or professional development has occurred.	Practice outside the areas in which training and/or professional development has occurred.	

TOTAL for CEC #1-6, 7, 8, 9 _____ _____ _____ _____

CEC #10: Collaboration				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Collaborates with families, other educators, service providers, and personnel from community agencies in culturally responsive ways.	Professional practices *reflect culturally responsive methods of collaborating* with families, other educators, service providers, and personnel from community agencies.	Professional practices *reflect attempts at culturally responsive methods of collaborating* with families, other educators, service providers, and personnel from community agencies.	Professional practices *reflect no attention to culturally responsive methods* of collaborating with families, other educators, service providers, and personnel from community agencies.	
Promotes and advocates for the learning and well being of individuals with ELN.	*Regularly promotes* and advocates for the learning and well being of individuals with ELN.	*Periodically promotes* and advocates for the learning and well being of individuals with ELN.	*Rarely promotes* and advocates for the learning and well being of individuals with ELN.	
Acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	*Frequently acts as a resource* to colleagues in understanding laws and policies related to individuals with ELN.	*Occasionally acts as a resource* to colleagues in understanding laws and policies related to individuals with ELN.	*Rarely acts as a resource* to colleagues in understanding laws and policies related to individuals with ELN.	
Utilizes collaboration to facilitate the successful transitions of individuals with ELN.	Collaborates with others to facilitate the successful transitions of individuals with ELN.	*Occasionally collaborates with others* to facilitate the successful transitions of individuals with ELN.	*Rarely collaborates with others* to facilitate the successful transitions of individuals with ELN.	

TOTAL for CEC #1-10 _____ _____ _____ _____

Advanced _____

\+

Proficient _____

TOTAL _____ ÷ 54 x 100 = _____% (Circle S or U on the cover page before signing)

EDSE 693
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	Activities	Cooperating Teacher's Initials
WEEK ONE **Ex: 8/15/13 7:30 – 4:00**	 **8.5**	**Assisted CT with greeting new students, observed routine, assisted with lunch supervision; attended brief team meeting**	CTI
WEEK TWO			
WEEK THREE			

Total Hours – Page 1 _____

_____ _____ _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

EDSE 693
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	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 693
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	Activities	Cooperating Teacher's Initials
WEEK SEVEN			
WEEK EIGHT			
WEEK NINE			

Total Hours – Page 3 _____

_____ _____ _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

E DSE 693/TS/bal'14

EDSE 693
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	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 693
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	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 693
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	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 693
Practicum Hours Log – Calculation Page

Teacher Candidate_____Cooperating Teacher _____

School:_____Semester_____

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 _____

Page Six _____

Additional _____

TOTAL of all pages _____/640__

EDSE 693/TS/bal'14

Practicum Timeline for Activities (EDSE 693)

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 on Tuesday, January 6, 2015 (See placement letter).**

Week One: __January 12, 2015 (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. Elicit ideas/feedback from your cooperating teacher.

Week Two: __January 19, 2015 (**Note: Monday is Martin Luther King Jr. Day**)

- ✓ 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.

Week Three: __ January 26, 2015_____

- ✓ 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.
- ✓ **Check Blackboard Assignment Number One on January 28, 2015_____**

Week Four: __February 2, 2015_____

- ✓ **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.

Week Five: __February 9, 2015_____

- ✓ 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 February 13, 2015.**
- ✓ **Check Blackboard Assignment Number Two on Februaary 11, 2015_____**
- ✓

Week Six: __ __February 16, 2015_____

- ✓ Schedule a school observation?
- ✓ Is your PROJECT DIRECTION ready for next week?

Week Seven: ___February 23, 2015_____

- ✓ **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: __March 2, 2015 (MIDTERM Week)_____

- ✓ Begin your research project intervention and data collection –this will be ongoing now
- ✓ **Check Blackboard Assignment Number Three on__March 4, 2015_____** .
- ✓ **Review MIDTERM Performance-Based Checklist with your cooperating teacher (this is due to your university consultant now).**

Week Nine: _____March 9, 2015_____

- ✓ Collect research project data. How is it looking?
- ✓ Schedule a school observation?

Week Ten : __March 16, 2015 (UNC's Spring Break)___

- ✓ **Happy St. Patrick's Day!**
- ✓ How are you doing on your practicum requirements? Have you assumed maximum responsibility in your classroom by now?

Week Eleven: __March 23, 2015_____

- ✓ Schedule a school observation?
- ✓ How is your research data looking?
- ✓ How is your research project intervention working?
- ✓ **Check Blackboard Assignment Number Four on March 25, 2015_____**

Week Twelve: __March 30, 2015_____

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

Week Thirteen: __April 6, 2015_____

- ✓ Begin timeline discussion for returning duties of classroom to cooperating teacher.
- ✓ Schedule a school observation?

Week Fourteen: __April 13, 2015_____

- ✓ Schedule time with your cooperating teacher to review the FINAL Performance-Based Checklist next week.
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Five on ____April 15, 2015__ (Tax Day!)**
- ✓

Week Fifteen: __April 20, 2015_____

- ✓ 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!!!)**
- ✓

Week Sixteen: __April 27, 2015

- ✓ Continue returning duties of classroom to cooperating teacher. This should be almost complete this week.
- ✓ **Project Summary/Reflection is due to your UC at the end of this week**.
- ✓ **Review Performance-Based Checklist with cooperating teacher. It is due this 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 May 4, 2015.**
- ✓ **Complete written summaries of your six observations. These are due this week with the Practicum Matrix**
- ✓ **Check Blackboard Assignment Number Six on __April 29, 2015**
- ✓ **Attend your final Seminar on Thursday, April 30, 2015 (6:00 – 8:30 pm).**

Week Seventeen: __May 4, 2015_____ (Your last day is May 7, 2015)

- ✓ All responsibilities should be completely turned back to your cooperating teacher.
- ✓ **Upload your complete research project into Safe Assign. This must be done by 5/8/15.**
- ✓ **Graduate May 8, 2015!** ☺

EDSE 693
PRACTICUM IN SPECIAL EDUCATION
3-12 credit hours

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, EDSE 510, EDSE 511, EDSE 512, EDSE 614, EDSE 616, EDSE 617, EDSE 618, and EDSE 619. EDSE 615 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 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 assigments 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 Checklist (≥ 85% 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 reflections 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)

95 – 100 A
88 – 90 B
80 –83 C
78 – 79 C- (not a passing grade for EDSE 693. See Practicum Grading Rubric)

I. REQUIRED READINGS:

University of Northern Colorado. (2010). *BA: Generalist Practicum Handbook.* Greeley CO: Author.

Cooper, James. M., Larrivee, Barbara (2006). *An educator's guide to teacher reflection.* Wadsworth Cengage Learning.

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 (4th 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.

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

J. SUGGESTED READINGS:

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

Thousand, J. S., Villa, R. A., Nevin, A. I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning.* Thousand Oaks, CA: Corwin Press.

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:** _____

SPRING 2015

EDSE 693
Practicum Grading Rubric

Performance Demo.	Advanced	Proficient	Unacceptable
Generalist Observations (other programs/ Schools)	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ 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.	❑ Completed all 6 observations in a variety of programs according to practicum matrix requirements.	❑ Completed 6 observations. Practicum matrix requirements are not complete.
	❑ 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.	❑ Describes with some detail the program, setting, philosophy, curriculum, classroom management, daily routines, scheduling, and teacher interactions with other adults and students.	❑ 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.
	❑ Analyzes program effectiveness by comparing and contrasting observation setting with practicum setting.	❑ Compares & contrasts observation setting with practicum setting	❑ Insufficient detail is presented when comparing and contrasting observation setting with practicum setting.

Performance Demo.	Advanced	Proficient	Unacceptable
Action Research Project	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ Action Research Project follows APA style format and contains more than 5 references. ❑ Manuscript is of exemplary quality. –A score of 5 was achieved for each section of the project. ❑ Manuscript presents implementation of the intervention, data collection and results, data analysis, and summary.	❑ Action Research Project follows APA style format and contains 5 references. ❑ Manuscript demonstrates quality and flows between sections. Revisions resulting in a score of 4 for each section were achieved. ❑ Manuscript presents implementation of the intervention, data collection and results, data analysis, and summary.	❑ Action Research Project is not in APA style format and/or contains less than 5 references. ❑ Grammatical/punctuation errors are evident. Many revisions were required to achieve the minimum score of 4. ❑ Manuscript presents project components only.
	❑ The completed Action Research Workbook has clearly provided the structure for each section of the project. ❑ The Action Research Workbook was always available for review by the university consultant.	❑ There is evidence that the Action Research Workbook has been used to guide the research. ❑The teacher candidate provided the workbook for review if requested.	❑ Action Research Workbook was not used to guide research project. ❑ The workbook was not in evidence, nor available for review.
	❑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.	❑ 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.	❑ Sections of the research project were **submitted after the due date**. Multiple revisions may have been required and/or **timely resubmissions did not occur.**
	❑ The project originated as the result of a question or concern identified by the teacher candidate within the practicum setting	❑ The project originated as the result of a question or concern within the practicum setting, having been identified by the CT or UC.	❑ The project was not an original project and may have been the duplication of a previous assignment or project.
	❑ 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.	❑ 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.	❑ 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.
	❑ 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.	❑ The summary/ reflection of the project describes what went well, what might be done differently, and knowledge gained from the project.	❑ 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.	Advanced	Proficient	Unacceptable
Practicum Performance and Professional Dispositions	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ Teacher candidate has completed >640 hours in practicum placement seeking and/or utilizing opportunities for additional professional development.	❑ Teacher Candidate has as completed ≥625 hours during practicum to meet requirements.	❑ Teacher candidate has completed <625 hours and has multiple/frequent absences.
	❑ Has scored **>85%** on the FINAL Performance Based Checklist.	❑ Has scored **85%** on the FINAL Performance Based Checklist. Concerns identified at midterm were addressed.	❑ Has scored **<85%** on Performance Based Checklist. Substantial feedback has been documented, with areas of concern remaining.
	❑ Has scored **> 24** on the FINAL PDQ. Two reflections were completed/submitted to Bb— ❑ 1st reflection was a reflection-for-action with a dispositional focus for the semester ❑ 2nd reflection was a detailed self-reflection of the semester.	❑ 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-- ❑ 1st reflection focused on the TC's plan for self-improvement ❑ 2nd reflection was a self-reflection of TC's progress over the semester.	❑ 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 – ❑ 1st reflection lacked detail for required self-improvement ❑ 2nd reflection failed to provide evidence of self-improvement
	❑ 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. **❑❑❑❑❑ (2 points counted per box checked)**	❑ 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. **❑❑❑❑❑ (2 points counted per box checked)**	❑ 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. **❑❑❑❑❑ (2 points counted per box checked)**
	❑ Throughout the semester, 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.	❑ Throughout the semester, Teacher Candidate **accepts and utilizes feedback** from cooperating teacher and university consultant.	❑ Throughout the semester, 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.	Advanced	Proficient	Unacceptable
BLACKBOARD ASSIGNMENTS AND SEMINARS	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ 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.	❑ Attends and participates in 2 seminars and brings required materials. Participates appropriately in discussions refining practicum experiences.	❑ May have been absent from one or more seminars and/or comes unprepared. Does not contribute meaningfully to seminar discussions and activities.
	❑Two PDQ reflections were submitted to Bb on time.	❑Two PDQ reflections were submitted to Bb.	❑Two PDQ reflections were not submitted to Bb.
	❑ Completes 6 Blackboard assignments on time utilizing professional style writing (no spelling or grammatical errors) referencing readings when appropriate.	❑ Completes at least 5/ 6 Blackboard assignments on time. Professional writing is adequate (no spelling/usage errors).	❑ Has two or more missing or late Blackboard assignments. Professional writing has been graded with feedback – showing little or no change.
	❑ Reflections demonstrate analysis of assigned content and application to practicum setting.	❑ Reflections of content are complete and address current topic	❑ Reflections are either missing or provides minimal information.
	❑ Provides thoughtful responses to peer postings in discussion board when asked.	❑ Responds as required to peers postings in discussion board.	❑ Does not respond meaningfully to peers discussion board posts when asked.
	❑ Blackboard grade range is ≥ 93 %.	❑ Blackboard grade range is between 80 89 %	❑ Blackboard grade range is < 80%

Performance Demonstration	A Points	P Points	U 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: 234 - 260

B Point range: 208 - 233

C* Point Range: 190 - 207

***A candidate receiving a C- or below in practicum will not be eligible for the Program's institutional recommendation for licensing. (<109 points)**

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

UNIVERSITY of
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Appendix B

(To be given to the Cooperating Teacher before beginning of the semester)

Cooperating Teacher

Spring 2015

COOPERATING TEACHER GUIDE

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 and Professional Dispositions Qualities Rubric.

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)

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. 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. It is your responsibility to determine the process for notifying your cooperating of any absences/tardiness.

- 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.

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) Rubric**
- **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 decribed 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 yu 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.

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.

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.*

Risk Management

In very rare situations the teacher candidate may be injured while in the practicum site. All teacher candidates are covered by the Risk Management guidelines at UNC. In the event of an injury, the teacher candidate should contact the following individuals as soon as possible:

UNC Risk Management Coordinator: George Bielinski (970-351-2718) or george.bielinski@unco.edu
Field Experience Coordinator (970-351-2359)
University Consultant

The UNC Risk Management Coordinator will be able to provide appropriate paperwork and instructions for the teacher candidate in the event that medical assistance is required.

Student Health Insurance

Students who are enrolled for less than nine (9) hours of classes **are not eligible to participate in the UNC SHIP**. Students enrolled at the Lowry campus or in an Extended
Studies Program are not eligible to participate in the UNC SHIP. They may, however, contact Academic HealthPlans at(855) 247-2273 who will assist them in finding individual coverage.

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). 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. _____ Acquiant 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 693)

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 on Tuesday, January 6, 2015 (See placement letter).**

Week One: __January 12, 2015 (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. Elicit ideas/feedback from your cooperating teacher.

Week Two: __January 19, 2015 (**Note: Monday is Martin Luther King Jr. Day**)

- ✓ 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.

Week Three: __ January 26, 2015_____

- ✓ 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.
- ✓ **Check Blackboard Assignment Number One on January 28, 2015_____**

Week Four: __February 2, 2015_____

- ✓ **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.

Week Five: __February 9, 2015_____

- ✓ 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 February 13, 2015.**
- ✓ **Check Blackboard Assignment Number Two on Februaary 11, 2015_____**
- ✓

Week Six: __ __February 16, 2014_____

- ✓ Schedule a school observation?
- ✓ Is your PROJECT DIRECTION ready for next week?

Week Seven: ___February 23, 2015_____

- ✓ **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: __March 2, 2015 (MIDTERM Week)_____

- ✓ Begin your research project intervention and data collection –this will be ongoing now
- ✓ **Check Blackboard Assignment Number Three on__March 4, 2015_____** .
- ✓ **Review MIDTERM Performance-Based Checklist with your cooperating teacher (this is due to your university consultant now).**

Week Nine: _____March 9, 2015_____

- ✓ Collect research project data. How is it looking?
- ✓ Schedule a school observation?

Week Ten : __March 16, 2015 (UNC's Spring Break)___

- ✓ **Happy St. Patrick's Day!**
- ✓ How are you doing on your practicum requirements? Have you assumed maximum responsibility in your classroom by now?

Week Eleven: __March 23, 2015_____

- ✓ Schedule a school observation?
- ✓ How is your research data looking?
- ✓ How is your research project intervention working?
- ✓ **Check Blackboard Assignment Number Four on March 25, 2015_____**

Week Twelve: __March 30, 2015_____

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

Week Thirteen: __April 6, 2015_____

- ✓ Begin timeline discussion for returning duties of classroom to cooperating teacher.
- ✓ Schedule a school observation?

Week Fourteen: __April 13, 2015_____

- ✓ Schedule time with your cooperating teacher to review the FINAL Performance-Based Checklist next week.
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Five on ____April 15, 2015 __ (Tax Day!)**
- ✓

Week Fifteen: __April 20, 2015_____

- ✓ 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!!!)**
- ✓

Week Sixteen: __April 27, 2015

- ✓ Continue returning duties of classroom to cooperating teacher. This should be almost complete this week.
- ✓ **Project Summary/Reflection is due to your UC at the end of this week**.
- ✓ **Review Performance-Based Checklist with cooperating teacher. It is due this 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 May 4, 2015.**
- ✓ **Complete written summaries of your six observations. These are due this week with the Practicum Matrix**
- ✓ **Check Blackboard Assignment Number Six on __April 29, 2015**
- ✓ **Attend your final Seminar on Thursday, April 30, 2015 (6:00 – 8:30 pm).**

Week Seventeen: __May 4, 2015_____ (Your last day is May 7, 2015)

- ✓ All responsibilities should be completely turned back to your cooperating teacher.
- ✓ **Upload your complete research project into Safe Assign. This must be done by 5/8/15.**
- ✓ **Graduate May 8, 2015!** ☺

Professional Disposition Qualitites 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 unsatisfactory/developing 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.

NOTE: This PDQ is a *REVISED* form being used in the College of Education and Behavioral Sciences School of Special Education during the 2014-2015 academic year.

UNIVERSITY of NORTHERN COLORADO

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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/ Commendations
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	**Unacceptable (1)**	**Approaching (2)**	**Target (3)**	**Recommendations/ Commendations**
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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: _____

School of Special Education

PROFESSIONAL GROWTH PLAN (to be used with the Professional Disposition Qualitites 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

3.

What is the expected performance?
What support is needed to accomplish the expected performance?
Progress Review Dates: _____ _____ _____ _____ _____
Comments:

Statement of issue or concern:

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)**

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Performance Based Checklist for EDSE 693 – Midterm Report

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

The following competencies are based on the **Council for Exceptional Children's Content Standards.** This document will serve as the final evaluation for the Teacher Candidate in EDSE 693. Read each competency carefully and determine the descriptor on the rubric which most closely describes the teacher candidate's performance/knowledge of these ten (10) content standards.

Directions: Mark the box with the description that best matches the current developmental level of this teacher candidate on each of the sub-competencies (Example: X). Count the number of boxes scored in each column. Obtain a running score for each standard. Follow the instructions at the end of the document for obtaining a total score/percentage.

Advanced level of performance as a teacher candidate and is ready to work independently as a teacher beginning a professional career.

Proficient level of performance as a teacher candidate and will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory level of performance as a teacher candidate and will require major growth and practice before being placed in charge of a classroom.

Unobserved at this time but is expected to show evidence of this competency before the end of the experience. On rare occasions, one or two items may remain unobserved throughout the experience due to circumstances within the placement that do not allow the teacher candidate to demonstrate proficiency on the item. (Not scored, comments are required for these items).

_____ _____

Teacher Candidate Cooperating Teach _____

_____

University Consultant Date

Circle One: S (≥85%) U (< 85%)

CEC #1 : Foundations				
Criteria	**Advanced (3)**	**Proficient(2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of special education as a continuously changing/evolving field. This includes knowledge of principles and theories, laws and policies, historical points of view, and human issues.	Professional practices and educational decisions demonstrate a comprehensive knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate fundamental knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate limited or no knowledge of the field of special education and its continuously evolving practices.	
Knowledge of human diversity and its impact on families, cultures, schools, and delivery of special education services.	Professional practices and educational decisions demonstrate an in-depth knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate a fundamental knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate limited or no knowledge of human diversity and its impact on families, cultures, schools.	
Knowledge of the relationship of special education to the organization and function of educational agencies.	Professional practices regularly demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices occasionally demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices demonstrate a limited or no understanding of the role that special education plays in the organization and function of educational agencies.	

TOTAL for CEC #1 _____ _____ _____ _____

CEC #2: Development and Characteristics of Learners				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Demonstrates respect for students as unique human beings.	Always demonstrates a respect for students as unique human beings.	Frequently demonstrates a respect for students as unique human beings.	Occasionally demonstrates a respect for students as unique human beings.	
Knowledge of typical and atypical human growth and development.	Practices reflect an in-depth understanding of atypical human growth and development.	Practices reflect an understanding of atypical human growth and development.	Practices reflect a limited understanding of atypical human growth and development.	
Utilizes knowledge of exceptional conditions to respond to varying abilities and behaviors of individuals	Knowledge of exceptional conditions is utilized to respond to varying abilities and	Knowledge of exceptional conditions is occasionally used to respond to varying abilities	Knowledge of exceptional conditions is rarely used to respond to varying abilities	

with Exceptional Learning Needs (ELN).	behaviors of individuals with ELN.	and behaviors of individuals with ELN.	and behaviors of individuals with ELN.	
Knowledge of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an in-depth understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a limited understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	

TOTAL for CEC #1, 2 _____ _____ _____ _____

CEC #3: Individual Learning Differences				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect an in-depth knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a basic level of knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a minimal level or no knowledge of the effects that an exceptional condition can have on an individual's learning.	
Utilizes knowledge of primary language, culture, and familial backgrounds to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is occasionally utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is rarely utilized to interact with the individual with ELN.	
Utilizes knowledge of learning differences as a foundation to individualize instruction.	Knowledge of learning differences is utilized as a foundation to individualize instruction.	Knowledge of learning differences is occasionally utilized as a foundation to individualize instruction.	Knowledge of learning differences is rarely utilized as a foundation to individualize instruction.	

TOTAL for CEC #1, 2, 3 _____ _____ _____ _____

(Go to next page)

CEC #4: Instructional Strategies				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes a repertoire of evidence-based instructional strategies to individualize instruction.	A wide variety of evidence-based instructional strategies are employed to meet the individual needs of students.	Some evidence-based strategies for instruction are available to meet the individual needs of students.	Instructional strategies are random and not representative of evidence or research.	
Selects, adapts and uses evidence-based strategies to promote positive learning results in general education and special education curricula.	A variety of evidence –based strategies are selected, adapted, as appropriate, and used for the purpose of promoting positive learning results in general education and special education.	Some evidence-based strategies are considered/used for promoting positive learning results in general education and special education.	Evidence-based strategies are not apparent in planning for positive learning results in general education and special education.	
Appropriately modifies learning environments for individuals with ELN.	The individual needs of students with ELN are thoroughly considered in modifying the learning environment.	The learning environment is modified with some consideration for the student with ELN.	Little to no consideration is given to the modification of the learning environment for students with ELN.	
Strives to emphasize the development, maintenance, and generalization of knowledge and skills across environments and over the life span.	Proactive planning is employed to emphasize the development, maintenance, and generalization of knowledge and skills across environments and the life span.	Planning is random regarding the development, maintenance, and generalization of knowledge and skills across environments and the life span.	There is little evidence of planning for the development, maintenance and generalization of knowledge and skills across environments and the life span. Documentation is random.	

TOTAL for CEC #1, 2, 3, 4 _____ _____ _____ _____

CEC #5: Learning Environments and Social Interactions				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Creates a learning environment for individuals with ELN that fosters cultural understanding, safety, and emotional well-being, positive social interaction and active engagement.	The learning environment fosters cultural understanding, safety and emotional well-being, social interaction and active engagement	There is evidence of attempts to foster cultural understanding, safety and emotional well-being, social interaction and active engagement. Evidence is sporadic.	Cultural understanding, safety, emotional well-being, social interaction and active engagement are clearly not evident in the environment.	
Fosters an environment in which diversity is valued.	Diversity is valued and respected in all aspects of the program.	Attempts are made to foster diversity in the environment. It appears to be more lip-service	Little evidence of diversity value is evident.	

		than evidence.		
Shapes the environment to encourage independence.	Students are encouraged and reinforced for demonstrating independence. The teacher shapes the environment to provide this learning.	Independence is encouraged but the environment is limited in its opportunities to assist students with independence.	The environment is lacking in opportunities which encourage independence.	
Assists general education colleagues with integration.	The teacher has a positive and collegial working relationship within general education which supports students with ELN in the general education classroom.	The teacher offers support when approached for assistance from the general education teachers.	The teacher seldom connects with the general education teacher for supporting integration	
Utilizes direct motivational and instructional interventions to help students with ELN respond to current expectations.	Motivational techniques and instructional interventions are clearly evident and consistently utilized for helping students.	Motivational and instructional interventions are inconsistently available to students.	Little evidence is shown for motivation and instruction to help students with ELN respond to current expectations.	
Intervenes in a crisis.	There is a clear crisis intervention plan in place.	Crisis is handled inconsistently. Evidence of a consistent plan is not in place.	There is no evidence of strategies for use in a crisis.	
Provides direction and guidance to para educators and other appropriate personnel	Support personnel, including para educators, have a clear understanding of their role, schedule and strategies for supporting students.	Support personnel, including para educators, are given some support of their role regarding schedules, strategies. Direction is intermittent.	Little to no direction is provided to support personnel, including para educators.	

TOTAL for CEC #1, 2, 3, 4, 5 _____ _____ _____ _____

CEC #6 Language				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Understands typical/atypical language development.	There is clear understanding of atypical/typical language development and this is demonstrated within the teacher's planning for student needs.	The language development needs of individual students are not clearly reinforced within the teacher's lesson planning/support for students.	The language development needs of individual students do not appear to be considered in the teacher's planning.	
Individualizes strategies to enhance language development and teach communication skills to individuals with ELN.	Each student is individually considered when teaching communication skills to students with ELN. The strategies are	Strategies to enhance language development are globally taught, with inconsistent consideration given to individual needs.	The individual learning needs of students with language development concerns are not evident in the lesson planning	

	differentiated to meet these needs.		for teaching communication skills.	
Utilizes augmentative, alternative, and assistive technologies to enhance/support communication of individuals with ELN.	The teacher provides the appropriate technology for communication to support students with ELN	Augmentative, alternative and assistive technology is evident, but does not appear to be accessed.	Students with ELN do not have their communication needs met with appropriate technology.	
Provides effective language models to facilitate understanding of the subject matter for individuals with ELN whose primary language is other than English.	Effective language models are evident and consistently used to facilitate understanding of subject matter for students with ELN whose primary language is other than English.	Language models are provided, but there is inconsistent evidence that these models are appropriate for the individual learning needs of the students.	Effective language models are inconsistent or not evident.	

TOTAL for CEC #1, 2, 3, 4, 5, 6 _____ _____ _____ _____

CEC #7: Instructional Planning				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Develops long range individualized instructional plans that are translated into shorter-range goals and objectives.	Individualized instructional plans are developed that are aligned to relevant shorter-range goals and objectives.	Individualized instructional plans are developed and minimally linked to shorter-range goals and objectives.	Individualized instructional plans are minimally developed and have little or no link to goals and /or objectives.	
Instructional plans emphasize explicit modeling and efficient guided practice that lead to maintenance and generalization.	Instructional plans emphasize explicit modeling and efficient guided practice and include activities to promote maintenance and generalization of skills.	Instructional plans include modeling and guided practice and allude to generalization.	Instructional plans minimally address modeling, guided practice and generalization.	
Instructional plans are modified on an ongoing analysis of progress.	Instructional plans incorporate opportunities for ongoing monitoring of student progress and are adjusted on analysis of the progress.	Instructional plans incorporate opportunities for monitoring of student progress, but include minimal evidence of adjustment based on analysis of progress.	Instructional plans do not reflect analysis of student progress.	
Instructional planning is created in a collaborative context.	Instructional plans provide evidence of collaborative input.	Instructional plans provide limited evidence of collaborative input.	Instructional plans do not reflect collaborative input.	
Develops individualized transition	Individualized transition plans	Transition plans are minimally	Transition plans are not	

plans.	are developed for students of a transition age or when otherwise deemed appropriate.	developed for students of a transition age or when otherwise deemed appropriate.	developed for students of transition age or when necessary.	
Uses appropriate technology to support instructional plans and individualized instruction.	Instructional plans appropriately incorporate technology to meet the individual learning needs of students.	Instructional plans adequately incorporate technology to meet the individual learning needs of students.	Instructional plans minimally incorporate technology to meet the individual learning needs of students.	

TOTAL for CEC #1-6, 7 _____ _____ _____ _____

CEC #8: Assessment				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes multiple types of assessment information for educational decisions.	Multiple types of assessment information are utilized to make educational decisions.	Assessment information is used to make educational decisions.	Little attention is paid to assessment information when making educational decisions.	
Demonstrates an understanding of legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a comprehensive understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a basic understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect minimal or no understanding of the legal policies and ethical principles of measurement and assessment.	
Demonstrates an understanding of the appropriate use and limitations of various types of assessment.	A variety of assessments are used in an appropriate manner.	Minimal assessments are used in an appropriate manner.	Assessments are used in a manner for which they are not intended.	
Collaborates to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect an ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect limitations in ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect little or no ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	
Conducts formal and informal assessments.	Effectively and correctly conducts formal and informal assessments.	Conducts formal and informal assessments with minimal error.	Demonstrates error and/or difficulty conducting formal and/or informal assessments.	
Utilizes assessments to identify supports and adaptations for individuals with ELN to access the general curriculum.	Assessment information is used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is periodically used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is rarely used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	

Regularly monitors the progress of individuals with ELN.	Assessments are used to regularly monitor the progress of individuals with ELN.	Assessments are periodically used to monitor the progress of individuals with ELN.	Assessments are rarely used to monitor the progress of individuals with ELN.	
Uses appropriate technologies to support assessments.	Technology is incorporated when needed to support the assessment process.	Technology is incorporated most of the time when needed to support the assessment process.	Technology is minimally or not incorporated when needed to support the assessment process.	
Uses assessment of prior learning to support learning. ***(Evidence of P-12 Learning)***	Planning and instruction consistently includes assessment of prior learning in areas to be taught.	Often undertakes an assessment to understand the prior student learning in the areas to be taught.	Rarely undertakes an assessment to understand the prior student learning in the areas to be taught.	
Uses assessment to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Consistently plans and executes appropriate instruction to advance student learning based on prior assessment data.	Often plans and executes appropriate instruction to advance student learning based on prior assessment data.	Rarely plans or executes appropriate instruction to advance student learning based on prior assessment data.	
Designs and uses assessment data to monitor progress towards objectives. ***(Evidence of P-12 Learning)***	Consistently designs and implements appropriate assessment instruments to measure progress toward objectives.	Often designs and implements appropriate assessment instruments to measure progress toward objectives.	Rarely designs and implements appropriate assessment instruments to measure progress toward objectives.	
Analyzes data to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Instruction consistently demonstrates evidence of analysis and reflection of data on student learning.	Instruction often demonstrates evidence of analysis and reflection of data on student learning.	Instruction rarely demonstrates evidence of analysis and reflection of data on student learning.	

Adapted from *Bradley University Student Teacher Evaluation* rubric. Bradley University, Department of Teacher Education, Peoria, IL

TOTAL for CEC #1-6, 7, 8 _____ _____ _____ _____

(Go to next page)

CEC #9: Professional and Ethical Practice				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Attends to special education related legal, professional and ethical considerations.	Professional practice thoroughly reflects attention to special education related legal, professional and ethical considerations.	Professional practice periodically reflects attention to special education related legal, professional and ethical considerations.	Professional practice rarely reflects attention to special education related legal, professional and ethical considerations.	
Engages in professional activities.	Frequently engages in professional activities.	Occasionally engages in professional activities.	Rarely or does not engage in professional activities.	
Demonstrates qualities of a lifelong learner by regularly reflecting on and adjusting practices.	Regularly reflects on and adjusts practices.	Periodically reflects on and adjusts practices.	Rarely reflects on and adjusts practices.	
Demonstrates an awareness of how personal attitudes, behaviors and ways of communicating influence practice.	Professional practices reflect a comprehensive awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect a basic awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect little or no awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	
Demonstrates sensitivity to aspects of diversity.	Regularly demonstrates sensitivity to aspects of diversity.	Periodically demonstrates sensitivity to aspects of diversity.	Rarely demonstrates sensitivity to aspects of diversity.	
Engage sin activities to stay current with evidence-based practices.	Frequently engages in activities to stay current with evidence-based practices.	Occasionally engages in activities to stay current with evidence-based practices.	Rarely or does not engage in activities to stay current with evidence-based practices.	
Knowledge of own limits and practice within those limits.	Professional practice is limited to the areas in which training and/or professional development has occurred.	Attempts are made to practice outside the areas in which training and/or professional development has occurred.	Practice outside the areas in which training and/or professional development has occurred.	

TOTAL for CEC #1-6, 7, 8, 9 _____ _____ _____ _____

(Go to next page)

CEC #10: Collaboration				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Collaborates with families, other educators, service providers, and personnel from community agencies in culturally responsive ways.	Professional practices reflect culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect attempts at culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect no attention to culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	
Promotes and advocates for the learning and well being of individuals with ELN.	Regularly promotes and advocates for the learning and well being of individuals with ELN.	Periodically promotes and advocates for the learning and well being of individuals with ELN.	Rarely promotes and advocates for the learning and well being of individuals with ELN.	
Acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Frequently acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Occasionally acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Rarely acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	
Utilizes collaboration to facilitate the successful transitions of individuals with ELN.	Collaborates with others to facilitate the successful transitions of individuals with ELN.	Occasionally collaborates with others to facilitate the successful transitions of individuals with ELN.	Rarely collaborates with others to facilitate the successful transitions of individuals with ELN.	

TOTAL for CEC #1-10 _____ _____ _____ _____

Advanced _____

\+

Proficient _____

TOTAL _____ ÷ 54 x 100 = _____% (Circle S or U on the cover page before signing)

Performance –Based Checklist for EDSE 693 –Final Report

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

The following competencies are based on the **Council for Exceptional Children's Content Standards.** This document will serve as the final evaluation for the Teacher Candidate in EDSE 693. Read each competency carefully and determine the descriptor on the rubric which most closely describes the teacher candidate's performance/knowledge of these ten (10) content standards.

Directions: Mark the box with the description that best matches the current developmental level of this teacher candidate on each of the sub-competencies (Example: X). Count the number of boxes scored in each column. Obtain a running score for each standard. Follow the instructions at the end of the document for obtaining a total score/percentage.

Advanced level of performance as a teacher candidate and is ready to work independently as a teacher beginning a professional career.

Proficient level of performance as a teacher candidate and will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory level of performance as a teacher candidate and will require major growth and practice before being placed in charge of a classroom.

Unobserved at this time but is expected to show evidence of this competency before the end of the experience. On rare occasions, one or two items may remain unobserved throughout the experience due to circumstances within the placement that do not allow the teacher candidate to demonstrate proficiency on the item. (Not scored, comments are required for these items).

_____ _____
Teacher Candidate Cooperating Teacher

_____ _____
University Consultant Date

Circle One: S (≥85%) U (< 85%)

CEC #1 : Foundations				
Criteria	**Advanced (3)**	**Proficient(2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of special education as a continuously changing/evolving field. This includes knowledge of principles and theories, laws and policies, historical points of view, and human issues.	Professional practices and educational decisions demonstrate a comprehensive knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate fundamental knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate limited or no knowledge of the field of special education and its continuously evolving practices.	
Knowledge of human diversity and its impact on families, cultures, schools, and delivery of special education services.	Professional practices and educational decisions demonstrate an in-depth knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate a fundamental knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate limited or no knowledge of human diversity and its impact on families, cultures, schools.	
Knowledge of the relationship of special education to the organization and function of educational agencies.	Professional practices regularly demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices occasionally demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices demonstrate a limited or no understanding of the role that special education plays in the organization and function of educational agencies.	

TOTAL for CEC #1 _____ _____ _____ _____

CEC #2: Development and Characteristics of Learners				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Demonstrates respect for students as unique human beings.	Always demonstrates a respect for students as unique human beings.	Frequently demonstrates a respect for students as unique human beings.	Occasionally demonstrates a respect for students as unique human beings.	
Knowledge of typical and atypical human growth and development.	Practices reflect an in-depth understanding of atypical human growth and development.	Practices reflect an understanding of atypical human growth and development.	Practices reflect a limited understanding of atypical human growth and development.	
Utilizes knowledge of exceptional conditions to respond to varying abilities and behaviors of individuals	Knowledge of exceptional conditions is utilized to respond to varying abilities and	Knowledge of exceptional conditions is occasionally used to respond to varying abilities	Knowledge of exceptional conditions is rarely used to respond to varying abilities	

with Exceptional Learning Needs (ELN).	behaviors of individuals with ELN.	and behaviors of individuals with ELN.	and behaviors of individuals with ELN.	
Knowledge of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an in-depth understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a limited understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	

TOTAL for CEC #1, 2 _____ _____ _____ _____

CEC #3: Individual Learning Differences				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect an in-depth knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a basic level of knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a minimal level or no knowledge of the effects that an exceptional condition can have on an individual's learning.	
Utilizes knowledge of primary language, culture, and familial backgrounds to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is occasionally utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is rarely utilized to interact with the individual with ELN.	
Utilizes knowledge of learning differences as a foundation to individualize instruction.	Knowledge of learning differences is utilized as a foundation to individualize instruction.	Knowledge of learning differences is occasionally utilized as a foundation to individualize instruction.	Knowledge of learning differences is rarely utilized as a foundation to individualize instruction.	

TOTAL for CEC #1, 2, 3 _____ _____ _____ _____

(Go to next page)

CEC #4: Instructional Strategies				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes a repertoire of evidence-based instructional strategies to individualize instruction.	A wide variety of evidence-based instructional strategies are employed to meet the individual needs of students.	Some evidence-based strategies for instruction are available to meet the individual needs of students.	Instructional strategies are random and not representative of evidence or research.	
Selects, adapts and uses evidence-based strategies to promote positive learning results in general education and special education curricula.	A variety of evidence –based strategies are selected, adapted, as appropriate, and used for the purpose of promoting positive learning results in general education and special education.	Some evidence-based strategies are considered/used for promoting positive learning results in general education and special education.	Evidence-based strategies are not apparent in planning for positive learning results in general education and special education.	
Appropriately modifies learning environments for individuals with ELN.	The individual needs of students with ELN are thoroughly considered in modifying the learning environment.	The learning environment is modified with some consideration for the student with ELN.	Little to no consideration is given to the modification of the learning environment for students with ELN.	
Strives to emphasize the development, maintenance, and generalization of knowledge and skills across environments and over the life span.	Proactive planning is employed to emphasize the development, maintenance, and generalization of knowledge and skills across environments and the life span.	Planning is random regarding the development, maintenance, and generalization of knowledge and skills across environments and the life span.	There is little evidence of planning for the development, maintenance and generalization of knowledge and skills across environments and the life span. Documentation is random.	

TOTAL for CEC #1, 2, 3, 4 _____ _____ _____ _____

CEC #5: Learning Environments and Social Interactions				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Creates a learning environment for individuals with ELN that fosters cultural understanding, safety, and emotional well-being, positive social interaction and active engagement.	The learning environment fosters cultural understanding, safety and emotional well-being, social interaction and active engagement	There is evidence of attempts to foster cultural understanding, safety and emotional well-being, social interaction and active engagement. Evidence is sporadic.	Cultural understanding, safety, emotional well-being, social interaction and active engagement are clearly not evident in the environment.	
Fosters an environment in which diversity is valued.	Diversity is valued and respected in all aspects of the program.	Attempts are made to foster diversity in the environment. It appears to be more lip-service	Little evidence of diversity value is evident.	

		than evidence.		
Shapes the environment to encourage independence.	Students are encouraged and reinforced for demonstrating independence. The teacher shapes the environment to provide this learning.	Independence is encouraged but the environment is limited in its opportunities to assist students with independence.	The environment is lacking in opportunities which encourage independence.	
Assists general education colleagues with integration.	The teacher has a positive and collegial working relationship within general education which supports students with ELN in the general education classroom.	The teacher offers support when approached for assistance from the general education teachers.	The teacher seldom connects with the general education teacher for supporting integration	
Utilizes direct motivational and instructional interventions to help students with ELN respond to current expectations.	Motivational techniques and instructional interventions are clearly evident and consistently utilized for helping students.	Motivational and instructional interventions are inconsistently available to students.	Little evidence is shown for motivation and instruction to help students with ELN respond to current expectations.	
Intervenes in a crisis.	There is a clear crisis intervention plan in place.	Crisis is handled inconsistently. Evidence of a consistent plan is not in place.	There is no evidence of strategies for use in a crisis.	
Provides direction and guidance to para educators and other appropriate personnel	Support personnel, including para educators, have a clear understanding of their role, schedule and strategies for supporting students.	Support personnel, including para educators, are given some support of their role regarding schedules, strategies. Direction is intermittent.	Little to no direction is provided to support personnel, including para educators.	

TOTAL for CEC #1, 2, 3, 4, 5 _____ _____ _____ _____

CEC #6 Language				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Understands typical/atypical language development.	There is clear understanding of atypical/typical language development and this is demonstrated within the teacher's planning for student needs.	The language development needs of individual students are not clearly reinforced within the teacher's lesson planning/support for students.	The language development needs of individual students do not appear to be considered in the teacher's planning.	
Individualizes strategies to enhance language development and teach communication skills to individuals with ELN.	Each student is individually considered when teaching communication skills to students with ELN. The strategies are	Strategies to enhance language development are globally taught, with inconsistent consideration given to individual needs.	The individual learning needs of students with language development concerns are not evident in the lesson planning	

	differentiated to meet these needs.		for teaching communication skills.	
Utilizes augmentative, alternative, and assistive technologies to enhance/support communication of individuals with ELN.	The teacher provides the appropriate technology for communication to support students with ELN	Augmentative, alternative and assistive technology is evident, but does not appear to be accessed.	Students with ELN do not have their communication needs met with appropriate technology.	
Provides effective language models to facilitate understanding of the subject matter for individuals with ELN whose primary language is other than English.	Effective language models are evident and consistently used to facilitate understanding of subject matter for students with ELN whose primary language is other than English.	Language models are provided, but there is inconsistent evidence that these models are appropriate for the individual learning needs of the students.	Effective language models are inconsistent or not evident.	

TOTAL for CEC #1, 2, 3, 4, 5, 6 _____ _____ _____ _____

CEC #7: Instructional Planning				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Develops long range individualized instructional plans that are translated into shorter-range goals and objectives.	Individualized instructional plans are developed that are aligned to relevant shorter-range goals and objectives.	Individualized instructional plans are developed and minimally linked to shorter-range goals and objectives.	Individualized instructional plans are minimally developed and have little or no link to goals and /or objectives.	
Instructional plans emphasize explicit modeling and efficient guided practice that lead to maintenance and generalization.	Instructional plans emphasize explicit modeling and efficient guided practice and include activities to promote maintenance and generalization of skills.	Instructional plans include modeling and guided practice and allude to generalization.	Instructional plans minimally address modeling, guided practice and generalization.	
Instructional plans are modified on an ongoing analysis of progress.	Instructional plans incorporate opportunities for ongoing monitoring of student progress and are adjusted on analysis of the progress.	Instructional plans incorporate opportunities for monitoring of student progress, but include minimal evidence of adjustment based on analysis of progress.	Instructional plans do not reflect analysis of student progress.	
Instructional planning is created in a collaborative context.	Instructional plans provide evidence of collaborative input.	Instructional plans provide limited evidence of collaborative input.	Instructional plans do not reflect collaborative input.	
Develops individualized transition	Individualized transition plans	Transition plans are minimally	Transition plans are not	

plans.	are developed for students of a transition age or when otherwise deemed appropriate.	developed for students of a transition age or when otherwise deemed appropriate.	developed for students of transition age or when necessary.	
Uses appropriate technology to support instructional plans and individualized instruction.	Instructional plans appropriately incorporate technology to meet the individual learning needs of students.	Instructional plans adequately incorporate technology to meet the individual learning needs of students.	Instructional plans minimally incorporate technology to meet the individual learning needs of students.	

TOTAL for CEC #1-6, 7 _____ _____ _____ _____

CEC #8: Assessment				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes multiple types of assessment information for educational decisions.	Multiple types of assessment information are utilized to make educational decisions.	Assessment information is used to make educational decisions.	Little attention is paid to assessment information when making educational decisions.	
Demonstrates an understanding of legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a comprehensive understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a basic understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect minimal or no understanding of the legal policies and ethical principles of measurement and assessment.	
Demonstrates an understanding of the appropriate use and limitations of various types of assessment.	A variety of assessments are used in an appropriate manner.	Minimal assessments are used in an appropriate manner.	Assessments are used in a manner for which they are not intended.	
Collaborates to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect an ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect limitations in ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect little or no ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	
Conducts formal and informal assessments.	Effectively and correctly conducts formal and informal assessments.	Conducts formal and informal assessments with minimal error.	Demonstrates error and/or difficulty conducting formal and/or informal assessments.	
Utilizes assessments to identify supports and adaptations for individuals with ELN to access the general curriculum.	Assessment information is used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is periodically used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is rarely used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	

Regularly monitors the progress of individuals with ELN.	Assessments are used to regularly monitor the progress of individuals with ELN.	Assessments are periodically used to monitor the progress of individuals with ELN.	Assessments are rarely used to monitor the progress of individuals with ELN.	
Uses appropriate technologies to support assessments.	Technology is incorporated when needed to support the assessment process.	Technology is incorporated most of the time when needed to support the assessment process.	Technology is minimally or not incorporated when needed to support the assessment process.	
Uses assessment of prior learning to support learning. ***(Evidence of P-12 Learning)***	Planning and instruction consistently includes assessment of prior learning in areas to be taught.	Often undertakes an assessment to understand the prior student learning in the areas to be taught.	Rarely undertakes an assessment to understand the prior student learning in the areas to be taught.	
Uses assessment to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Consistently plans and executes appropriate instruction to advance student learning based on prior assessment data.	Often plans and executes appropriate instruction to advance student learning based on prior assessment data.	Rarely plans or executes appropriate instruction to advance student learning based on prior assessment data.	
Designs and uses assessment data to monitor progress towards objectives. ***(Evidence of P-12 Learning)***	Consistently designs and implements appropriate assessment instruments to measure progress toward objectives.	Often designs and implements appropriate assessment instruments to measure progress toward objectives.	Rarely designs and implements appropriate assessment instruments to measure progress toward objectives.	
Analyzes data to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Instruction consistently demonstrates evidence of analysis and reflection of data on student learning.	Instruction often demonstrates evidence of analysis and reflection of data on student learning.	Instruction rarely demonstrates evidence of analysis and reflection of data on student learning.	

Adapted from *Bradley University Student Teacher Evaluation* rubric. Bradley University, Department of Teacher Education, Peoria, IL

TOTAL for CEC #1-6, 7, 8 _____ _____ _____ _____

(Go to next page)

CEC #9: Professional and Ethical Practice				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Attends to special education related legal, professional and ethical considerations.	Professional practice thoroughly reflects attention to special education related legal, professional and ethical considerations.	Professional practice periodically reflects attention to special education related legal, professional and ethical considerations.	Professional practice rarely reflects attention to special education related legal, professional and ethical considerations.	
Engages in professional activities.	Frequently engages in professional activities.	Occasionally engages in professional activities.	Rarely or does not engage in professional activities.	
Demonstrates qualities of a lifelong learner by regularly reflecting on and adjusting practices.	Regularly reflects on and adjusts practices.	Periodically reflects on and adjusts practices.	Rarely reflects on and adjusts practices.	
Demonstrates an awareness of how personal attitudes, behaviors and ways of communicating influence practice.	Professional practices reflect a comprehensive awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect a basic awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect little or no awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	
Demonstrates sensitivity to aspects of diversity.	Regularly demonstrates sensitivity to aspects of diversity.	Periodically demonstrates sensitivity to aspects of diversity.	Rarely demonstrates sensitivity to aspects of diversity.	
Engage sin activities to stay current with evidence-based practices.	Frequently engages in activities to stay current with evidence-based practices.	Occasionally engages in activities to stay current with evidence-based practices.	Rarely or does not engage in activities to stay current with evidence-based practices.	
Knowledge of own limits and practice within those limits.	Professional practice is limited to the areas in which training and/or professional development has occurred.	Attempts are made to practice outside the areas in which training and/or professional development has occurred.	Practice outside the areas in which training and/or professional development has occurred.	

TOTAL for CEC #1-6, 7, 8, 9 _____ _____ _____ _____

(Go to next page)

CEC #10: Collaboration				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Collaborates with families, other educators, service providers, and personnel from community agencies in culturally responsive ways.	Professional practices reflect culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect attempts at culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect no attention to culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	
Promotes and advocates for the learning and well being of individuals with ELN.	Regularly promotes and advocates for the learning and well being of individuals with ELN.	Periodically promotes and advocates for the learning and well being of individuals with ELN.	Rarely promotes and advocates for the learning and well being of individuals with ELN.	
Acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Frequently acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Occasionally acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Rarely acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	
Utilizes collaboration to facilitate the successful transitions of individuals with ELN.	Collaborates with others to facilitate the successful transitions of individuals with ELN.	Occasionally collaborates with others to facilitate the successful transitions of individuals with ELN.	Rarely collaborates with others to facilitate the successful transitions of individuals with ELN.	

TOTAL for CEC #1-10 _____ _____ _____ _____

Advanced _____

\+

Proficient _____

TOTAL _____ ÷ 54 x 100 = _____% (Circle S or U on the cover page before signing)

Thank you for hosting a UNC ---

School of

Special Education teacher

candidate this semester!

UNIVERSITY of NORTHERN COLORADO

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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	**Unacceptable (1)**	**Approaching (2)**	**Target (3)**	**Recommendations/ Commendations**
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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

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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	**Unacceptable (1)**	**Approaching (2)**	**Target (3)**	**Recommendations/ Commendations**
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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: _____

School of Special Education

PROFESSIONAL GROWTH PLAN (to be used with the Professional Disposition Qualitites 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:

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)**	

Performance Based Checklist for EDSE 693 (Teacher Candidate Copy)

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

The following competencies are based on the **Council for Exceptional Children's Content Standards.** This document will serve as the final evaluation for the Teacher Candidate in EDSE 693. Read each competency carefully and determine the descriptor on the rubric which most closely describes the teacher candidate's performance/knowledge of these ten (10) content standards.

Directions: Mark the box with the description that best matches the current developmental level of this teacher candidate on each of the sub-competencies (Example: X). Count the number of boxes scored in each column. Obtain a running score for each standard. Follow the instructions at the end of the document for obtaining a total score/percentage.

Advanced level of performance as a teacher candidate and is ready to work independently as a teacher beginning a professional career.

Proficient level of performance as a teacher candidate and will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory level of performance as a teacher candidate and will require major growth and practice before being placed in charge of a classroom.

Unobserved at this time but is expected to show evidence of this competency before the end of the experience. On rare occasions, one or two items may remain unobserved throughout the experience due to circumstances within the placement that do not allow the teacher candidate to demonstrate proficiency on the item. (Not scored, comments are required for these items).

_____ _____
Teacher Candidate Cooperating Teacher

_____ _____
University Consultant Date

Circle One: S (≥85%) U (< 85%)

CEC #1 : Foundations				
Criteria	**Advanced (3)**	**Proficient(2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of special education as a continuously changing/evolving field. This includes knowledge of principles and theories, laws and policies, historical points of view, and human issues.	Professional practices and educational decisions demonstrate a *comprehensive* knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate *fundamental* knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate *limited or no* knowledge of the field of special education and its continuously evolving practices.	
Knowledge of human diversity and its impact on families, cultures, schools, and delivery of special education services.	Professional practices and educational decisions demonstrate an *in-depth* knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate a *fundamental* knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate *limited or no* knowledge of human diversity and its impact on families, cultures, schools.	
Knowledge of the relationship of special education to the organization and function of educational agencies.	Professional practices *regularly* demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices *occasionally* demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices demonstrate a *limited or no* understanding of the role that special education plays in the organization and function of educational agencies.	

TOTAL for CEC #1 _____ _____ _____ _____

CEC #2: Development and Characteristics of Learners				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Demonstrates respect for students as unique human beings.	*Always* demonstrates a respect for students as unique human beings.	*Frequently* demonstrates a respect for students as unique human beings.	*Occasionally* demonstrates a respect for students as unique human beings.	
Knowledge of typical and atypical human growth and development.	Practices reflect an *in-depth* understanding of atypical human	Practices reflect a *basic* understanding of atypical human	Practices reflect a *limited* understanding of atypical	

	growth and development.	growth and development.	human growth and development.	
Knowledge of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an *in-depth* understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a *basic* understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a *limited* understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	

TOTAL for CEC #1, 2 _____ _____ _____ _____

CEC #3: Individual Learning Differences				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect an *in-depth* knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a *basic* level of knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a *minimal* level or no knowledge of the effects that an exceptional condition can have on an individual's learning.	
Utilizes knowledge of primary language, culture, and familial backgrounds to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds *is utilized* to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds *is occasionally utilized* to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds *is rarely utilized* to interact with the individual with ELN.	
Utilizes knowledge of learning differences as a foundation to individualize instruction.	Knowledge of learning differences *is utilized* as a foundation to individualize instruction.	Knowledge of learning differences *is occasionally* utilized as a foundation to individualize instruction.	Knowledge of learning differences is *rarely utilized* as a foundation to individualize instruction.	

TOTAL for CEC #1, 2, 3 _____ _____ _____ _____

(Go to next page)

CEC #4: Instructional Strategies				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes a repertoire of evidence-based instructional strategies to individualize instruction.	A *wide variety of evidence-based instructional strategies* are employed to meet the individual needs of students.	*Some evidence-based strategies* for instruction are available to meet the individual needs of students.	*Instructional strategies are random* and not representative of evidence or research.	
Selects, adapts and uses evidence-based strategies to promote positive learning results in general education and special education curricula.	A *variety of evidence –based strategies* are selected, adapted, as appropriate, and used for the purpose of promoting positive learning results in general education and special education.	*Some evidence-based strategies* are considered/used for promoting positive learning results in general education and special education.	*Evidence-based strategies are not apparent* in planning for positive learning results in general education and special education.	
Appropriately modifies learning environments for individuals with ELN.	The individual needs of students with ELN *are thoroughly considered* in modifying the learning environment.	The learning environment is *modified with some consideration* for the student with ELN.	*Little to no consideration is given* to the modification of the learning environment for students with ELN.	
Strives to emphasize the development, maintenance, and generalization of knowledge and skills across environments and over the life span.	*Proactive planning* is employed to emphasize the development, maintenance, and generalization of knowledge and skills across environments and the life span.	*Planning is random* regarding the development, maintenance, and generalization of knowledge and skills across environments and the life span.	There *is little evidence of planning* for the development, maintenance and generalization of knowledge and skills across environments and the life span. Documentation is random.	

TOTAL for CEC #1, 2, 3, 4 _____ _____ _____ _____

CEC #5: Learning Environments and Social Interactions				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Creates a learning environment for individuals with ELN that fosters cultural understanding, safety, and emotional well-being, positive social interaction and active engagement.	The learning environment *fosters* cultural understanding, safety and emotional well-being, social interaction and active engagement	There is evidence of *attempts to foster* cultural understanding, safety and emotional well-being, social interaction and active engagement. Evidence is sporadic.	Cultural understanding, safety, emotional well-being, social interaction and active engagement *are clearly not evident* in the environment.	
Shapes the environment to encourage independence.	*Students are encouraged and reinforced* for demonstrating independence. The teacher	*Independence is encouraged* but the environment is limited in its opportunities to assist students	The environment *is lacking in opportunities which encourage independence.*	

	shapes the environment to provide this learning.	with independence.		
Assists general education colleagues with integration.	The teacher has a *positive and collegial* working relationship within general education which supports students with ELN in the general education classroom.	The teacher *offers support* when approached for assistance from the general education teachers.	The teacher *seldom connects* with the general education teacher for supporting integration	
Utilizes direct motivational and instructional interventions to help students with ELN respond to current expectations.	Motivational techniques and instructional interventions *are clearly evident and consistently utilized* for helping students.	Motivational and instructional interventions *are inconsistently available* to students.	*Little evidence is shown* for motivation and instruction to help students with ELN respond to current expectations.	
Intervenes in a crisis.	There is a *clear crisis intervention* plan in place.	*Crisis is handled inconsistently*. Evidence of a consistent plan is not in place.	There *is no evidence of strategies* for use in a crisis.	
Provides direction and guidance to para educators and other appropriate personnel	Support personnel, including para educators, have a *clear understanding* of their role, schedule and strategies for supporting students.	Support personnel, including para educators*, are given some support* of their role regarding schedules, strategies. Direction is intermittent.	*Little to no direction is provided* to support personnel, including para educators.	

TOTAL for CEC #1, 2, 3, 4, 5 _____ _____ _____ _____

CEC #6 Language				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Understands typical/atypical language development.	There is *clear understanding* of atypical/typical language development and this is demonstrated within the teacher's planning for student needs.	The language development needs of individual students are *not clearly reinforced* within the teacher's lesson planning/support for students.	The language development needs of individual students *do not appear to be considered* in the teacher's planning.	
Individualizes strategies to enhance language development and teach communication skills to individuals with ELN.	Each student is individually considered when teaching communication skills to students with ELN. The *strategies are differentiated* to meet these needs.	Strategies to enhance language development are globally taught, with *inconsistent consideration* given to individual needs.	The individual learning needs of students with language development *concerns are not evident* in the lesson planning for teaching communication skills.	
Utilizes augmentative, alternative, and assistive technologies to	The teacher *provides the appropriate technology* for	Augmentative, alternative and assistive *technology is evident,*	Students with ELN *do not have their communication*	

enhance/support communication of individuals with ELN.	communication to support students with ELN	*but does not appear to be accessed.*	*needs met* with appropriate technology.	
Provides effective language models to facilitate understanding of the subject matter for individuals with ELN whose primary language is other than English.	Effective language models are *evident and consistently used* to facilitate understanding of subject matter for students with ELN whose primary language is other than English.	Language models *are provided, but there is inconsistent evidence* that these models are appropriate for the individual learning needs of the students.	Effective language *models are inconsistent or not evident.*	

TOTAL for CEC #1, 2, 3, 4, 5, 6 _____ _____ _____ _____

CEC #7: Instructional Planning				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Develops long range individualized instructional plans that are translated into shorter-range goals and objectives.	Individualized instructional plans *are developed that are aligned* to relevant shorter-range goals and objectives.	Individualized instructional plans *are developed and minimally linked* to shorter-range goals and objectives.	Individualized instructional plans *are minimally developed and have little or no link* to goals and /or objectives.	
Instructional plans emphasize explicit modeling and efficient guided practice that lead to maintenance and generalization.	Instructional plans *emphasize explicit modeling and efficient guided practice* and include activities to promote maintenance and generalization of skills.	Instructional *plans include modeling and guided practice* and allude to generalization.	Instructional *plans minimally address modeling, guided practice* and generalization.	
Instructional plans are modified on an ongoing analysis of progress.	Instructional plans incorporate *opportunities for ongoing monitoring* of student progress and are adjusted on analysis of the progress.	Instructional plans incorporate *opportunities for monitoring* of student progress, but include *minimal evidence* of adjustment based on analysis of progress.	Instructional *plans do not reflect analysis of student progress.*	
Instructional planning is created in a collaborative context.	Instructional plans provide *evidence of collaborative input*.	Instructional plans provide *limited evidence of collaborative input*.	Instructional plans *do not reflect collaborative input*.	
Develops individualized transition plans.	Individualized transition plans *are developed* for students of a transition age or when otherwise deemed appropriate.	Transition plans are *minimally developed* for students of a transition age or when otherwise deemed appropriate.	Transition plans *are not developed* for students of transition age or when necessary.	
Uses appropriate technology to support instructional plans and individualized instruction.	Instructional plans *appropriately incorporate* technology to meet the individual learning needs of students.	Instructional plans *adequately incorporate* technology to meet the individual learning needs of students.	Instructional *plans minimally incorporate* technology to meet the individual learning needs of students.	

TOTAL for CEC #1-6, 7 _____ _____ _____ _____

CEC #8: Assessment				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes multiple types of assessment information for educational decisions.	*Multiple types of assessment information are utilized* to make educational decisions.	*Assessment information is used* to make educational decisions.	*Little attention is paid* to assessment information when making educational decisions.	
Demonstrates an understanding of legal policies and ethical principles of measurement and assessment.	Assessment practices *reflect a comprehensive understanding* of the legal policies and ethical principles of measurement and assessment.	Assessment practices *reflect a basic understanding* of the legal policies and ethical principles of measurement and assessment.	Assessment *practices reflect minimal or no understanding* of the legal policies and ethical principles of measurement and assessment.	
Demonstrates an understanding of the appropriate use and limitations of various types of assessment.	A *variety of assessments* are used in an appropriate manner.	*Minimal assessments* are used in an appropriate manner.	*Assessments are used in a manner for which they are not intended*.	
Collaborates to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect an *ability to collaborate* with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect *limitations in ability to collaborate* with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect *little or no ability to collaborate* with others to assure nonbiased meaningful assessments and decision making.	
Conducts formal and informal assessments.	*Effectively and correctly conducts* formal and informal assessments.	*Conducts* formal and informal *assessments with minimal error*.	*Demonstrates error and/or difficulty* conducting formal and/or informal assessments.	
Utilizes assessments to identify supports and adaptations for individuals with ELN to access the general curriculum.	Assessment information *is used* to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is *periodically used* to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is *rarely used* to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	
Regularly monitors the progress of individuals with ELN.	Assessments are used to *regularly monitor the progress* of individuals with ELN.	Assessments are *periodically used to monitor the progress* of individuals with ELN.	Assessments are *rarely used to monitor the progress* of individuals with ELN.	
Uses appropriate technologies to support assessments.	Technology is *incorporated when needed* to support the assessmenprocess.	Technology *is incorporated most of the time when needed* to support the assessment process.	Technology is *minimally or not incorporated when needed* to support the assessment process.	
Uses assessment of prior learning to	Planning and instruction	*Often undertakes* an	*Rarely undertakes* an	

support learning. ***(Evidence of P-12 Learning)***	*consistently includes* assessment of prior learning in areas to be taught.	assessment to understand the prior student learning in the areas to be taught.	assessment to understand the prior student learning in the areas to be taught.	
Uses assessment to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	*Consistently plans and executes* appropriate instruction to advance student learning based on prior assessment data.	*Often plans and executes* appropriate instruction to advance student learning based on prior assessment data.	*Rarely plans or executes* appropriate instruction to advance student learning based on prior assessment data.	
Designs and uses assessment data to monitor progress towards objectives. ***(Evidence of P-12 Learning)***	*Consistently designs and implements* appropriate assessment instruments to measure progress toward objectives.	*Often designs and implements* appropriate assessment instruments to measure progress toward objectives.	*Rarely designs and implements* appropriate assessment instruments to measure progress toward objectives.	
Analyzes data to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Instruction *consistently demonstrates evidence* of analysis and reflection of data on student learning.	Instruction often demonstrates evidence of analysis and reflection of data on student learning.	Instruction *rarely demonstrates evidence* of analysis and reflection of data on student learning.	

Adapted from *Bradley University Student Teacher Evaluation* rubric. Bradley University, Department of Teacher Education, Peoria, IL

TOTAL for CEC #1-6, 7, 8 _____ _____ _____ _____

CEC #9: Professional and Ethical Practice				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Attends to special education related legal, professional and ethical considerations.	*Professional practice thoroughly reflects* attention to special education related legal, professional and ethical considerations.	*Professional practice periodically reflects* attention to special education related legal, professional and ethical considerations.	*Professional practice rarely reflects* attention to special education related legal, professional and ethical considerations.	
Engages in professional activities.	*Frequently engages* in professional activities.	*Occasionally engages* in professional activities.	*Rarely or does not engage* in professional activities.	
Demonstrates qualities of a lifelong learner by regularly reflecting on and adjusting practices.	*Regularly reflects* on and adjusts practices.	*Periodically reflects* on and adjusts practices.	*Rarely reflects* on and adjusts practices.	
Demonstrates an awareness of how personal attitudes, behaviors and ways of communicating influence practice.	Professional *practices reflect a comprehensive awareness* of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices *reflect a basic awareness* of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices *reflect little or no awareness* of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	

Demonstrates sensitivity to aspects of diversity.	*Regularly demonstrates sensitivity* to aspects of diversity.	*Periodically demonstrates sensitivity* to aspects of diversity.	*Rarely demonstrates sensitivity* to aspects of diversity.	
Engage sin activities to stay current with evidence-based practices.	*Frequently engages* in activities to stay current with evidence-based practices.	*Occasionally engages* in activities to stay current with evidence-based practices.	*Rarely or does not engage* in activities to stay current with evidence-based practices.	
Knowledge of own limits and practice within those limits.	Professional practice is limited to the areas in which training and/or professional development has occurred.	Attempts are made to practice outside the areas in which training and/or professional development has occurred.	Practice outside the areas in which training and/or professional development has occurred.	

TOTAL for CEC #1-6, 7, 8, 9 _____ _____ _____ _____

CEC #10: Collaboration				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Collaborates with families, other educators, service providers, and personnel from community agencies in culturally responsive ways.	Professional practices *reflect culturally responsive methods of collaborating* with families, other educators, service providers, and personnel from community agencies.	Professional practices *reflect attempts at culturally responsive methods of collaborating* with families, other educators, service providers, and personnel from community agencies.	Professional practices *reflect no attention to culturally responsive methods* of collaborating with families, other educators, service providers, and personnel from community agencies.	
Promotes and advocates for the learning and well being of individuals with ELN.	*Regularly promotes* and advocates for the learning and well being of individuals with ELN.	*Periodically promotes* and advocates for the learning and well being of individuals with ELN.	*Rarely promotes* and advocates for the learning and well being of individuals with ELN.	
Acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	*Frequently acts as a resource* to colleagues in understanding laws and policies related to individuals with ELN.	*Occasionally acts as a resource* to colleagues in understanding laws and policies related to individuals with ELN.	*Rarely acts as a resource* to colleagues in understanding laws and policies related to individuals with ELN.	
Utilizes collaboration to facilitate the successful transitions of individuals with ELN.	Collaborates with others to facilitate the successful transitions of individuals with ELN.	*Occasionally collaborates with others* to facilitate the successful transitions of individuals with ELN.	*Rarely collaborates with others* to facilitate the successful transitions of individuals with ELN.	

TOTAL for CEC #1-10 _____ _____ _____ _____

Advanced _____

\+

Proficient _____

TOTAL _____ ÷ 54 x 100 = _____% (Circle S or U on the cover page before signing)

EDSE 693
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	Activities	Cooperating Teacher's Initials
WEEK ONE **Ex: 8/15/13 7:30 – 4:00**	 **8.5**	**Assisted CT with greeting new students, observed routine, assisted with lunch supervision; attended brief team meeting**	CTI
WEEK TWO			
WEEK THREE			

Total Hours – Page 1 _____

_____ _____ _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

EDSE 693
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	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 693
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	Activities	Cooperating Teacher's Initials
WEEK SEVEN			
WEEK EIGHT			
WEEK NINE			

Total Hours – Page 3 _____

_____ _____ _____

Teacher Candidate's Signature Cooperating Teacher's Signature Date

E DSE 693/TS/bal'14

EDSE 693
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	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 693
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	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 693
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	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 693
Practicum Hours Log – Calculation Page

Teacher Candidate_____Cooperating Teacher _____

School:_____Semester_____

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 _____

Page Six _____

Additional _____

TOTAL of all pages _____/640__

EDSE 693/TS/bal'14

Practicum Timeline for Activities (EDSE 693)

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 on Tuesday, January 6, 2015 (See placement letter).**

Week One: __January 12, 2015 (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. Elicit ideas/feedback from your cooperating teacher.

Week Two: __January 19, 2015 (**Note: Monday is Martin Luther King Jr. Day**)

- ✓ 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.

Week Three: __ January 26, 2015_____

- ✓ 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.
- ✓ **Check Blackboard Assignment Number One on January 28, 2015_____**

Week Four: __February 2, 2015_____

- ✓ **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.

Week Five: __February 9, 2015_____

- ✓ 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 February 13, 2015.**
- ✓ **Check Blackboard Assignment Number Two on Februaary 11, 2015_____**
- ✓

Week Six: __ __February 16, 2015_____

- ✓ Schedule a school observation?
- ✓ Is your PROJECT DIRECTION ready for next week?

Week Seven: ___February 23, 2015_____

- ✓ **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: __March 2, 2015 (MIDTERM Week)_____

- ✓ Begin your research project intervention and data collection –this will be ongoing now
- ✓ **Check Blackboard Assignment Number Three on__March 4, 2015_____** .
- ✓ **Review MIDTERM Performance-Based Checklist with your cooperating teacher (this is due to your university consultant now).**

Week Nine: _____March 9, 2015_____

- ✓ Collect research project data. How is it looking?
- ✓ Schedule a school observation?

Week Ten : __March 16, 2015 (UNC's Spring Break)___

- ✓ **Happy St. Patrick's Day!**
- ✓ How are you doing on your practicum requirements? Have you assumed maximum responsibility in your classroom by now?

Week Eleven: __March 23, 2015_____

- ✓ Schedule a school observation?
- ✓ How is your research data looking?
- ✓ How is your research project intervention working?
- ✓ **Check Blackboard Assignment Number Four on March 25, 2015_____**

Week Twelve: __March 30, 2015_____

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

Week Thirteen: __April 6, 2015_____

- ✓ Begin timeline discussion for returning duties of classroom to cooperating teacher.
- ✓ Schedule a school observation?

Week Fourteen: __April 13, 2015_____

- ✓ Schedule time with your cooperating teacher to review the FINAL Performance-Based Checklist next week.
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Five on ____April 15, 2015__ (Tax Day!)**
- ✓

Week Fifteen: __April 20, 2015_____

- ✓ 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!!!)**
- ✓

Week Sixteen: __April 27, 2015

- ✓ Continue returning duties of classroom to cooperating teacher. This should be almost complete this week.
- ✓ **Project Summary/Reflection is due to your UC at the end of this week**.
- ✓ **Review Performance-Based Checklist with cooperating teacher. It is due this 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 May 4, 2015.**
- ✓ **Complete written summaries of your six observations. These are due this week with the Practicum Matrix**
- ✓ **Check Blackboard Assignment Number Six on __April 29, 2015**
- ✓ **Attend your final Seminar on Thursday, April 30, 2015 (6:00 – 8:30 pm).**

Week Seventeen: __May 4, 2015_____ (Your last day is May 7, 2015)

- ✓ All responsibilities should be completely turned back to your cooperating teacher.
- ✓ **Upload your complete research project into Safe Assign. This must be done by 5/8/15.**
- ✓ **Graduate May 8, 2015!** ☺

EDSE 693
PRACTICUM IN SPECIAL EDUCATION
3-12 credit hours

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, EDSE 510, EDSE 511, EDSE 512, EDSE 614, EDSE 616, EDSE 617, EDSE 618, and EDSE 619. EDSE 615 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 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 assigments 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 Checklist (≥ 85% 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 reflections 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)

95 – 100 A
88 – 90 B
80 –83 C
78 – 79 C- (not a passing grade for EDSE 693. See Practicum Grading Rubric)

I. REQUIRED READINGS:

University of Northern Colorado. (2010). *BA: Generalist Practicum Handbook.* Greeley CO: Author.

Cooper, James. M., Larrivee, Barbara (2006). *An educator's guide to teacher reflection.* Wadsworth Cengage Learning.

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 (4th 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.

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

J. SUGGESTED READINGS:

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

Thousand, J. S., Villa, R. A., Nevin, A. I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning.* Thousand Oaks, CA: Corwin Press.

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:** _____

SPRING 2015

EDSE 693
Practicum Grading Rubric

Performance Demo.	Advanced	Proficient	Unacceptable
Generalist Observations (other programs/ Schools)	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ 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.	❑ Completed all 6 observations in a variety of programs according to practicum matrix requirements.	❑ Completed 6 observations. Practicum matrix requirements are not complete.
	❑ 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.	❑ Describes with some detail the program, setting, philosophy, curriculum, classroom management, daily routines, scheduling, and teacher interactions with other adults and students.	❑ 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.
	❑ Analyzes program effectiveness by comparing and contrasting observation setting with practicum setting.	❑ Compares & contrasts observation setting with practicum setting	❑ Insufficient detail is presented when comparing and contrasting observation setting with practicum setting.

Performance Demo.	Advanced	Proficient	Unacceptable
Action Research Project	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ Action Research Project follows APA style format and contains more than 5 references. ❑ Manuscript is of exemplary quality. –A score of 5 was achieved for each section of the project. ❑ Manuscript presents implementation of the intervention, data collection and results, data analysis, and summary.	❑ Action Research Project follows APA style format and contains 5 references. ❑ Manuscript demonstrates quality and flows between sections. Revisions resulting in a score of 4 for each section were achieved. ❑ Manuscript presents implementation of the intervention, data collection and results, data analysis, and summary.	❑ Action Research Project is not in APA style format and/or contains less than 5 references. ❑ Grammatical/punctuation errors are evident. Many revisions were required to achieve the minimum score of 4. ❑ Manuscript presents project components only.
	❑ The completed Action Research Workbook has clearly provided the structure for each section of the project. ❑ The Action Research Workbook was always available for review by the university consultant.	❑ There is evidence that the Action Research Workbook has been used to guide the research. ❑The teacher candidate provided the workbook for review if requested.	❑ Action Research Workbook was not used to guide research project. ❑ The workbook was not in evidence, nor available for review.
	❑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.	❑ 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.	❑ Sections of the research project were **submitted after the due date**. Multiple revisions may have been required and/or **timely resubmissions did not occur.**
	❑ The project originated as the result of a question or concern identified by the teacher candidate within the practicum setting	❑ The project originated as the result of a question or concern within the practicum setting, having been identified by the CT or UC.	❑ The project was not an original project and may have been the duplication of a previous assignment or project.
	❑ 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.	❑ 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.	❑ 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.
	❑ 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.	❑ The summary/ reflection of the project describes what went well, what might be done differently, and knowledge gained from the project.	❑ 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.	Advanced	Proficient	Unacceptable
Practicum Performance and Professional Dispositions	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ Teacher candidate has completed >640 hours in practicum placement seeking and/or utilizing opportunities for additional professional development.	❑ Teacher Candidate has as completed ≥625 hours during practicum to meet requirements.	❑ Teacher candidate has completed <625 hours and has multiple/frequent absences.
	❑ Has scored **>85%** on the FINAL Performance Based Checklist.	❑ Has scored **85%** on the FINAL Performance Based Checklist. Concerns identified at midterm were addressed.	❑ Has scored **<85%** on Performance Based Checklist. Substantial feedback has been documented, with areas of concern remaining.
	❑ Has scored **> 24** on the FINAL PDQ. Two reflections were completed/submitted to Bb— ❑ 1st reflection was a reflection-for-action with a dispositional focus for the semester ❑ 2nd reflection was a detailed self-reflection of the semester.	❑ 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-- ❑ 1st reflection focused on the TC's plan for self-improvement ❑ 2nd reflection was a self-reflection of TC's progress over the semester.	❑ 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 – ❑ 1st reflection lacked detail for required self-improvement ❑ 2nd reflection failed to provide evidence of self-improvement
	❑ 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. **❑❑❑❑❑ (2 points counted per box checked)**	❑ 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. **❑❑❑❑❑ (2 points counted per box checked)**	❑ 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. **❑❑❑❑❑ (2 points counted per box checked)**
	❑ Throughout the semester, 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.	❑ Throughout the semester, Teacher Candidate **accepts and utilizes feedback** from cooperating teacher and university consultant.	❑ Throughout the semester, 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.	Advanced	Proficient	Unacceptable
BLACKBOARD ASSIGNMENTS AND SEMINARS	**10 points for EACH category**	**7 points for EACH category**	**4 points for EACH category**
	❑ 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.	❑ Attends and participates in 2 seminars and brings required materials. Participates appropriately in discussions refining practicum experiences.	❑ May have been absent from one or more seminars and/or comes unprepared. Does not contribute meaningfully to seminar discussions and activities.
	❑Two PDQ reflections were submitted to Bb on time.	❑Two PDQ reflections were submitted to Bb.	❑Two PDQ reflections were not submitted to Bb.
	❑ Completes 6 Blackboard assignments on time utilizing professional style writing (no spelling or grammatical errors) referencing readings when appropriate.	❑ Completes at least 5/ 6 Blackboard assignments on time. Professional writing is adequate (no spelling/usage errors).	❑ Has two or more missing or late Blackboard assignments. Professional writing has been graded with feedback – showing little or no change.
	❑ Reflections demonstrate analysis of assigned content and application to practicum setting.	❑ Reflections of content are complete and address current topic	❑ Reflections are either missing or provides minimal information.
	❑ Provides thoughtful responses to peer postings in discussion board when asked.	❑ Responds as required to peers postings in discussion board.	❑ Does not respond meaningfully to peers discussion board posts when asked.
	❑ Blackboard grade range is ≥ 93 %.	❑ Blackboard grade range is between 80 89 %	❑ Blackboard grade range is < 80%

Performance Demonstration	A Points	P Points	U 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: 234 - 260

B Point range: 208 - 233

C* Point Range: 190 - 207

***A candidate receiving a C- or below in practicum will not be eligible for the Program's institutional recommendation for licensing. (<109 points)**

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

UNIVERSITY of
NORTHERN COLORADO

Appendix B

(To be given to the Cooperating Teacher before beginning of the semester)

Cooperating Teacher

Spring 2015

COOPERATING TEACHER GUIDE

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 and Professional Dispositions Qualities Rubric.

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)

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. 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. It is your responsibility to determine the process for notifying your cooperating of any absences/tardiness.

- 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.

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) Rubric**
- **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 decribed 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 yu 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.

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.

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.*

Risk Management

In very rare situations the teacher candidate may be injured while in the practicum site. All teacher candidates are covered by the Risk Management guidelines at UNC. In the event of an injury, the teacher candidate should contact the following individuals as soon as possible:

UNC Risk Management Coordinator: George Bielinski (970-351-2718) or george.bielinski@unco.edu
Field Experience Coordinator (970-351-2359)
University Consultant

The UNC Risk Management Coordinator will be able to provide appropriate paperwork and instructions for the teacher candidate in the event that medical assistance is required.

Student Health Insurance

Students who are enrolled for less than nine (9) hours of classes **are not eligible to participate in the UNC SHIP**. Students enrolled at the Lowry campus or in an Extended
Studies Program are not eligible to participate in the UNC SHIP. They may, however, contact Academic HealthPlans at(855) 247-2273 who will assist them in finding individual coverage.

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). 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. _____ Acquiant 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 693)

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 on Tuesday, January 6, 2015 (See placement letter).**

Week One: __January 12, 2015 (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. Elicit ideas/feedback from your cooperating teacher.

Week Two: __January 19, 2015 (**Note: Monday is Martin Luther King Jr. Day**)

- ✓ 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.

Week Three: __ January 26, 2015_____

- ✓ 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.
- ✓ **Check Blackboard Assignment Number One on January 28, 2015_____**

Week Four: __February 2, 2015_____

- ✓ **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.

Week Five: __February 9, 2015_____

- ✓ 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 February 13, 2015.**
- ✓ **Check Blackboard Assignment Number Two on Februaary 11, 2015_____**
- ✓

Week Six: __ __February 16, 2014_____

- ✓ Schedule a school observation?
- ✓ Is your PROJECT DIRECTION ready for next week?

Week Seven: ___February 23, 2015_____

- ✓ **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: __March 2, 2015 (MIDTERM Week)_____

- ✓ Begin your research project intervention and data collection –this will be ongoing now
- ✓ **Check Blackboard Assignment Number Three on__March 4, 2015_____** .
- ✓ **Review MIDTERM Performance-Based Checklist with your cooperating teacher (this is due to your university consultant now).**

Week Nine: _____March 9, 2015_____

- ✓ Collect research project data. How is it looking?
- ✓ Schedule a school observation?

Week Ten : __March 16, 2015 (UNC's Spring Break)___

- ✓ **Happy St. Patrick's Day!**
- ✓ How are you doing on your practicum requirements? Have you assumed maximum responsibility in your classroom by now?

Week Eleven: __March 23, 2015_____

- ✓ Schedule a school observation?
- ✓ How is your research data looking?
- ✓ How is your research project intervention working?
- ✓ **Check Blackboard Assignment Number Four on March 25, 2015_____**

Week Twelve: __March 30, 2015_____

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

Week Thirteen: __April 6, 2015_____

- ✓ Begin timeline discussion for returning duties of classroom to cooperating teacher.
- ✓ Schedule a school observation?

Week Fourteen: __April 13, 2015_____

- ✓ Schedule time with your cooperating teacher to review the FINAL Performance-Based Checklist next week.
- ✓ Schedule a school observation?
- ✓ **Check Blackboard Assignment Number Five on ____April 15, 2015 __ (Tax Day!)**
- ✓

Week Fifteen: __April 20, 2015_____

- ✓ 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!!!)**
- ✓

Week Sixteen: __April 27, 2015

- ✓ Continue returning duties of classroom to cooperating teacher. This should be almost complete this week.
- ✓ **Project Summary/Reflection is due to your UC at the end of this week**.
- ✓ **Review Performance-Based Checklist with cooperating teacher. It is due this 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 May 4, 2015.**
- ✓ **Complete written summaries of your six observations. These are due this week with the Practicum Matrix**
- ✓ **Check Blackboard Assignment Number Six on __April 29, 2015**
- ✓ **Attend your final Seminar on Thursday, April 30, 2015 (6:00 – 8:30 pm).**

Week Seventeen: __May 4, 2015_____ (Your last day is May 7, 2015)

- ✓ All responsibilities should be completely turned back to your cooperating teacher.
- ✓ **Upload your complete research project into Safe Assign. This must be done by 5/8/15.**
- ✓ **Graduate May 8, 2015!** ☺

Professional Disposition Qualitites 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 unsatisfactory/developing 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.

NOTE: This PDQ is a *REVISED* form being used in the College of Education and Behavioral Sciences School of Special Education during the 2014-2015 academic year.

UNIVERSITY of NORTHERN COLORADO

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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/ Commendations
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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.

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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	☐Inconsistently meets the school dress code	☐Generally meets the school dress code and maintains professional appearance	☐Consistently meets the school dress code and maintains professional appearance	
2. Attendance	☐Chronic absence/excessive tardiness; or multiple absences without prior notice	☐ Generally punctual with no absences without prior notice	☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	☐Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	☐Generally meets deadlines and keeps professional commitments to colleagues and students	☐Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	☐Asks only procedural questions; shows resistance to critique and input regarding performance	☐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	☐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	☐Does not take responsibility with integrity; blames others	☐Self-evaluates and makes small changes that are generally procedural	☐Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	
8. Professional Initiative	☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	☐Generally demonstrates initiative and enthusiasm for various endeavors	☐Demonstrates initiative; is enthusiastic about a variety of endeavors	

Professional Disposition Qualities (PDQ) Categories	**Unacceptable (1)**	**Approaching (2)**	**Target (3)**	**Recommendations/ Commendations**
9. Respect for diversity	☐Demonstrates lack of respect for diversity of colleagues and students	☐ Respects diversity of colleagues and students	☐ Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	☐Presumes that most learners can learn and be successful	☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	☐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: _____

School of Special Education

PROFESSIONAL GROWTH PLAN (to be used with the Professional Disposition Qualitites 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

3.

What is the expected performance?
What support is needed to accomplish the expected performance?
Progress Review Dates: _____ _____ _____ _____ _____
Comments:

Statement of issue or concern:

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)**

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Performance Based Checklist for EDSE 693 – Midterm Report

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

The following competencies are based on the **Council for Exceptional Children's Content Standards.** This document will serve as the final evaluation for the Teacher Candidate in EDSE 693. Read each competency carefully and determine the descriptor on the rubric which most closely describes the teacher candidate's performance/knowledge of these ten (10) content standards.

Directions: Mark the box with the description that best matches the current developmental level of this teacher candidate on each of the sub-competencies (Example: X). Count the number of boxes scored in each column. Obtain a running score for each standard. Follow the instructions at the end of the document for obtaining a total score/percentage.

Advanced level of performance as a teacher candidate and is ready to work independently as a teacher beginning a professional career.

Proficient level of performance as a teacher candidate and will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory level of performance as a teacher candidate and will require major growth and practice before being placed in charge of a classroom.

Unobserved at this time but is expected to show evidence of this competency before the end of the experience. On rare occasions, one or two items may remain unobserved throughout the experience due to circumstances within the placement that do not allow the teacher candidate to demonstrate proficiency on the item. (Not scored, comments are required for these items).

_____ _____

Teacher Candidate Cooperating Teach _____

_____

University Consultant Date

Circle One: S (≥85%) U (< 85%)

CEC #1 : Foundations				
Criteria	**Advanced (3)**	**Proficient(2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of special education as a continuously changing/evolving field. This includes knowledge of principles and theories, laws and policies, historical points of view, and human issues.	Professional practices and educational decisions demonstrate a comprehensive knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate fundamental knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate limited or no knowledge of the field of special education and its continuously evolving practices.	
Knowledge of human diversity and its impact on families, cultures, schools, and delivery of special education services.	Professional practices and educational decisions demonstrate an in-depth knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate a fundamental knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate limited or no knowledge of human diversity and its impact on families, cultures, schools.	
Knowledge of the relationship of special education to the organization and function of educational agencies.	Professional practices regularly demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices occasionally demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices demonstrate a limited or no understanding of the role that special education plays in the organization and function of educational agencies.	

TOTAL for CEC #1 _____ _____ _____ _____

CEC #2: Development and Characteristics of Learners				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Demonstrates respect for students as unique human beings.	Always demonstrates a respect for students as unique human beings.	Frequently demonstrates a respect for students as unique human beings.	Occasionally demonstrates a respect for students as unique human beings.	
Knowledge of typical and atypical human growth and development.	Practices reflect an in-depth understanding of atypical human growth and development.	Practices reflect an understanding of atypical human growth and development.	Practices reflect a limited understanding of atypical human growth and development.	
Utilizes knowledge of exceptional conditions to respond to varying abilities and behaviors of individuals	Knowledge of exceptional conditions is utilized to respond to varying abilities and	Knowledge of exceptional conditions is occasionally used to respond to varying abilities	Knowledge of exceptional conditions is rarely used to respond to varying abilities	

with Exceptional Learning Needs (ELN).	behaviors of individuals with ELN.	and behaviors of individuals with ELN.	and behaviors of individuals with ELN.	
Knowledge of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an in-depth understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a limited understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	

TOTAL for CEC #1, 2 _____ _____ _____ _____

CEC #3: Individual Learning Differences				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect an in-depth knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a basic level of knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a minimal level or no knowledge of the effects that an exceptional condition can have on an individual's learning.	
Utilizes knowledge of primary language, culture, and familial backgrounds to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is occasionally utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is rarely utilized to interact with the individual with ELN.	
Utilizes knowledge of learning differences as a foundation to individualize instruction.	Knowledge of learning differences is utilized as a foundation to individualize instruction.	Knowledge of learning differences is occasionally utilized as a foundation to individualize instruction.	Knowledge of learning differences is rarely utilized as a foundation to individualize instruction.	

TOTAL for CEC #1, 2, 3 _____ _____ _____ _____

(Go to next page)

CEC #4: Instructional Strategies				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes a repertoire of evidence-based instructional strategies to individualize instruction.	A wide variety of evidence-based instructional strategies are employed to meet the individual needs of students.	Some evidence-based strategies for instruction are available to meet the individual needs of students.	Instructional strategies are random and not representative of evidence or research.	
Selects, adapts and uses evidence-based strategies to promote positive learning results in general education and special education curricula.	A variety of evidence –based strategies are selected, adapted, as appropriate, and used for the purpose of promoting positive learning results in general education and special education.	Some evidence-based strategies are considered/used for promoting positive learning results in general education and special education.	Evidence-based strategies are not apparent in planning for positive learning results in general education and special education.	
Appropriately modifies learning environments for individuals with ELN.	The individual needs of students with ELN are thoroughly considered in modifying the learning environment.	The learning environment is modified with some consideration for the student with ELN.	Little to no consideration is given to the modification of the learning environment for students with ELN.	
Strives to emphasize the development, maintenance, and generalization of knowledge and skills across environments and over the life span.	Proactive planning is employed to emphasize the development, maintenance, and generalization of knowledge and skills across environments and the life span.	Planning is random regarding the development, maintenance, and generalization of knowledge and skills across environments and the life span.	There is little evidence of planning for the development, maintenance and generalization of knowledge and skills across environments and the life span. Documentation is random.	

TOTAL for CEC #1, 2, 3, 4 _____ _____ _____ _____

CEC #5: Learning Environments and Social Interactions				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Creates a learning environment for individuals with ELN that fosters cultural understanding, safety, and emotional well-being, positive social interaction and active engagement.	The learning environment fosters cultural understanding, safety and emotional well-being, social interaction and active engagement	There is evidence of attempts to foster cultural understanding, safety and emotional well-being, social interaction and active engagement. Evidence is sporadic.	Cultural understanding, safety, emotional well-being, social interaction and active engagement are clearly not evident in the environment.	
Fosters an environment in which diversity is valued.	Diversity is valued and respected in all aspects of the program.	Attempts are made to foster diversity in the environment. It appears to be more lip-service	Little evidence of diversity value is evident.	

		than evidence.		
Shapes the environment to encourage independence.	Students are encouraged and reinforced for demonstrating independence. The teacher shapes the environment to provide this learning.	Independence is encouraged but the environment is limited in its opportunities to assist students with independence.	The environment is lacking in opportunities which encourage independence.	
Assists general education colleagues with integration.	The teacher has a positive and collegial working relationship within general education which supports students with ELN in the general education classroom.	The teacher offers support when approached for assistance from the general education teachers.	The teacher seldom connects with the general education teacher for supporting integration	
Utilizes direct motivational and instructional interventions to help students with ELN respond to current expectations.	Motivational techniques and instructional interventions are clearly evident and consistently utilized for helping students.	Motivational and instructional interventions are inconsistently available to students.	Little evidence is shown for motivation and instruction to help students with ELN respond to current expectations.	
Intervenes in a crisis.	There is a clear crisis intervention plan in place.	Crisis is handled inconsistently. Evidence of a consistent plan is not in place.	There is no evidence of strategies for use in a crisis.	
Provides direction and guidance to para educators and other appropriate personnel	Support personnel, including para educators, have a clear understanding of their role, schedule and strategies for supporting students.	Support personnel, including para educators, are given some support of their role regarding schedules, strategies. Direction is intermittent.	Little to no direction is provided to support personnel, including para educators.	

TOTAL for CEC #1, 2, 3, 4, 5 _____ _____ _____ _____

CEC #6 Language				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Understands typical/atypical language development.	There is clear understanding of atypical/typical language development and this is demonstrated within the teacher's planning for student needs.	The language development needs of individual students are not clearly reinforced within the teacher's lesson planning/support for students.	The language development needs of individual students do not appear to be considered in the teacher's planning.	
Individualizes strategies to enhance language development and teach communication skills to individuals with ELN.	Each student is individually considered when teaching communication skills to students with ELN. The strategies are	Strategies to enhance language development are globally taught, with inconsistent consideration given to individual needs.	The individual learning needs of students with language development concerns are not evident in the lesson planning	

	differentiated to meet these needs.		for teaching communication skills.	
Utilizes augmentative, alternative, and assistive technologies to enhance/support communication of individuals with ELN.	The teacher provides the appropriate technology for communication to support students with ELN	Augmentative, alternative and assistive technology is evident, but does not appear to be accessed.	Students with ELN do not have their communication needs met with appropriate technology.	
Provides effective language models to facilitate understanding of the subject matter for individuals with ELN whose primary language is other than English.	Effective language models are evident and consistently used to facilitate understanding of subject matter for students with ELN whose primary language is other than English.	Language models are provided, but there is inconsistent evidence that these models are appropriate for the individual learning needs of the students.	Effective language models are inconsistent or not evident.	

TOTAL for CEC #1, 2, 3, 4, 5, 6 _____ _____ _____ _____

CEC #7: Instructional Planning				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Develops long range individualized instructional plans that are translated into shorter-range goals and objectives.	Individualized instructional plans are developed that are aligned to relevant shorter-range goals and objectives.	Individualized instructional plans are developed and minimally linked to shorter-range goals and objectives.	Individualized instructional plans are minimally developed and have little or no link to goals and /or objectives.	
Instructional plans emphasize explicit modeling and efficient guided practice that lead to maintenance and generalization.	Instructional plans emphasize explicit modeling and efficient guided practice and include activities to promote maintenance and generalization of skills.	Instructional plans include modeling and guided practice and allude to generalization.	Instructional plans minimally address modeling, guided practice and generalization.	
Instructional plans are modified on an ongoing analysis of progress.	Instructional plans incorporate opportunities for ongoing monitoring of student progress and are adjusted on analysis of the progress.	Instructional plans incorporate opportunities for monitoring of student progress, but include minimal evidence of adjustment based on analysis of progress.	Instructional plans do not reflect analysis of student progress.	
Instructional planning is created in a collaborative context.	Instructional plans provide evidence of collaborative input.	Instructional plans provide limited evidence of collaborative input.	Instructional plans do not reflect collaborative input.	
Develops individualized transition	Individualized transition plans	Transition plans are minimally	Transition plans are not	

plans.	are developed for students of a transition age or when otherwise deemed appropriate.	developed for students of a transition age or when otherwise deemed appropriate.	developed for students of transition age or when necessary.	
Uses appropriate technology to support instructional plans and individualized instruction.	Instructional plans appropriately incorporate technology to meet the individual learning needs of students.	Instructional plans adequately incorporate technology to meet the individual learning needs of students.	Instructional plans minimally incorporate technology to meet the individual learning needs of students.	

TOTAL for CEC #1-6, 7 _____ _____ _____ _____

CEC #8: Assessment				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes multiple types of assessment information for educational decisions.	Multiple types of assessment information are utilized to make educational decisions.	Assessment information is used to make educational decisions.	Little attention is paid to assessment information when making educational decisions.	
Demonstrates an understanding of legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a comprehensive understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a basic understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect minimal or no understanding of the legal policies and ethical principles of measurement and assessment.	
Demonstrates an understanding of the appropriate use and limitations of various types of assessment.	A variety of assessments are used in an appropriate manner.	Minimal assessments are used in an appropriate manner.	Assessments are used in a manner for which they are not intended.	
Collaborates to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect an ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect limitations in ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect little or no ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	
Conducts formal and informal assessments.	Effectively and correctly conducts formal and informal assessments.	Conducts formal and informal assessments with minimal error.	Demonstrates error and/or difficulty conducting formal and/or informal assessments.	
Utilizes assessments to identify supports and adaptations for individuals with ELN to access the general curriculum.	Assessment information is used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is periodically used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is rarely used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	

Regularly monitors the progress of individuals with ELN.	Assessments are used to regularly monitor the progress of individuals with ELN.	Assessments are periodically used to monitor the progress of individuals with ELN.	Assessments are rarely used to monitor the progress of individuals with ELN.	
Uses appropriate technologies to support assessments.	Technology is incorporated when needed to support the assessment process.	Technology is incorporated most of the time when needed to support the assessment process.	Technology is minimally or not incorporated when needed to support the assessment process.	
Uses assessment of prior learning to support learning. ***(Evidence of P-12 Learning)***	Planning and instruction consistently includes assessment of prior learning in areas to be taught.	Often undertakes an assessment to understand the prior student learning in the areas to be taught.	Rarely undertakes an assessment to understand the prior student learning in the areas to be taught.	
Uses assessment to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Consistently plans and executes appropriate instruction to advance student learning based on prior assessment data.	Often plans and executes appropriate instruction to advance student learning based on prior assessment data.	Rarely plans or executes appropriate instruction to advance student learning based on prior assessment data.	
Designs and uses assessment data to monitor progress towards objectives. ***(Evidence of P-12 Learning)***	Consistently designs and implements appropriate assessment instruments to measure progress toward objectives.	Often designs and implements appropriate assessment instruments to measure progress toward objectives.	Rarely designs and implements appropriate assessment instruments to measure progress toward objectives.	
Analyzes data to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Instruction consistently demonstrates evidence of analysis and reflection of data on student learning.	Instruction often demonstrates evidence of analysis and reflection of data on student learning.	Instruction rarely demonstrates evidence of analysis and reflection of data on student learning.	

Adapted from *Bradley University Student Teacher Evaluation* rubric. Bradley University, Department of Teacher Education, Peoria, IL

TOTAL for CEC #1-6, 7, 8 _____ _____ _____ _____

(Go to next page)

CEC #9: Professional and Ethical Practice				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Attends to special education related legal, professional and ethical considerations.	Professional practice thoroughly reflects attention to special education related legal, professional and ethical considerations.	Professional practice periodically reflects attention to special education related legal, professional and ethical considerations.	Professional practice rarely reflects attention to special education related legal, professional and ethical considerations.	
Engages in professional activities.	Frequently engages in professional activities.	Occasionally engages in professional activities.	Rarely or does not engage in professional activities.	
Demonstrates qualities of a lifelong learner by regularly reflecting on and adjusting practices.	Regularly reflects on and adjusts practices.	Periodically reflects on and adjusts practices.	Rarely reflects on and adjusts practices.	
Demonstrates an awareness of how personal attitudes, behaviors and ways of communicating influence practice.	Professional practices reflect a comprehensive awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect a basic awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect little or no awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	
Demonstrates sensitivity to aspects of diversity.	Regularly demonstrates sensitivity to aspects of diversity.	Periodically demonstrates sensitivity to aspects of diversity.	Rarely demonstrates sensitivity to aspects of diversity.	
Engage sin activities to stay current with evidence-based practices.	Frequently engages in activities to stay current with evidence-based practices.	Occasionally engages in activities to stay current with evidence-based practices.	Rarely or does not engage in activities to stay current with evidence-based practices.	
Knowledge of own limits and practice within those limits.	Professional practice is limited to the areas in which training and/or professional development has occurred.	Attempts are made to practice outside the areas in which training and/or professional development has occurred.	Practice outside the areas in which training and/or professional development has occurred.	

TOTAL for CEC #1-6, 7, 8, 9 _____ _____ _____ _____

(Go to next page)

CEC #10: Collaboration				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Collaborates with families, other educators, service providers, and personnel from community agencies in culturally responsive ways.	Professional practices reflect culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect attempts at culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect no attention to culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	
Promotes and advocates for the learning and well being of individuals with ELN.	Regularly promotes and advocates for the learning and well being of individuals with ELN.	Periodically promotes and advocates for the learning and well being of individuals with ELN.	Rarely promotes and advocates for the learning and well being of individuals with ELN.	
Acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Frequently acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Occasionally acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Rarely acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	
Utilizes collaboration to facilitate the successful transitions of individuals with ELN.	Collaborates with others to facilitate the successful transitions of individuals with ELN.	Occasionally collaborates with others to facilitate the successful transitions of individuals with ELN.	Rarely collaborates with others to facilitate the successful transitions of individuals with ELN.	

TOTAL for CEC #1-10 _____ _____ _____ _____

Advanced _____

\+

Proficient _____

TOTAL _____ ÷ 54 x 100 = _____% (Circle S or U on the cover page before signing)

Performance –Based Checklist for EDSE 693 –Final Report

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

The following competencies are based on the **Council for Exceptional Children's Content Standards.** This document will serve as the final evaluation for the Teacher Candidate in EDSE 693. Read each competency carefully and determine the descriptor on the rubric which most closely describes the teacher candidate's performance/knowledge of these ten (10) content standards.

Directions: Mark the box with the description that best matches the current developmental level of this teacher candidate on each of the sub-competencies (Example: X). Count the number of boxes scored in each column. Obtain a running score for each standard. Follow the instructions at the end of the document for obtaining a total score/percentage.

Advanced level of performance as a teacher candidate and is ready to work independently as a teacher beginning a professional career.

Proficient level of performance as a teacher candidate and will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory level of performance as a teacher candidate and will require major growth and practice before being placed in charge of a classroom.

Unobserved at this time but is expected to show evidence of this competency before the end of the experience. On rare occasions, one or two items may remain unobserved throughout the experience due to circumstances within the placement that do not allow the teacher candidate to demonstrate proficiency on the item. (Not scored, comments are required for these items).

_____ _____
Teacher Candidate Cooperating Teacher

_____ _____
University Consultant Date

Circle One: S (≥85%) U (< 85%)

CEC #1 : Foundations				
Criteria	**Advanced (3)**	**Proficient(2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of special education as a continuously changing/evolving field. This includes knowledge of principles and theories, laws and policies, historical points of view, and human issues.	Professional practices and educational decisions demonstrate a comprehensive knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate fundamental knowledge of the field of special education and its continuously evolving practices.	Professional practices and educational decisions demonstrate limited or no knowledge of the field of special education and its continuously evolving practices.	
Knowledge of human diversity and its impact on families, cultures, schools, and delivery of special education services.	Professional practices and educational decisions demonstrate an in-depth knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate a fundamental knowledge of human diversity and its impact on families, cultures, schools.	Professional practices and educational decisions demonstrate limited or no knowledge of human diversity and its impact on families, cultures, schools.	
Knowledge of the relationship of special education to the organization and function of educational agencies.	Professional practices regularly demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices occasionally demonstrate an understanding of the role that special education plays in the organization and function of educational agencies.	Professional practices demonstrate a limited or no understanding of the role that special education plays in the organization and function of educational agencies.	

TOTAL for CEC #1 _____ _____ _____ _____

CEC #2: Development and Characteristics of Learners				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Demonstrates respect for students as unique human beings.	Always demonstrates a respect for students as unique human beings.	Frequently demonstrates a respect for students as unique human beings.	Occasionally demonstrates a respect for students as unique human beings.	
Knowledge of typical and atypical human growth and development.	Practices reflect an in-depth understanding of atypical human growth and development.	Practices reflect an understanding of atypical human growth and development.	Practices reflect a limited understanding of atypical human growth and development.	
Utilizes knowledge of exceptional conditions to respond to varying abilities and behaviors of individuals	Knowledge of exceptional conditions is utilized to respond to varying abilities and	Knowledge of exceptional conditions is occasionally used to respond to varying abilities	Knowledge of exceptional conditions is rarely used to respond to varying abilities	

with Exceptional Learning Needs (ELN).	behaviors of individuals with ELN.	and behaviors of individuals with ELN.	and behaviors of individuals with ELN.	
Knowledge of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an in-depth understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect an understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	Practices reflect a limited understanding of how exceptionalities impact families and an individual with ELN's ability to learn, socialize and live as a contributing member of the community.	

TOTAL for CEC #1, 2 _____ _____ _____ _____

CEC #3: Individual Learning Differences				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect an in-depth knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a basic level of knowledge of the effects that an exceptional condition can have on an individual's learning.	Educational decisions and actions reflect a minimal level or no knowledge of the effects that an exceptional condition can have on an individual's learning.	
Utilizes knowledge of primary language, culture, and familial backgrounds to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is occasionally utilized to interact with the individual with ELN.	Knowledge of primary language, culture, and familial backgrounds is rarely utilized to interact with the individual with ELN.	
Utilizes knowledge of learning differences as a foundation to individualize instruction.	Knowledge of learning differences is utilized as a foundation to individualize instruction.	Knowledge of learning differences is occasionally utilized as a foundation to individualize instruction.	Knowledge of learning differences is rarely utilized as a foundation to individualize instruction.	

TOTAL for CEC #1, 2, 3 _____ _____ _____ _____

(Go to next page)

CEC #4: Instructional Strategies				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes a repertoire of evidence-based instructional strategies to individualize instruction.	A wide variety of evidence-based instructional strategies are employed to meet the individual needs of students.	Some evidence-based strategies for instruction are available to meet the individual needs of students.	Instructional strategies are random and not representative of evidence or research.	
Selects, adapts and uses evidence-based strategies to promote positive learning results in general education and special education curricula.	A variety of evidence –based strategies are selected, adapted, as appropriate, and used for the purpose of promoting positive learning results in general education and special education.	Some evidence-based strategies are considered/used for promoting positive learning results in general education and special education.	Evidence-based strategies are not apparent in planning for positive learning results in general education and special education.	
Appropriately modifies learning environments for individuals with ELN.	The individual needs of students with ELN are thoroughly considered in modifying the learning environment.	The learning environment is modified with some consideration for the student with ELN.	Little to no consideration is given to the modification of the learning environment for students with ELN.	
Strives to emphasize the development, maintenance, and generalization of knowledge and skills across environments and over the life span.	Proactive planning is employed to emphasize the development, maintenance, and generalization of knowledge and skills across environments and the life span.	Planning is random regarding the development, maintenance, and generalization of knowledge and skills across environments and the life span.	There is little evidence of planning for the development, maintenance and generalization of knowledge and skills across environments and the life span. Documentation is random.	

TOTAL for CEC #1, 2, 3, 4 _____ _____ _____ _____

CEC #5: Learning Environments and Social Interactions				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Creates a learning environment for individuals with ELN that fosters cultural understanding, safety, and emotional well-being, positive social interaction and active engagement.	The learning environment fosters cultural understanding, safety and emotional well-being, social interaction and active engagement	There is evidence of attempts to foster cultural understanding, safety and emotional well-being, social interaction and active engagement. Evidence is sporadic.	Cultural understanding, safety, emotional well-being, social interaction and active engagement are clearly not evident in the environment.	
Fosters an environment in which diversity is valued.	Diversity is valued and respected in all aspects of the program.	Attempts are made to foster diversity in the environment. It appears to be more lip-service	Little evidence of diversity value is evident.	

		than evidence.		
Shapes the environment to encourage independence.	Students are encouraged and reinforced for demonstrating independence. The teacher shapes the environment to provide this learning.	Independence is encouraged but the environment is limited in its opportunities to assist students with independence.	The environment is lacking in opportunities which encourage independence.	
Assists general education colleagues with integration.	The teacher has a positive and collegial working relationship within general education which supports students with ELN in the general education classroom.	The teacher offers support when approached for assistance from the general education teachers.	The teacher seldom connects with the general education teacher for supporting integration	
Utilizes direct motivational and instructional interventions to help students with ELN respond to current expectations.	Motivational techniques and instructional interventions are clearly evident and consistently utilized for helping students.	Motivational and instructional interventions are inconsistently available to students.	Little evidence is shown for motivation and instruction to help students with ELN respond to current expectations.	
Intervenes in a crisis.	There is a clear crisis intervention plan in place.	Crisis is handled inconsistently. Evidence of a consistent plan is not in place.	There is no evidence of strategies for use in a crisis.	
Provides direction and guidance to para educators and other appropriate personnel	Support personnel, including para educators, have a clear understanding of their role, schedule and strategies for supporting students.	Support personnel, including para educators, are given some support of their role regarding schedules, strategies. Direction is intermittent.	Little to no direction is provided to support personnel, including para educators.	

TOTAL for CEC #1, 2, 3, 4, 5 _____ _____ _____ _____

CEC #6 Language				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Understands typical/atypical language development.	There is clear understanding of atypical/typical language development and this is demonstrated within the teacher's planning for student needs.	The language development needs of individual students are not clearly reinforced within the teacher's lesson planning/support for students.	The language development needs of individual students do not appear to be considered in the teacher's planning.	
Individualizes strategies to enhance language development and teach communication skills to individuals with ELN.	Each student is individually considered when teaching communication skills to students with ELN. The strategies are	Strategies to enhance language development are globally taught, with inconsistent consideration given to individual needs.	The individual learning needs of students with language development concerns are not evident in the lesson planning	

	differentiated to meet these needs.		for teaching communication skills.	
Utilizes augmentative, alternative, and assistive technologies to enhance/support communication of individuals with ELN.	The teacher provides the appropriate technology for communication to support students with ELN	Augmentative, alternative and assistive technology is evident, but does not appear to be accessed.	Students with ELN do not have their communication needs met with appropriate technology.	
Provides effective language models to facilitate understanding of the subject matter for individuals with ELN whose primary language is other than English.	Effective language models are evident and consistently used to facilitate understanding of subject matter for students with ELN whose primary language is other than English.	Language models are provided, but there is inconsistent evidence that these models are appropriate for the individual learning needs of the students.	Effective language models are inconsistent or not evident.	

TOTAL for CEC #1, 2, 3, 4, 5, 6 _____ _____ _____ _____

CEC #7: Instructional Planning				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Develops long range individualized instructional plans that are translated into shorter-range goals and objectives.	Individualized instructional plans are developed that are aligned to relevant shorter-range goals and objectives.	Individualized instructional plans are developed and minimally linked to shorter-range goals and objectives.	Individualized instructional plans are minimally developed and have little or no link to goals and /or objectives.	
Instructional plans emphasize explicit modeling and efficient guided practice that lead to maintenance and generalization.	Instructional plans emphasize explicit modeling and efficient guided practice and include activities to promote maintenance and generalization of skills.	Instructional plans include modeling and guided practice and allude to generalization.	Instructional plans minimally address modeling, guided practice and generalization.	
Instructional plans are modified on an ongoing analysis of progress.	Instructional plans incorporate opportunities for ongoing monitoring of student progress and are adjusted on analysis of the progress.	Instructional plans incorporate opportunities for monitoring of student progress, but include minimal evidence of adjustment based on analysis of progress.	Instructional plans do not reflect analysis of student progress.	
Instructional planning is created in a collaborative context.	Instructional plans provide evidence of collaborative input.	Instructional plans provide limited evidence of collaborative input.	Instructional plans do not reflect collaborative input.	
Develops individualized transition	Individualized transition plans	Transition plans are minimally	Transition plans are not	

plans.	are developed for students of a transition age or when otherwise deemed appropriate.	developed for students of a transition age or when otherwise deemed appropriate.	developed for students of transition age or when necessary.	
Uses appropriate technology to support instructional plans and individualized instruction.	Instructional plans appropriately incorporate technology to meet the individual learning needs of students.	Instructional plans adequately incorporate technology to meet the individual learning needs of students.	Instructional plans minimally incorporate technology to meet the individual learning needs of students.	

TOTAL for CEC #1-6, 7 _____ _____ _____ _____

CEC #8: Assessment				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Utilizes multiple types of assessment information for educational decisions.	Multiple types of assessment information are utilized to make educational decisions.	Assessment information is used to make educational decisions.	Little attention is paid to assessment information when making educational decisions.	
Demonstrates an understanding of legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a comprehensive understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect a basic understanding of the legal policies and ethical principles of measurement and assessment.	Assessment practices reflect minimal or no understanding of the legal policies and ethical principles of measurement and assessment.	
Demonstrates an understanding of the appropriate use and limitations of various types of assessment.	A variety of assessments are used in an appropriate manner.	Minimal assessments are used in an appropriate manner.	Assessments are used in a manner for which they are not intended.	
Collaborates to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect an ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect limitations in ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	Assessment practices and educational decisions reflect little or no ability to collaborate with others to assure nonbiased meaningful assessments and decision making.	
Conducts formal and informal assessments.	Effectively and correctly conducts formal and informal assessments.	Conducts formal and informal assessments with minimal error.	Demonstrates error and/or difficulty conducting formal and/or informal assessments.	
Utilizes assessments to identify supports and adaptations for individuals with ELN to access the general curriculum.	Assessment information is used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is periodically used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	Assessment information is rarely used to identify supports and adaptations necessary for an individual with ELN to access the general curriculum.	

Regularly monitors the progress of individuals with ELN.	Assessments are used to regularly monitor the progress of individuals with ELN.	Assessments are periodically used to monitor the progress of individuals with ELN.	Assessments are rarely used to monitor the progress of individuals with ELN.	
Uses appropriate technologies to support assessments.	Technology is incorporated when needed to support the assessment process.	Technology is incorporated most of the time when needed to support the assessment process.	Technology is minimally or not incorporated when needed to support the assessment process.	
Uses assessment of prior learning to support learning. ***(Evidence of P-12 Learning)***	Planning and instruction consistently includes assessment of prior learning in areas to be taught.	Often undertakes an assessment to understand the prior student learning in the areas to be taught.	Rarely undertakes an assessment to understand the prior student learning in the areas to be taught.	
Uses assessment to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Consistently plans and executes appropriate instruction to advance student learning based on prior assessment data.	Often plans and executes appropriate instruction to advance student learning based on prior assessment data.	Rarely plans or executes appropriate instruction to advance student learning based on prior assessment data.	
Designs and uses assessment data to monitor progress towards objectives. ***(Evidence of P-12 Learning)***	Consistently designs and implements appropriate assessment instruments to measure progress toward objectives.	Often designs and implements appropriate assessment instruments to measure progress toward objectives.	Rarely designs and implements appropriate assessment instruments to measure progress toward objectives.	
Analyzes data to guide instruction and advance student learning. ***(Evidence of P-12 Learning)***	Instruction consistently demonstrates evidence of analysis and reflection of data on student learning.	Instruction often demonstrates evidence of analysis and reflection of data on student learning.	Instruction rarely demonstrates evidence of analysis and reflection of data on student learning.	

Adapted from *Bradley University Student Teacher Evaluation* rubric. Bradley University, Department of Teacher Education, Peoria, IL

TOTAL for CEC #1-6, 7, 8 _____ _____ _____ _____

(Go to next page)

CEC #9: Professional and Ethical Practice				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Attends to special education related legal, professional and ethical considerations.	Professional practice thoroughly reflects attention to special education related legal, professional and ethical considerations.	Professional practice periodically reflects attention to special education related legal, professional and ethical considerations.	Professional practice rarely reflects attention to special education related legal, professional and ethical considerations.	
Engages in professional activities.	Frequently engages in professional activities.	Occasionally engages in professional activities.	Rarely or does not engage in professional activities.	
Demonstrates qualities of a lifelong learner by regularly reflecting on and adjusting practices.	Regularly reflects on and adjusts practices.	Periodically reflects on and adjusts practices.	Rarely reflects on and adjusts practices.	
Demonstrates an awareness of how personal attitudes, behaviors and ways of communicating influence practice.	Professional practices reflect a comprehensive awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect a basic awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	Professional practices reflect little or no awareness of the positive and negative impact of personal attitudes, behaviors and methods of communicating.	
Demonstrates sensitivity to aspects of diversity.	Regularly demonstrates sensitivity to aspects of diversity.	Periodically demonstrates sensitivity to aspects of diversity.	Rarely demonstrates sensitivity to aspects of diversity.	
Engage sin activities to stay current with evidence-based practices.	Frequently engages in activities to stay current with evidence-based practices.	Occasionally engages in activities to stay current with evidence-based practices.	Rarely or does not engage in activities to stay current with evidence-based practices.	
Knowledge of own limits and practice within those limits.	Professional practice is limited to the areas in which training and/or professional development has occurred.	Attempts are made to practice outside the areas in which training and/or professional development has occurred.	Practice outside the areas in which training and/or professional development has occurred.	

TOTAL for CEC #1-6, 7, 8, 9 _____ _____ _____ _____

(Go to next page)

CEC #10: Collaboration				
Criteria	**Advanced (3)**	**Proficient (2)**	**Unsatisfactory (1)**	**Unobserved (Comment Required)**
Collaborates with families, other educators, service providers, and personnel from community agencies in culturally responsive ways.	Professional practices reflect culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect attempts at culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	Professional practices reflect no attention to culturally responsive methods of collaborating with families, other educators, service providers, and personnel from community agencies.	
Promotes and advocates for the learning and well being of individuals with ELN.	Regularly promotes and advocates for the learning and well being of individuals with ELN.	Periodically promotes and advocates for the learning and well being of individuals with ELN.	Rarely promotes and advocates for the learning and well being of individuals with ELN.	
Acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Frequently acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Occasionally acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	Rarely acts as a resource to colleagues in understanding laws and policies related to individuals with ELN.	
Utilizes collaboration to facilitate the successful transitions of individuals with ELN.	Collaborates with others to facilitate the successful transitions of individuals with ELN.	Occasionally collaborates with others to facilitate the successful transitions of individuals with ELN.	Rarely collaborates with others to facilitate the successful transitions of individuals with ELN.	

TOTAL for CEC #1-10 _____ _____ _____ _____

Advanced _____

\+

Proficient _____

TOTAL _____ ÷ 54 x 100 = _____% (Circle S or U on the cover page before signing)

Thank you for hosting a UNC ---

School of

Special Education teacher

candidate this semester!