Student Teaching Handbook
for
SPE 591
MSED Special Education – Childhood (grades 1-6)

Curriculum and Instruction Department
School of Education
State University of New York College at Oswego

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PART 1: GENERAL INFORMATION & COLLEGE POLICIES

A. Philosophy and Conceptual Framework of the School of Education, SUNY Oswego

SUNY Oswego's School of Education Conceptual Framework

Weaving a Transformative School Fabric is the theme that undergirds the Conceptual Framework for the professional programs in SUNY Oswego's School of Education. The faculty members use this Conceptual Framework in the design of curricula at both the initial and advanced levels, endorsing the six principles central to the theme: Authentic Learning, Knowledge, Practice, Reflection, Collaboration & Leadership, and Social Justice.

Weaving a Transformative School Fabric defines a professional perspective that is learning-centered and knowledge-based, achieved through a thoughtful sequence of content and pedagogy courses. The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration & leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the entire educational process; it is therefore drawn as the knot at the top of the braid.
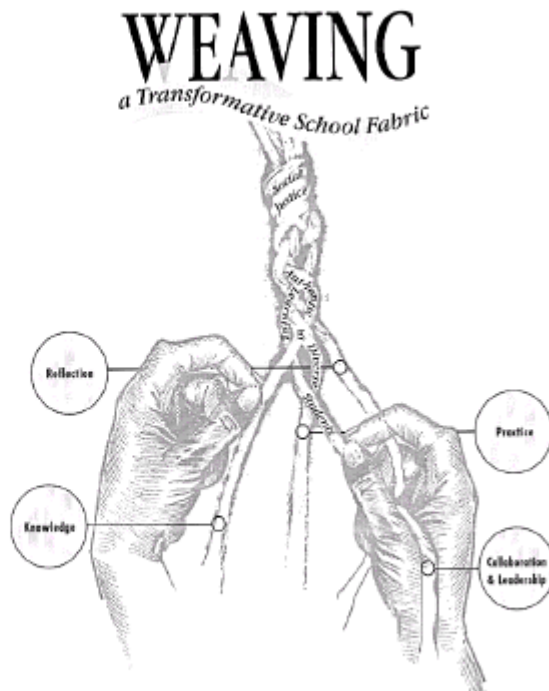
SUNY Oswego's School of Education (SOE) strives to produce graduates who can provide meaningful opportunities and appropriate support for all students to engage in authentic learning, by which we mean self-directed inquiry, problem solving, critical thinking, and reflection in both real world and creative contexts. The emphasis on all students implies special sensitivity to the unique characteristics and needs of each of the diverse individuals who are students in the urban, suburban, and rural schools of New York State. We believe that educating (i.e., teaching, guiding, leading) for authentic learning, knowledge, practice, reflection, collaboration & leadership, and social justice are the essential characteristics of and performance expectations for effective educators and successful professionals:

SOCIAL JUSTICE – Educators who graduate from Oswego State University are socially conscious catalysts for change who promote authentic learning by all students.

AUTHENTIC LEARNING – Educators provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

KNOWLEDGE – Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the New York State

Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

PRACTICE – Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.

REFLECTION – Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

COLLABORATION & LEADERSHIP – Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

B. <u>CEC Standards for Beginning Special Educators</u>

The MSED Special Education Program in the Curriculum and Instruction Department strives to prepare teachers who will meet the seven standards for Initial Preparation Standards for Special Educators set forth by the Council for Exceptional Children (CEC).

Standard 1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
Standard 2.0: Beginning special education professionals create safe, inclusive, culturally responsive s learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Standard 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4.0: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Standard 5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Standard 6.0: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

C. <u>Professional Dispositions</u>

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. At the end of the student teaching experience, the candidate, the cooperating teacher, and the college supervisor will assess dispositions via tk20.

<u>Commitment to Authentic Learning and Teaching.</u> Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

<u>Critical Reflection.</u> Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice.

<u>Integrity</u>. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.

<u>Collaboration.</u> Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

<u>Advocacy</u>. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.

<u>Socially-Conscious Responsibility.</u> Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.

<u>Socially-Conscious Respect.</u> Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others and believe all students can learn authentically at high levels.

D. Oswego Philosophy of Student Teaching

In order for student teaching to be a worthwhile experience and to provide maximum results, it must be a cooperative enterprise. It involves the candidate, the cooperating teacher, school administrators and other public school staff, and the college supervisor. Each has a definite responsibility and each complements the other. The fundamental purpose of student teaching is to provide the candidate with a variety of experiences through which he/she may develop teaching skills that reflect the philosophy and conceptual framework of the SUNY Oswego School of Education and the performance standards for beginning special educators as defined by the Council for Exceptional Children (CEC). Student Teaching is an opportunity that permits the candidate time to synthesize and apply information gathered in previous course work and field placements. During this time, the candidate is expected to develop professional skills in problem solving, assessment and self-reflection. It is expected that a candidate will be exposed to all the activities of the classroom teacher(s), in the educational setting, and in the community.

The College believes that a successful plan for this a means of improving the whole program of teacher education both at the pre-service and in-service levels. Many changes in the professional program at the college are due directly to experiences gained through the student teaching program. It is generally agreed by personnel of partner schools that the enthusiasm which candidates bring to the partner school often provides an additional stimulus for local professional improvement.

E. Goals for

1. Describe both unique and shared roles and responsibilities of special educators as members of instructional teams, as well as school and district level teams/ committees.
2. Demonstrate advocacy and leadership to support the participation and learning of students with a variety of learning characteristics in inclusive classes and the general education curricula.
3. Demonstrate the ability to plan on both a daily and long-range basis using central concepts of the NYS Student Learning Standards, Individual Education Programs (IEPs), Universal Design for Learning, tools of inquiry, and structures of the disciplines to develop meaningful learning experiences appropriate for the full range of pupil's developmental, educational, cultural, and linguistic needs.
4. Demonstrate ability to plan and provide appropriate and powerful individualized instruction in priority areas for special educators (i.e., development of student literacy abilities, positive behaviors, and functional skills).
5. Demonstrate ability to use formal and informal assessment data to plan and provide appropriate and powerful individualized instruction in priority areas for special educators (i.e., development of student literacy abilities, math, positive behaviors, and functional skills).
6. Use a variety of authentic instruction and support strategies including educational technology for accomplishment of learning outcomes in all areas of the curriculum, including IEP goals.

7. Identify and implement assistive technology tools to enhance access and learning for students with disabilities in the general education curriculum and IEP priorities.
8. Create a learning environment through motivational strategies that encourages positive social interactions and active engagement in learning for all students.
9. Support students' physical, social, emotional, aesthetic, and intellectual development.
10. Use and interpret multiple appropriate assessments to identify individual needs, monitor students' development and ensure continuous intellectual, social, and physical growth.
11. Organize and efficiently manage time, space, records, and learning materials to fulfill relevant professional responsibilities (e.g., instruction, assessment, committee participation, and leadership).
12. Collect, analyze, and reflect upon the choices and actions made by the teacher candidate and others in the learning environment and seek professional development opportunities.
13. Demonstrate effective collaboration and leadership skills in relationship with students, teachers, paraeducators, related service providers, administrators, other staff members, and parents and agencies in the larger community to support students' learning and well-being.
14. Explore individual student and family preferences and resources to inform and support meaningful transition planning for post high school goals.
15. Develop or expand a professional teaching portfolio that reflects the experiences and professional accomplishments related to the special educator role.

F. **Admission to SPE 591: Student Teaching for MSED Special Education Grade 1-6 Program**

Graduate candidates in the program may enroll in SPE 591: Student Teaching provided they have satisfied the following requirements in the MSED Special Education7-12 Generalist Program:

- Completed all graduate course work with B- or better.
- Completed all undergraduate/core content area prerequisites.
- Maintained an overall GPA of 3.00.
- Successfully completed all prior field experiences (embedded in prior coursework).
- Completed a written application for student teaching.

G. **College Policies**

1. **Assignment of Field Placements**:
   a) Field placements in all teacher education majors are made in compliance with university policies for "Internships, Student Teaching, and Other Experiential Placements" found in the SUNY Oswego Student Handbook.

b) Field placements are made only after the teacher candidate has met all program requirements as set forth by the major department.

c) Field placements are made only by the Field Placement Office, based on recommendations from full time program faculty. Candidates should not contact schools or teachers directly to arrange placements.

d) Field placements are made as close to candidates' preferred location or residence as feasible given the quality and quantity of available placements, and the legitimate need of other candidates, schools, and college supervisors. Preferred placements are not guaranteed.

e) Field placements that are not accepted by a teacher candidate may be assigned to another. The initial recipient of the assignment may not be assigned until the following quarter or semester.

f) Field placements require that candidates provide their own transportation.

g) Field placement notification will be completed in writing with a letter from the Field Placement Office. If time is an issue, a phone call or email will be used to notify the candidate of a placement.

h) Candidates must comply with the partner school rules, policies, and procedures, including those concerning student safety and management/discipline, teacher attendance, performance and behavior. Candidate attire must meet the standard set by teachers in the school and comply with school dress code(s) for teachers and students.

2. **Student Teaching Time Limits:** In order to meet the New York State Education Department's teacher certification regulations, student teaching is offered for one ten week period during the Fall and Spring semesters only. Student teaching is not offered during winter session or during any of the summer sessions.

3. **Attendance**: The beginning and ending dates of student teaching placements are established by the official college calendar and/or the department within the framework established by the college calendar. The candidate is required to:
- be at the placement every day that the school is in session and /or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned;
- work the same hours and schedule, and perform the same duties, as the cooperating teacher; and
- attend faculty meetings, parent conferences, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.

The candidate should expect to be in attendance each day school is in session. However, in case of absence or tardiness, due to illness or other unavoidable emergency, the candidate must:
- call the college supervisor, the cooperating teacher, and the school as soon as possible, but no later that one-hour before school starts on the day of the absence;
- arrange delivery to the cooperating teacher of all material that the student teacher possesses that are necessary for instruction on the day of the absence; and

- follow school district policy for reporting and documenting teacher tardiness and absence to school officials.

4. **Employment during Student Teaching**: Working during student teaching is not advisable. However, because of rising costs of a college education, there is currently no regulation prohibiting employment. Candidates are not permitted to arrive late or leave the school early to accommodate outside work. Should a candidate choose to be employed and it is the judgment of the college supervisor and cooperating teacher that such employment hinders the candidate's effective performance, the candidate may be issued an unsatisfactory (U) grade and be removed from student teaching.

5. **Use of Candidates as Substitute Teachers**: There are frequently requests for candidates to substitute for teachers. A candidate may substitute for the cooperating teacher with certain provisions and under the following conditions:

   - The substitution be requested by the cooperating teacher and the candidate has demonstrated necessary competence.
   - The college supervisor and the local administrator must approve the substitution in advance.
   - If the candidate substitutes for more than three days, approval is required from the Student Teaching Coordinator of the Curriculum and Instruction Department as well as the college supervisor.
   - There will be no approval for a candidate to substitute for a teacher other than his/her own cooperating teacher.
   - No candidate will be permitted to accept a full-time substituting position.
   - Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.

6. **Vacations During Student Teaching**: Candidates will follow the vacation schedule of the school district to which they are assigned **not the College schedule.**

7. **Coursework during the Student Teaching**: Student teaching is extremely time consuming and requires a great deal of effort. Students are not permitted to enroll in courses other than SPE 530: Assistive Technology for Special Educators or another course when given permission by the graduate program coordinator.

8. **Extended Student Teaching Experiences**: The student teaching experience may be extended only when extenuating circumstances (e.g. death of immediate family member, personal serious illness) occur upon recommendation of the college supervisor and the approval of the Student Teaching Coordinator of the Curriculum and Instruction Department. The candidate is expected to complete student teaching on a full day basis for the assigned period.

9. **Grading**: The student teaching grade is determined by the college supervisor in consult with the cooperating teacher. The grade will be either "S" for satisfactory work, and "U" for unsatisfactory work. Incomplete grades are given only in exceptional cases such as a

major health issue or a death of an immediate family member (mother, father, brother or sister). **In order to earn a grade of "S", all items on the final evaluation must be scored 2 or higher**. Candidates earning a "U" grade must meet with the Student Teaching Coordinator of the Curriculum and Instruction Department and the student teaching college supervisor (full time program faculty member) to determine if a second placement is appropriate.

A candidate who is asked to leave a placement by school personnel or is removed from a placement by the college for unsatisfactory performance will receive an unsatisfactory (U) grade for the student teaching course.

10. **Legal Action**: "SUNY Oswego expects students to be responsible, ethical and professional in all work environments consistent with the guidelines for on-campus behavior as expressed in the *Code of Student Rights, Responsibilities and Conduct*, including adherence to federal, state and local laws. Students who engage in experiential placements, both on and off-campus, such as internships, student teaching, practica, volunteer services, service learning, and field based independent studies are participating in SUNY Oswego-sponsored programs and thus, are subject to the *Code of Student Rights, Responsibilities and Conduct*. Misconduct, poor judgment, and inappropriate actions in any work or volunteer placement may subject the student to dismissal for a specific placement and/or disciplinary action. SUNY Oswego will provide a due process forum to explain the circumstances surrounding the dismissal. SUNY Oswego in such circumstances has no obligations to reassign a student. The School of Education has its own Fair Process Policy described below.

Candidates charged with violations of criminal law will be immediately suspended from participation in the field placement and from the teacher education program, until the case is settled or a determination has been made that the situation does not affect performance in the placement or program. (*Policy Handbook for Faculty, Professional Staff and Candidates*)

11. **Resolving Problems**: Despite the best intentions and efforts, problems sometimes arise between the candidate and his or her cooperating teacher. If the problem cannot be resolved, the following steps must be taken in the order listed:

   a) Contact the college supervisor. She or he will discuss the matter with each party, individually, and arrange and coordinate a meeting for all concerned parties.
   b) If no satisfactory resolution is reached, contact the Student Teaching Coordinator of the Curriculum and Instruction Department. The Coordinator will discuss the problem with each party, individually, and coordinate a meeting of all concerned parties.
   c) If the problem is not resolved at this point, the Chair of the Curriculum and Instruction Department will be consulted.
   d) If no satisfactory resolution is reached, the procedures stated in SUNY Oswego's Student Handbook should be followed.

Note: Early identification of problems is important, as it can serve as a preventive measure. Cooperating teachers should notify the college supervisor if:

- The candidate is not making adequate progress.
- The candidate fails to report to the assignment.
- The candidate is chronically late or absent.
- The candidate is acting in an unprofessional manner.

Additional information about this policy can be obtained from the College supervisor or Student Teaching Coordinator of the Curriculum and Instruction Department.

12. **Strike Policy**: If a candidate is placed in a district that goes on strike, the following procedures should be followed:

   a) If a strike is anticipated or goes into effect, the candidate should notify the college supervisor and Director of Field Placement as soon as possible.
   b) Candidates should not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a candidate to enter the building, the cooperating teacher should assist the candidate in obtaining the approval of all required parties.
   c) During a short term strike of one week or less, the candidate and college supervisor should agree upon a plan to visit other schools, prepare lesson plans, assignments, etc. If the strike is prolonged, it may be necessary to reassign the candidate to another placement.

H. **New York Education Law:** The following sections of NYS Education Law apply to all student teaching placements:

   1. **Section 3023:** Section 3023 of the NYS Education Law requires, in effect, that each school district "save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher … at the time of the accident or injury the individual was acting in the discharge of his duties within the scope of employment or authorized volunteer duties and/or under the direction of the Board of Education". A candidate who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter.

   2. **Section 3001, Subsection 2:** Education Law states that a candidate is legally permitted to practice teaching without the presence of the certified teacher in the classroom providing the classroom certified teacher is available at all times and retains supervision of the candidate.

3. **New York Social Service Law, Section 413:** Candidates, like their In-Service counterparts, are required "to report or cause a report to be made…when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child…" Should a candidate become aware of information in this regard (s)he is expected to consult with his/her cooperating teacher and school administrator immediately, and contact the college supervisor as soon as possible thereafter. The cooperating teacher and school administrator should provide the candidate with the name of the individual designated by the district to report matters of abuse or neglect, and should assist the candidate in the event that a report is filed. Training is provided for this in SSHS 1020 – Safe Schools, Healthy Students.

4. **Sections 803a, 804, 806 and 808:** Training is provided in preventing child abduction (803a), prevention of tobacco, alcohol, and drug abuse (804), safety education (806) and fire and arson prevention (808) in SSHS 1020 Safe Schools, Healthy Schools.

5. **Personal Insurance**: All full-time undergraduate and graduate students at SUNY Oswego, including those enrolled in courses, are required to carry accident and hospitalization insurance covering themselves, which is available at a group rate through SUNY Oswego's Auxiliary Services, 506 Culkin Hall.

I. **Career Planning & Placement Office – Job Search Assistance**

Career Services. Career Services at the Compass, 145 Campus Center (315-312-2255), works in collaboration with the teacher candidate, employing officials, and the School of Education. Career Services connects candidates to employers through on- and off-campus recruitment, with the goal of helping candidates secure full-time positions. They additionally assist candidates in preparing and distributing professional résumés and cover letters and preparing for an interview, whether at regional job fairs or in allying to job vacancies via LakerLeads and CareerShift. Career Coach, Jacqueline Wallace, is available to all students who are pursuing a career in education. Candidates can contact her via email or make an appointment online at jacqueline.wallace@oswego.edu.

PART II: STUDENT TEACHING TEAM: ROLES & RESPONSIBILITIES

A. **Cooperating Teacher**. Since all SUNY Oswego MSED special education candidates are certified teachers, the cooperating teacher's role is different from working with undergraduate or other student teachers who are in their first full time teaching experience. The cooperating teacher's role in this placement focuses on mentoring a new teacher in a professional development experience that focuses on special educator roles and responsibilities. The following list of some of the most important responsibilities is offered to assist the cooperating teacher in planning for and working through the placement with the candidate. Candidates and cooperating teachers are individuals who develop their working relationships in many ways. Responsibilities include:

a) Become acquainted with the expectations of SUNY Oswego's MSED Special Education program by reviewing the Student Teaching Handbook. Either the candidate or the college supervisor can provide you with this information.

b) Provide for a time to meet your candidate, once s/he has contacted you, and orient him/her to your role and responsibilities in your current position and team.

c) Provide the candidate with an appropriate, professional work area.

d) Share your philosophy and curriculum with the candidate.

e) Discuss school policies and procedures regarding health and safety, discipline and attendance.

f) Help the candidate to understand the community from which the students come.

g) Plan for the candidate's involvement as an active, contributing team member from the first day (e.g., supporting students, conducting individual assessments, leading routines).

h) Introduce the candidate to all team members, including general educators, paraeducators, and related service providers. Orient the candidate to each member's roles within the team.

i) Make the candidate aware of available resources in the building, district, community, and BOCES.

j) Set aside time for daily discussions.

k) Familiarize the candidate with general needs, abilities, and background of students.

l) Provide the candidate with opportunities to observe your approach to effective teaching and management strategies.

m) Include the candidate in your daily planning and lesson assessment.

n) Provide the candidate with curriculum materials.

o) Monitor the candidate's short and long range planning (i.e., review lesson plans).

p) Identify opportunities within your context for the candidate to assume leadership and gain experience in priority areas and requirements(e.g., focus student for team planning for positive behavior supports; exploring and implementing specific technologies for one or more students; developing

      individual support plans for a student with more significant disabilities and training/ supporting paraeducators)

q) Observe instruction and other performance regularly and provide specific feedback, orally or in writing.

r) Encourage and allow the candidate to attempt new strategies and develop his/her own teaching style.

s) Encourage the student teacher to self-reflect about his/her teaching strategies, dispositions, and skills.

t) Plan for meetings with college supervisor to discuss the candidate's progress.

u) Contact the supervisor at first signs of a problem.

v) Complete a mid- and final evaluation for the candidate on hard copy or on line (tk20).

w) Complete the assessment of the candidate's Professional Dispositions online (tk20).

x) Work with the college supervisor to contribute to an assessment of the candidate's performance as it relates to competencies for beginning special educators (CEC) and SUNY Oswego program requirements and dispositions.

y) IF APPROPRIATE, write a recommendation within a few days after the completion of the placement.

B. **Teacher Candidate**. The candidate's role is to assume responsibility for her or his professional development experience in order to further develop and demonstrate professional competencies as a beginning special educator. The experience is intended to enable the candidate to engage in multiple decision-making roles and self-reflection as a special educator in a semi-structured internship with ongoing feedback from experienced mentors (i.e., cooperating teacher and supervisor). In addition to specific competencies, the student teacher should gain an understanding of the professional roles and responsibilities that are central to the special educator role, regardless of service delivery models.

1. **Responsibilities:**
   a) Contact the cooperating teacher soon after the placement has been made to become acquainted with the teacher and program and make specific arrangements to begin the placement.
   b) Become familiar with the service delivery model, program curriculum, and materials.
   c) Become familiar with school rules, policies, routines and facilities.
   d) Seek out and read the school's handbook.
   e) Follow policies and procedures established by the school regarding hours, discipline, and student safety.
   f) Keep the same hours and schedule as the cooperating teacher, including following the school calendar rather than the college calendar. Full time attendance is required during student teaching unless there is an extenuating situation such as illness.
   g) Communicate with cooperating teacher, school personnel (faculty, staff, and administration) and parents, in a professional, respectful manner.

h) Conform to standards of behavior and dress consistent with school and community requirements.
i) Use discretion in sharing confidential information about students and colleagues.
j) Become acquainted with school personnel and their functions.
k) Establish professional rapport with students and maintain an appropriate teacher-student relationship.
l) Demonstrate initiative and professionalism as an active, contributing team member including, and beyond, fulfillment of responsibilities required by the college or supervisor.
m) Seek constructive criticism from cooperating teacher and college supervisor relative to professional progress.
n) Participate in school functions, meetings, conferences, and activities as deemed appropriate by the cooperating teacher.
o) Complete all requirements (see the list of student teaching requirements).

2. **Guidelines:**

Student teaching can and should be one of the most satisfying aspects of the teacher preparation program. Success depends on the candidate's ability to adapt to the situation and develop a good working relationship with the cooperating teacher, college supervisor, and others who assist in the learning community. When candidates approach the semester with a spirit of eagerness and openness, success usually follows quite naturally. The following list of suggestions will help ensure success and avoid problems:

a) Minimize other responsibilities during the student teaching semester. Student teaching is a full-time job!
b) Take full advantage of the student teaching placement. Be sure to observe other teachers and support staff in addition to your cooperating teacher. Find out the role that others play in the education of the students in your assigned class and be ready to work with them.
c) Be as open as possible with the cooperating teacher and college supervisor about concerns. They are there to support you. They want you to complete this experience successfully.
d) Ask questions and seek help. Find ways to grow and learn.
e) Focus on key areas such as motivating and sustaining student interest, organization, planning, classroom management and discipline, budgeting your time and your students' time, understanding the content standards, monitoring student growth, and self-reflection of your own teaching knowledge, skills, and dispositions.
f) Be prepared for an emergency. Know telephone numbers for contacting the cooperating teacher and school. Have an alternate ride planned in case of unforeseen car problems.
g) Be on time and prepared for each day, professional meeting, and related extracurricular activities.

3. **Requirements:**

a) Full time attendance.
b) Prepare and share daily lesson plans with cooperating teacher for all lessons **prior** to the date of instruction unless your cooperating teacher, building administrator, and/or college supervisor require a different schedule for completing your lesson plans.
c) Plan weekly with Cooperating Teacher.
d) Participate as an active team member throughout each school day. (e.g., do not work on required written products during the school day)
e) Participate in all roles and responsibilities of cooperating teacher (e.g., team and committee meetings), unless deemed inappropriate by cooperating teacher or supervisor.
f) Complete all required experiences and products for SPE 596 in a timely manner and with acceptable quality. For a detailed description of the required activities and products, please refer to the **SPE 591 Course Syllabus and Special Education Student Teaching Required Activities and Products**.
g) Keep a well-organized digital portfolio/binder with products related to required experiences and have it available daily, on-site for cooperating teacher and supervisor.

C. College Supervisor. The college supervisor serves as the candidate's instructor and advocate. In addition, the college supervisor serves as the liaison between the college and the partner school. S/he is an ambassador for the college, sharing the requirements of college programs and expectations for successful student teachers. This is accomplished by the college supervisor observing and giving feedback to the student teacher and by conferring with the cooperating teacher and school administrators. Some of the college supervisor's responsibilities include:

a) Meet with candidates before the semester begins to become acquainted and share expectations.
b) Be present in the schools during the first two weeks to meet with administrators, cooperating teachers and candidates to answer questions and clarify expectations. Arrange for a three-way meeting between the candidate, the cooperating teacher and yourself.
c) Explain and clarify the goals and expectations for the student teaching experience to the candidates, cooperating teachers, and administrators.
d) Discuss and identify/negotiate opportunities in the particular placement for the candidate to complete required activities as intended (e.g., planning for and providing individualized literacy instruction).
e) Provide candidates with a way to contact their supervisor either by phone or email.
f) Provide clear directions about the way in which you want the procedures of student teaching carried out – such as submitting weekly reports, assignments, and contacting you in case of an emergency.
g) Observe each candidate in the classroom and confer with him/her at least three times during the placement; complete an observation report for each visit. Encourage candidates to be self-reflective in their teaching.
h) Maintain a file for each candidate. Include all observation reports and any other anecdotal information.
i) Troubleshoot problems that arise. If the problem involves the placement, the Field Placement Office should be notified first. If the problem involves a student's performance, the Student Teaching Coordinator of the Curriculum and Instruction Department should be contacted first.
j) Determine a schedule for the candidates to complete assignments. Meet with each student mid-placement and at the end of the placement to provide evaluation.
k) Assist the cooperating teacher in completing the final assessment if necessary.
l) Evaluate the candidate's performance (mid placement and at end of placement) and professional dispositions using the appropriate online forms (tk20).
m) Write a recommendation, **if appropriate**. This is not a requirement.
n) Assign final grades.

D. School Administrator. As academic leader of the school, the administrator plays a very important role in the student teaching program. The administrator's role is to help the school community understand and support the student teaching program and to help the candidate adjust to the total school program. Responsibilities may include:

    a) Create a positive attitude among school staff, student body, and community regarding the school's responsibilities in the student teaching program.

    b) Provide orientation for all student teachers explaining school policies and procedures.

    c) Assist, if time permits, with the evaluation of the student teacher's instructional competence and professional potential. While it is understood that the responsibilities of the school administrator are intense and time consuming, it is very helpful for the administrator to observe the teacher candidate during the student teaching period and offer feedback.

    d) Assist team members with the assessment of student teacher performance.

    e) Communicate with the Field Placement Office at 315-312-3098 if and when problems arise.

E. Student Teaching Coordinator. The Student Teaching Coordinator of the Curriculum and Instruction Department serves as liaison between the Curriculum and Instruction Department, the School of Education Field Placement Office, and teacher candidates in initial certification programs. S/he works closely with the Field Placement Coordinator, faculty, and students to insure that program procedures are followed and requirements are met. Responsibilities include:

    a) Provide overall leadership and direction for the program.

    b) Interpret and enforce existing student teaching policies with the advice of department faculty and supervisory staff.

    c) Revise and/or develop new policies with input from department faculty.

    d) Meet with candidates demonstrating problems in field placements prior to student teaching.

    e) Meet with candidates who demonstrate problems during student teaching experiences to facilitate problem solving.

    f) Provide leadership in initiating and developing program changes and improvements as needed.

F. Field Placement Office Director: The School of Education Field Placement Office Director serves as the liaison between the School of Education and the school districts partnering with SUNY Oswego teacher preparation programs. The director works closely with the Student Teaching Coordinator, Curriculum and Instruction Department Chair, and school personnel in the role of overseeing the placement process for all program-related field experiences including student teaching.

G. tk20 Administrator: The School of Education tk20 Administrator works closely with the School of Education faculty and candidates to ensure collection of data during coursework and field experiences, including student teaching. The tk20 Administrator activates program assessments in tk20; assists faculty, candidates, and community partners in negotiating the tk20 system; and monitors online completion of required program assessments.

PART III: STUDENT TEACHING EVALUATION FORMS

A. **Student Teaching Assessment Form:** The Graduate Student Teaching Assessment Form for the Special Education Grades 1-6 Initial Program is used to provide feedback and an evaluation of the candidate's proficiency in demonstrating the knowledge, skills, and dispositions as set by the Council for Exceptional Children (CEC). This form is completed by the cooperating teacher and college supervisor twice during student teaching experience: midway through student teaching and at the conclusion of student teaching (completed on tk20) The candidate may also be asked to complete the assessment form as a means of self-reflection. The form is attached.

B. **Candidate Dispositions:** Professional Dispositions, as described elsewhere in this handbook are assessed at the end of the student teaching experience by the candidate, cooperating teacher, and college supervisor (completed on tk20). The form is attached.

C. **Lesson Plans: Required Formats:** Special educators must be able to assess students and design and deliver individually appropriate specialized instruction as needed to support the academic and behavioral achievement of students with disabilities in secondary settings. Lessons, whether individual, small group, or large group, must be based upon students' abilities and needs; lessons must reflect the candidate's professional decision-making regarding appropriate materials, objectives and procedures to support the student's growth across contexts and contents. Use of scripted or "packaged" commercial teaching materials cannot meet this requirement. Contact your supervisor, if necessary, to negotiate opportunities to ensure that you are able to gain this important experience and meet this critical requirement. The attached "Guided Reading Lesson Plan" (long and short form) is suggested to document professional decision making in planning and implementing guided reading lessons. Other lesson planning formats may be appropriate with supervisor approval.

D. **Supervisor Observation Report:** Frequent observation and constructive feedback on the candidate's teaching is essential to support ongoing professional development of the knowledge, skills, and dispositions needed to be a secondary special educator. The college supervisor will complete a minimum of three observations and post-observation conferences. Verbal and written/formal feedback to the candidate will be offered after each observation. A copy may be shared with the cooperating teacher.

Curriculum & Instruction Department
Graduate Student Teaching Assessment Form
Special Education Grades 1-6 Initial Program

Candidate: _____ Date: _____

College Liaison: _____

Cooperating Teacher: _____

School District: _____ Building: _____

Use the following rubric to evaluate the teacher candidate's performance in the classroom and within the team on each of the criteria in the categories of Learner Development and Learning Environments; Content Knowledge, Assessment and Instruction; Professional and Ethical Practices and Collaboration. EXAMPLES of performance indicators are offered for each item.

These criteria reflect the Council for Exceptional Children (CEC) Standards for Initial Level Special Educator Preparation and Standards for the following Initial Specialty Set: Individualized General Curriculum and Individualized Independence Curriculum, Combined. These CEC Standards represent a set of knowledge, dispositions, and performances deemed essential for beginning special educators and the expectations that SUNY Oswego School of Education has for its Special Education teacher candidates.

Your ratings should reflect appropriate expectations for the candidate's current stage of professional development and experience for the special education role (i.e., student teaching for Initial Special Education certification). Please add your comments and feedback at the end of this form.

Standard 1: Learner Development and Individual Learning Differences

The candidate understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
1.1 Candidate demonstrates understanding of how language, culture, and family background influence the learning of individuals with exceptionalities.	Consistently demonstrates understanding of learner development and characteristics while providing learning experiences to students.	Frequently demonstrates understanding of learner development and characteristics while providing learning experiences to students.	Rarely demonstrates understanding of learner development and characteristics while providing learning experiences to students.		• Individualized decision making for instruction and support considers the full range of learner characteristics, including nature and impact of individual's disability, culture, language and family values. • Seeks information from mentors/teammates to prevent inappropriate disability assessment and identification of students based on characteristics (e.g., culture, ethnicity, language) • Demonstrates cultural sensitivity/openness regarding family perceptions/expectations for their child who has a disability. • With the support of mentors, collaborates with families to gather information about students' strengths/assets, interests and needs
1.2 Candidate uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities	Seeks to know students well and consistently uses this information to engage the learner in age and skill appropriate tasks.	Seeks to know students well and frequently uses this information to engage the learner in age and skill appropriate learning tasks.	Seeks limited knowledge of learners and inconsistently uses this information to engage the learner in age and skill appropriate learning tasks.		• Seeks authentic opportunities to learn about students through observation, collaboration with colleagues, and review of appropriate documentation (IEPs, assessments, etc.) • Performance (e.g., instruction and supports) reflects knowledge of individual learner profiles related to individual learner assets/ strengths and impact of disabilities for educational and transition planning. • Interprets individual's current learning holistically, based on performance across a wide range of settings and activities. • Demonstrates an understanding of how individual disability characteristics intersect with other characteristics to impact learning and participation (e.g., language development, auditory processing, listening and reading comprehension, behavior, communication, social and academic engagement).

Standard 2: Learning Environments					
The candidate contributes to creating safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.					
	3-Target	2-Acceptable	1-Unacceptable	Rating	Performance Indicators
2.1 Candidate, through collaboration with general educators and other colleagues, creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Consistently builds positive relationships, classroom community, implements engaging instruction, and encourages positive behavior.	With some mentor support, actively participates in building positive relationships, classroom community, implements engaging instruction, and encourages positive, behavior.	Rarely builds positive relationships, classroom community, implements engaging instruction or encourages positive, behavior.		• With mentor support, models and shares effective strategies for facilitating relationships between students with various characteristics (e.g., disability, culture, language, gender) with team members • Implements effective strategies to build community and promote positive behaviors and relationships in school and other contexts (e.g., workplace) • Co-plans and implements class routines and flexible groups using accessible curriculum materials for diverse learners • Implements effective strategies to build community and promote positive behaviors and relationships. • Co-plans, implements, and monitors appropriate individualized supports to maximize motivation and minimize frustration. • In collaboration with related service teammates (e.g., occupational therapist), implements and monitors individual sensory stimulation programs directly and indirectly (e.g., teaching assistants, job coaches) (cont.)

Standard 2: Learning Environments					
The candidate contributes to creating safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.					
	3-Target	2-Acceptable	1-Unacceptable	Rating	Performance Indicators
2.2 Candidate uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Consistently uses effective motivation strategies and instructional interventions for successful learning.	Frequently uses effective motivation strategies and instructional interventions for successful learning.	Rarely uses effective motivation strategies and instructional interventions for successful learning.		• Actively builds positive relationships, uses student interests; meaningful curriculum and evidence-based behavioral and instructional strategies to maintain student engagement and focus. • Proactively implements practices that maximize student engagement, success and positive behaviors
2.3 Candidate intervenes safely and appropriately with individuals with exceptionalities who are in crisis.	Effectively and safely intervenes appropriately during crisis situations.	Intervenes with limited success during crisis situations.	Does not intervene effectively during crisis situations.		• Facilitates collaborative comprehensive functional behavior assessment for student with challenging behaviors. • Facilitates collaborative, data-based planning of Positive Behavior Intervention plan (from FBA) which focuses on preventing challenging behavior and teaching new skills • Facilitates implementation and monitoring of positive behavior supports and interventions per BIP • Uses skills in problem solving, conflict resolution and crisis management when needed.

Standard 3: Curricular Content Knowledge					
The candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
3.1 Candidate demonstrates understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities	Demonstrates deep understanding of curriculum and content knowledge and confidently and effectively organizes and delivers instruction.	Demonstrates appropriate understanding of curriculum and content knowledge and organizes and delivers instruction adequately.	Does not demonstrate knowledge of curriculum or content and struggles to organize and deliver instruction.		• Utilizes resources (i.e., grade level curriculum, colleagues) to identify central concepts of general education curriculum • Demonstrates knowledge and competence in co-teaching the content of the general education curriculum to individuals with exceptionalities across a wide range of performance levels.
3.2 Candidate uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities	Demonstrates deep understanding of specialized curriculum and content knowledge and confidently and effectively organizes and delivers instruction.	Demonstrates good understanding of specialized curriculum and content knowledge and organizes and delivers instruction adequately.	Does not demonstrate knowledge of specialized curriculum or content and struggles to organize and deliver instruction.		• Demonstrates knowledge and competence teaching specialized curriculum for individualized and small group instruction in developmental reading and writing and other priority IEP areas (e.g., mathematics, learning strategies, self-determination, social skills skills).

Standard 3: Curricular Content Knowledge					
The candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
3.3 Candidate appropriately plans accommodations/ modifications for general and specialized curricula to make them accessible to individuals with exceptionalities.	Consistently uses UDL principles, differentiated instruction and appropriate modifications to make curriculum accessible to students.	Frequently uses UDL principles, differentiated instruction and appropriate modifications to make curriculum accessible to students.	Rarely uses UDL principles, differentiated instruction and appropriate modifications to make curriculum accessible to students.		• Uses Universal Design for Learning (UDL) principles to make general education curriculum accessible to students (including technology supports, flexible grouping, multiple formats, differentiated assignments, etc.) • Further adapts curriculum (multi-level, curriculum overlapping, individualized expectations/materials) to facilitate student participation and learning within the general education and specialized curriculum.

Standard 4: Assessment					
The candidate uses multiple methods of assessment and data-sources in making educational decisions.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
4.1 Candidate selects and uses technically sound formal and informal assessments that minimize bias.	Selects and effectively uses appropriate assessments for relevant purposes.	With some mentor guidance, selects and uses appropriate assessments for relevant purposes.	Does not use appropriate assessments for relevant purposes.		• In collaboration with teammates, selects appropriate measures, administers, scores, interprets and reports on formal and informal assessments that may contribute to identification, eligibility, program development (e.g., standardized achievement tests, curriculum based assessments) • Guards against over- and under-identification of disabilities related to cultural, ethnic, gender and linguistic diversity. • Ensures that students with disabilities participate in district and statewide assessments. • Provides and documents use of accommodations or alternate assessments. Selects, adapts and modifies assessments to accommodate students' unique abilities and needs.
4.2 Candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	Consistently interprets and uses assessment data accurately to inform instruction or intervention for students with exceptionalities.	Frequently interprets and uses assessment data accurately to inform instruction or intervention for students with exceptionalities.	Rarely interprets and uses assessment data accurately to inform instruction or intervention for students with exceptionalities.		• Selects appropriate measures, administers, scores, interprets and reports on formal and informal assessments for instructional planning, supports and progress monitoring (e.g., individual reading inventories and literacy skills assessments, functional behavior assessments, curriculum based assessments, ecological inventories, interest inventories, structured observations). • Uses appropriate assessments and schedules to monitor progress in IEP goals and general education curriculum. (cont.)

Standard 4: Assessment					
The candidate uses multiple methods of assessment and data-sources in making educational decisions.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
4.3 Candidate, in collaboration with colleagues and families, uses multiple types of assessment information in making decisions about individuals with exceptionalities.	Collaborates fully with colleagues and families using multiple assessments to make programmatic /instructional decisions.	Limited collaboration with colleagues and families using multiple assessments to make programmatic /instructional decisions.	No collaboration evident with colleagues and families using multiple assessments to make programmatic /instructional decisions.		• Communicates assessment results in a variety of formats to multiple audiences (e.g., families, general education teammates, IEP teams). • Involves families as partners when planning assessments for various purposes (e.g., academic, social, vocational). • Initiates, contacts and collaborates with other professionals for identification and program planning. • Gathers multiple perspectives on student's abilities and needs (e.g., family, general educator)
4.4 Candidate engages individuals with exceptionalities to work toward quality learning and performance and provides feedback to guide them.	Consistently engages students in striving to do their best, providing appropriate challenge and specific feedback on performance.	Somewhat engages students to do their best, providing appropriate challenge and specific feedback on performance.	Does not Engage students to do their best or provide appropriate challenge and specific feedback on performance.		• Encourages students to take responsibility for their learning through exploring interests, setting and reaching goals and teaching self-determination skills. • Provides consistent and specific feedback to students regarding their performance during daily instruction, weekly progress and long-term achievement of goals.

Standard 5: Instructional Planning and Strategies					
The candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
5.1 Candidate considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Consistently and carefully plans and delivers instruction based upon relevant assessment data, student abilities, interests, needs and educational priorities.	Sometimes plans and delivers instruction based upon relevant assessment data, student abilities, interests, needs and educational priorities.	Does not carefully plan and deliver instruction based upon relevant assessment data, student abilities, interests, needs and educational priorities.		**Program & Instructional Planning** • Uses State/District Curriculum, Learning Standards and students' IEPs to plan instruction in the general education curriculum. • Plans and develops expanded curriculum (e.g., life skills, communication skills) for individual learners within the typical classroom and school/ community routines. • Develops student-centered instructional plans including regular education and special education • Co-plans and implements adaptations & supports for general education curriculum and other learning contexts (e.g., workplace) • Assesses, plans and implements individualized lessons in foundation skills, which augment and support regular education programming (e.g., literacy skills, learning strategies). • Assesses, plans and implements individualized instruction in nonacademic skills/routines
5.2 Candidate uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Consistently uses instructional and assistive technology effectively in assessment and teaching of students with exceptionalities.	Occasionally uses instructional and assistive technology effectively in assessment and teaching of students with exceptionalities.	Rarely uses instructional and assistive technology effectively in assessment and teaching of students with exceptionalities.		• Utilizes technology and assistive technology to increase independence and participation and support engagement and learning (e.g., academic software for reading and writing continuous texts, apps for skills practice, communication across academic, social/ extracurricular contexts). • Selects/utilizes assistive technology tools based upon learner characteristics, and learning goals.

(cont.)

Standard 5: Instructional Planning and Strategies					
The candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
5.3 Candidate demonstrates the ability to integrate the use of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	Collaborates effectively with specific team members and consistently uses AAC/AT to support students' communication, participation and learning.	Occasionally collaborates with specific team members and occasionally uses AAC/AT to support students' communication, participation and learning.	Rarely collaborates with specific team members and occasionally uses AAC/AT to support students' communication, participation and learning.		• Planning and decision-making reflects thorough understanding of individual student abilities and characteristics in language and literacy, including primary language and culture. • Collaborates with speech and language therapists and other professionals to assess, plan and implement strategies that foster language and communication development of students with disabilities. • Works collaboratively with team (including speech therapist) to understand and utilize students' AAC systems to support communication/participation within instructional sessions and other contexts (e.g., classes, extra-curricular, community, workplace). • Initiates as needed within current school context to further explore how to support access to and use of augmentative, alternative, and assistive technology to support and enhance communication of individuals with limited verbal abilities
5.4 Candidate uses strategies to enhance language development and communication skills of individuals with exceptionalities.	Consistently uses strategies to enhance students' language and communication skills.	Occasionally uses strategies to enhance students' language and communication skills.	Does not use strategies to enhance students' language and communication skills.		• Actively teach communication, choice making and other language skills/strategies to promote active participation and independence.

<div align="right">(cont.)</div>

Standard 5: Instructional Planning and Strategies					
The candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
5. 5 Candidate develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Actively participates and supports the development and implementation of IEPs.	With mentor's support, participates and supports the development and implementation of IEPs	Very limited participation and support of the development and implementation of IEPs.		• Participates/Leads team development of IEPs. • Actively involves students, families, professional teammates, and appropriate adult agencies to develop individual education programs and transition plans. • Supports and monitors IEP implementation across instructional settings. • Leads team proactive problem solving with professional teams and families.
5.6 Candidate teaches to mastery and promote generalization of learning.	Consistently uses assessment data and evidence-based instructional strategies to facilitate student mastery of IEP/lesson/unit goals/objectives.	Sometimes uses assessment data and evidence-based instructional strategies to facilitate student mastery of IEP/lesson/unit goals/objectives.	Rarely uses assessment data and evidence-based instructional strategies to facilitate student mastery of IEP/lesson/unit goals/objectives.		• Locates, evaluates and uses current evidence-based interventions, practices and appropriate materials (including assistive technology) for students with disabilities. • Plans/co-plans and co-teaches/implements specialized instructional strategies to address individual goals in general education classes and school routines. • Uses on-going assessment to provide appropriate interventions/ individualized instruction in developmental reading and writing and behavior supports, as well as other priorities identified in students' IEPs (e.g., math, participation/social skills, use of new technologies, strategies, functional skills) in school and community • Uses data to monitor student progress and adjusts teaching to facilitate maintenance and generalization of skills. (cont.)

Standard 5: Instructional Planning and Strategies					
The candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
5.7 Candidate teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Effectively teaches additional foundation skills to promote critical thinking and problem solving.	Somewhat effectively teaches additional foundation skills to promote critical thinking and problem solving.	Does not effectively teach additional foundation skills to promote critical thinking and problem solving.		• Uses evidence based strategies to provide appropriate individualized/ small group instruction beyond the curriculum (e.g., self regulation, problem solving, conflict resolution)

Standard 6: Professional Learning and Ethical Practice					
The candidate uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
6.1 Candidate practices reflect professional Standards of Ethical Principles and Practice.	Consistently demonstrates professional and ethical practices across roles and contexts.	Consults with mentors for some decisions regarding professional and ethical practices across roles and contexts.	Rarely consults mentors and sometimes demonstrates unprofessional and questionable ethical practices .		• Performance is consistent with current special education laws, policies and ethical practices. • Respects privacy and confidentiality of students and families. • Attends and participates in school wide, building-level and classroom meetings with other professionals and parents/guardians (Committee on Special Education, School Based Intervention Team, Response to Intervention team, Transition planning team). • Can explain Special education policies, procedures and processes as they relate to students with disabilities. • Continually reflects on and adjusts practice
6.2 Candidate understands how foundational knowledge and current issues influence professional practice.	Can articulate the rights of students and families, and roles and responsibilities of professionals that serve them and interpret these in light of current issues.	Understands the rights of students and families, and roles and responsibilities of professionals that serve them; consults with mentors for applications for some current issues.	Limited understanding of the rights of students and families, and roles and responsibilities of professionals that serve them.		• Understands and can explain rights of students with disabilities and their parents, • Understands and can explain roles and responsibilities of teachers and other professionals and staff related to serving students with disabilities, (cont.)

Standard 6: Professional Learning and Ethical Practice					
The candidate uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
6.3 Candidate understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Recognizes and thoughtfully responds to the intersection of diversity issues (e.g., family/ school culture, language) with special education services	Seeks support from mentors to thoughtfully respond to the intersection of diversity issues (e.g., family/ school culture, language) with special education services	Is disinterested in/ disrespectful of the intersection of the diverse human characteristics with special education services		• Establishes respectful and productive relationships with all parents and guardians. • Understands impact of language and culture on identification and services for students with disabilities and their families.
6.4 Candidate understands the significance of lifelong learning and participate in professional activities and learning communities.	Demonstrates active engagement in professional development activities and life-long learning to benefit students they serve.	Demonstrates limited engagement in professional development activities and life-long learning to benefit students they serve.	Resists engagement in professional development activities and life-long learning to benefit students they serve.		• Verbal and written communication reflects professional standards. • Performs duties in a manner that is consistent with sound ethical and professional practices and legal requirements of the field. • Seeks opportunities to participate in learning communities for professional growth -attends and presents at state or local conference. • Leads, manages and fulfills full range of responsibilities in special educator role. (cont.)

Standard 6: Professional Learning and Ethical Practice					
The candidate uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.					
	3 - Target	2 - Acceptable	1 - Unacceptable	Rating	Performance Indicators
6.5 Candidate advances the profession by engaging in activities such as advocacy and mentoring	Candidate engages in investigations and shares professional learning (e.g., implementing and introducing new tools to teammates, action research, intervention practice and outcomes) with in professional development contexts.	With assistance from mentors, candidate engages in investigations and shares professional learning (e.g., implementing and introducing new tools to teammates, action research, intervention practice and outcomes) with in professional development contexts.	Candidate does attempt to implement new tools or share with team; does not engage appropriately in systematic investigations/sharing effective practices professionally.		• Continually reflects on personal biases and the influence of these biases on instruction of students and interactions with other personnel, families and the community (e.g., open to new evidence-based approaches and strategies) • Advocates for appropriate services for individuals with exceptionalities (e.q. AAC evaluation, sensory processing evaluation, use of assistive technology to access curriculum, meaningful community based transition opportunities) • Demonstrates knowledge of meaningful, individualized transition options for full range of learners (e.g., post secondary learning, paid and volunteer work in local community) • Shares examples of emerging practices at conferences, workshops or other professional development contexts • Implements new software tools or other assistive technology with one or more students and shares information with/ trains teammates
6.6 Candidate provides guidance and direction to paraeducators, tutors, and volunteers.	Provides consistent and well defined guidance and support to paraeducators, based upon evidence-based practices	Occasionally provides guidance and support to paraeducators, based upon evidence-based practices.	Does not provide guidance and support to paraeducators, based upon evidence-based practices.		• Co-plans and clarifies paraeducators's roles and responsibilities within the professional team (e.g., general educators, special area teachers) and for specific contexts and students they serve • Guards against misuse of paraeducators and unintended outcomes (e.g., replacing special education teacher instruction, fostering dependence, limiting peer opportunities)

Standard 7: Collaboration					
The candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.					
	3-Target	2-Acceptable	1-Unacceptable	Rating	Performance Indicators
7.1 Candidate's practice reflects the theory and elements of effective collaboration.	Very effectively co-plans, co-teaches, problem solves and collaborates with teams on behalf of students they serve.	Somewhat effectively co-plans, co-teaches, problem solves and collaborates with teams on behalf of students they serve.	Is ineffective in co-planning co-teaching, problem solving and collaborating with teams on behalf of students they serve.		• Co-plans and co- teaches with general education team members to support educational program for students with disabilities • Shares information and communicates with community based staff to support student success in vocational/ community learning contexts. • Collaborates with related service providers in design and implementation of instructional plans, integrating therapy services to support students' educational programs in school and community settings. • Participates in on-going team problem-solving to address programmatic challenges.
7.2 Candidate serves as a collaborative resource to colleagues.	Consistently serves as a resource to other team members.	Sometimes serves as a resource to other team members.	Do not serve as a resource to other team members.		• In collaborative contexts, offers resources and information to support student success in school and community settings. (e.g. assistive technology tools, teaching methods and strategies, community resources/programs.)
7.3 Candidate uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Attends and actively participates in building and community level planning/collaboration meetings on behalf of students they serve.	Sometimes participates in building and community level planning/collaboration meetings on behalf of students they serve.	Does not actively participate in building and community level planning/collaboration meetings on behalf of students they serve.		• Collaborate with team members to plan transition to adulthood that encourages full community participation • Participates in various building level student planning teams. • Provides support and information to families regarding helpful teaching methods or community services.

Comments on Overall Performance

You may wish to include Strengths, Areas of Growth and Priorities for Further Development for the Special Educator role.

Candidate Disposition Assessment

Use the following rating scale to assess the teacher candidate's performance on the standards described in the left-hand column below.

2 = Met	**1 = Developing**	**0 = Not Met**	**NB = No Basis**
The teacher candidate has demonstrated clear evidence of meeting the target standard.	The teacher candidate has begun to demonstrate evidence toward meeting the target standard, but has not yet met it.	The teacher candidate has not demonstrated evidence of meeting the target standard.	The teacher candidate has not yet had the opportunity to demonstrate evidence of meeting the target standard.

Dispositions	**Ratings/ Comments**
1. Collaboration: The candidate shows commitment to **Collaboration** through evidence such as: ☐ Listening, communicating and working effectively with others from a range of diverse backgrounds. ☐ Sharing knowledge, expertise, and information with others to advance partnerships and foster professional relationships. ☐ Maintaining a positive/receptive attitude while working with learners, colleagues, employees, supervisors and community members.	2 1 0 NB **Comments:**
2. Critical Reflection: The candidate shows commitment to **Critical Reflection** through evidence such as: ☐ Displaying critical inquiry into personal biases, prejudices and instructional/leadership practices. ☐ Seeking, accepting and responding appropriately to constructive feedback from others. ☐ Investigating diverse opportunities to learn about personal competencies and limitations and reflecting on these experiences to improve learning for others.	2 1 0 NB **Comments:**
3. Integrity: The candidate shows commitment to **Integrity** through evidence such as: • Being honest, fair, ethical and trustworthy when dealing with learners, colleagues, employees, supervisors and community members. • Adhering to professional codes of ethics and standards of behavior, acting in the best interest of all individuals. • Exhibiting professional practice in appearance, preparation, and punctuality.	2 1 0 NB **Comments:**
4. Socially Conscious Responsibility: The candidate shows commitment to **Socially Conscious Responsibility** through evidence such as: • Responding to the needs of all individuals by promoting equitable learning/working opportunities. • Maintaining high expectations for self and others. • Exhibiting initiative, reliability, maturity, and sound judgment in implementing best practices for all learners/workers.	2 1 0 NB **Comments:**
5. Socially Conscious Respect: The candidate shows commitment to **Socially Conscious Respect** through evidence such as: ☐ Demonstrating cultural competency, empathy, compassion and rapport when interacting with others. ☐ Being open to diverse ideas and views of all learners/workers. ☐ Seeking to understand varied opinions to exhibit knowledge of differing learning styles.	2 1 0 NB **Comments:**
6. Authentic Learning: The candidate shows commitment to **Authentic Learning** through evidence such as: ☐ Exhibiting enthusiasm, initiative, and dedication for the ongoing development and improvement of engaging curricula. ☐ Seeking effective new ideas, diverse perspectives and information to grow continuously as educators/leaders for social justice. ☐ Providing safe, inclusive, equitable leading/working environments for all individuals.	2 1 0 NB **Comments:**
7. Advocacy: The candidate shows commitment to **Advocacy** through evidence such as: ☐ Using strategies and policies to reduce negative impact of power relationships and social structures on all learners/workers. ☐ Acting with courage and resolve to ensure that all individuals can learn. ☐ Assuming an effective leadership role that recognizes and challenges social justice.	2 1 0 NB **Comments:**

October 2012

GUIDED READING LESSON PLAN FORMAT

Guided Reading Lesson Plan (Long Form)

Students: **Date:**

Abilities: (Instructional level according assessment data, features of appropriate books, interests, strategies, level of support needed, etc.)

Priorities:

Objectives: (What will the student be able to do as a reader and a writer? Address ALL parts of the lesson. Include individual learning outcomes, scaffolding, & anticipated levels of support.)

Familiar Reading: (title of book & level to be re-read during this lesson)

Word Work: (include words for word sort or making words)

Sequence of Instruction for Guided Reading:
Title & Level of New Book:
Other Materials (if needed):

- **Before Activities:** (book intro, focused strategy instruction)

- **During Reading** (expected student performance, anticipated teacher supports)

- **After Reading** (discussion, writing connections)

Brief Reflection: (what worked, next steps, student outcomes)

Guided Reading Lesson Plan (Short Form)

Students: **Date:**

Objectives: (include individual objectives as appropriate)

Materials:

Sequence of Instruction:

Next Step:

PART IV: PROGRAM, FIELD PLACEMENT & COURSE DESCRIPTIONS

A. **MSED Special Education: Childhood (Grades 1-6)**. The MSED Special Education-Childhood Education Program (36 sh) leads to Initial Certification in Special Education - Childhood (Grades 1-6) with the MSED Degree and Professional Certification after completing three years of successful teaching. Candidates are required to hold a B.S. or B.A. degree and valid NYSED Teaching Certificate in Childhood Education Grades 1-6, or equivalent. Courses in the program include:

SPE 504	Teaching for Inclusive Schooling	(3 sh)
SPE 507	Collaboration and Co-Teaching	(3 sh)
SPE 514	Educational Planning: Students with Mild and Moderate Disabilities	(3 sh)
SPE 515	Educational Planning: Literacy for Special Educators	(3 sh)

A 25 Hour Field Experience is a required part of SPE 514 and SPE 515, which includes supervised literacy tutoring for a student who has mild disabilities and needs in literacy.

SPE 521	Educational Planning: Proactive Behavior Supports	(3 sh)
SPE 525	Educational Planning: Students with Severe Disabilities	(3 sh)

A 25 Hour Field Experience is a required part of SPE 525, which includes individualized weekly instruction for a student who has severe disabilities in a local public school.

SPE 537	Assessment for Special Educators	(3 sh)

SPE 591	Student teaching in the Special Educator Role	(9 sh)

10 weeks full time, fall or spring semesters only.

SPE 540	Leadership and Program Management for Special Educators	(3 sh)

Taken concurrently with SPE 591.

EDU 516	Introduction to Research	(3 sh)

Comprehensive Examination
> *After successful completion of all coursework and student teaching.*

B. **Field Placements**

Candidates in the MSED Special Education Childhood program must complete 50-clock hours of supervised, course related field experience and student teaching in the special educator role. Field experiences and student teaching placements ensure that all candidates gain experience at both the primary (1-3) and intermediate (4-6) grade levels. All candidates bring prior experience in high needs and urban schools with socio-economically diverse learners and English Language learners from their initial teacher preparation as classroom teachers.

Graduate special education placements also include urban and high needs schools that serve economically, culturally and linguistically diverse learners.

The MSED Special Education Childhood program includes two 25 hour supervised, course-related field experiences and one full time, ten-week student teaching placement (during the regular academic year) in the special educator role. The 25 hour field experiences include one semester focused on serving students who have mild disabilities (with significant emphasis on supporting literacy development and modifying environments) and one semester serving students with severe cognitive disabilities (with focus on modifying environments, individualized goals and positive behavior supports). Student teaching placements are made in the service area in non-categorical public school programs where candidates serve students with various disabilities and other diverse characteristics. All candidates are supervised for all field experiences and student teaching by full time special education program faculty, in collaboration with public school mentor teachers.

Field experiences are related to three courses. One 25 hour practica is completed as part of a 6 sh fall professional block: SPE 514 (Educational planning for students with mild and moderate disabilities) and SPE 515 (Literacy for special educators). Candidates assess and tutor a student (who has a mild/ moderate disability) in literacy for 12 weeks, as well as conduct school-based observations of the student in her/his school program At the completion of tutoring, candidates complete a final progress report about the students' progress and recommendations. They also develop a critical analysis of the student's current "full day" literacy program, with recommendations for both the special education and general education components.

The second 25-hour field experience is completed during the spring semester as part of SPE 525 (Educational planning for Students with Severe Disabilities). Candidates serve a student who has a severe cognitive disability. They see the student across an entire day (including general and special education contexts/services) conduct an ecological inventory and parent or teacher interview. Candidates are then required to assess, plan and implement two instructional programs for their focus student, complete with lesson plans and teaching materials. Candidates also complete a detailed critical analysis and reflections of their focus student's current program. They address such topics as: behavioral support, daily schedule, communication system, related services support, teaming and collaboration, social interactions and relationships, and reducing and eliminating stigma. At the end of the field placement, candidates share instructional program results with mentor teachers.

After completing 21sh in graduate special education coursework (including 50 hours of special education field experience) candidates complete **10 weeks of full time student teaching** in the special educator role in a regular public school setting. Required activities and products include individual assessments in literacy and other IEP priorities; instructional plans; designing interventions for literacy, participation and behavior; modifying curricula and environments; collaboration with professionals, paraprofessionals and families, coordinating IEP development, and reflections on emerging understandings of the professional role, implications for advocacy and social justice, and priorities and opportunities for ongoing professional development). The student teaching timeframe (10 weeks) matches participating schools' marking period for reporting student progress. The 10-week placement supports their team participation in reporting student progress on IEP goals, as well as data for their students' report cards. The length and structure of the capstone

student teaching experience ensure candidates' attention to student learning as it relates directly to their professional decision-making, as well as strengths and limitations of the student's program.

C. **Course Descriptions**

SPE 504, Teaching for Inclusive Schooling (3sh)

This course provides an introduction to federal laws and state regulations for educating students with disabilities. Characteristics of various disabilities will be presented with a focus on educational implications. Course content will emphasize the referral process, roles and responsibilities of general and special educators, effective strategies for meeting individual student needs within the regular classroom (e.g., curriculum, instruction and assessment practices for diverse groups, collaboration of special education -general education teammates), and specialized services and supports. Pre-requisite: Graduate standing.

SPE 507 Collaboration and Co-teaching (3sh)

This course explores theoretical and practical issues relevant to contemporary models of collaborative education. Representative topics include strategies for effective communication, parent-professional partnerships, multicultural considerations, team structures, working effectively with paraprofessionals and related service providers, teaming with community-based service providers, facilitation and problem-solving skills, planning effective meetings and strategies for co-planning and co-teaching with general education partners. Pre-requisite: Graduate standing

SPE 514-515 Educational Planning: Literacy for Students with Mild & Moderate disabilities (6sh)

This course will emphasize decision-making special educators need to co-plan high quality literacy instruction and support for students with mild and moderate disabilities. It will address ways to enhance meaningful participation in authentic literacy routines in general education classes for students with disabilities. The course will also address knowledge and skills to design individual instructional programs in literacy, when needed, to augment general education opportunities. Issues such as individualized assessment, grouping, scheduling, curriculum, materials, guided lesson plans, methods, use of technology and assistive technology for literacy development and instruction will be addressed. This course includes a 25 hours supervised field experience. Prerequisite: Admission to the MSED Special Education Program

SPE 521 Educational Planning: Proactive Behavior Supports (3 sh)

This course will emphasize knowledge and skills special educators need to lead team planning to manage the classroom environment and to teach students who need individualized instruction to develop positive behaviors. The course framework will consider a systemic approach (building-classroom-individual) to behavior management and support to help a wide range of students succeed in regular classes and other typical settings.

Considerations for learning characteristics of students with challenging behaviors and skills to facilitate Functional Behavioral Assessments and to develop individual Proactive Behavior Support Programs will also be addressed. Admission to the MSED Special Education Program

SPE 525 Educational Planning for students with Severe Disabilities (3 sh)

This course will address knowledge and skills educators need to plan individualized programs for students with severe and multiple disabilities. Emphasis will be on teaching and supporting students within regular classes and typical school activities, based on a vision of childhood and adult participation in typical community activities and settings. Representative topics include learning characteristics of students with severe disabilities, program planning and IEP development, assessment and instructional planning in literacy, communication, functional skills for typical routines, assistive technology, supporting participation and progress in the general education curriculum, social skills and peer relationships. This course includes a 25 hours supervised field experience. Admission to the MSED Special Education Program

SPE 537 Assessment for Special Educators (3 sh)

This course focuses on basic concepts and theory of educational measurement in relation to the selection, interpretation, use, and design of assessment instruments and practices for students with disabilities. Candidates will conduct, interpret and report on assessments for a variety of common purposes including identification, program planning, instructional planning, and monitoring student progress. Course content encompasses non-discriminatory methods of formal and informal assessment for a variety of student characteristics and educational purposes. Admission to the MSED Special Education Program

SPE 540 Leadership and Program Management for Special Educators (3sh)

This seminar will emphasize synthesis of candidate's understanding of the special educator's unique roles and responsibilities within public school contexts (team, building and district level). Content will include examination and application of knowledge and skills special educators need to fulfill their unique administrative roles and responsibilities. These include program coordination, scheduling staff, scheduling students, co-planning with general education colleagues, strengthening school-family partnerships, training and monitoring paraprofessionals and considerations for model development and restructuring of special education programs. Prerequisite: Completion of 21 SH in MSED Special Education Program, concurrent registration with SPE 591 (Student Teaching)

SPE 591 Student Teaching in Special Educator Role (9 SH)

This course provides an extended supervised, field-based experience for the participant to integrate knowledge of development, pedagogy, assessment, and research in an elementary setting that provides special education services to students with disabilities (grades 1-6). Each participant will develop and demonstrate key competencies for special educators related to program planning, collaboration and management, assessment, curriculum and

instruction (including use of technology), managing learning environments and professional development as they relate to delivering effective programs for students with disabilities in typical public schools. Prerequisite: Completion of 21 SH in MSED Special Education Program, concurrent registration with SPE 540