Department of Teaching,
Learning and Professional Development

“Competent and Caring Educators for a Diverse World”

GRADUATE SPECIAL EDUCATION
PRACTICUM HANDBOOK

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PART A: PRACTICUM INTRODUCTION
Program Theme: Preparing Competent and Caring Educators for A Diverse World

PHILOSOPHY

Public education is in a state of constant change. Current educational reforms promote the idea of raising educational expectations for all students, and support the increased inclusion of students with special needs. At the same time, student diversity in our schools is increasing. Teachers must think differently about the process of teaching and learning because the context of school has changed. Today, it is critically important that we equip teachers to use validated practices for instructional effectiveness. We must prepare them to meet the ever-changing challenges of the diverse classroom by encouraging them to examine their own belief systems from a multicultural perspective. Successful teachers conduct themselves as professionals who continually strive to increase their knowledge of teaching and learning for the benefit of all children.

CONCEPTUAL FRAMEWORK THEMATIC OVERVIEW

The Bowie State University’s Graduate Program in Special Education centers around three areas of emphasis: knowledge of content and pedagogy; development of instructional and interpersonal/communication skills through field experiences; and modification of both content and approach based on the understanding of how one learns and the assessment of individual learning needs. The School of Education’s Conceptual Framework that guides all education preparation programs is built upon solid knowledge-bases that include three primary components: The Unit’s Conceptual Framework that guides all educator preparation programs at Bowie State University is built upon solid knowledge-bases that include three primary components:
I. Academic Scholar

A. Knowledge of Subject Matter (Liberal Arts and Sciences)

Focus: Subject Matter Content

B. Knowledge of Effective Pedagogy

Focus: Effective Practitioner

Technological Applications

Multiple Forms of Assessment

C. Knowledge of Students and Society

Focus: Multicultural and Global Perspectives

Special Populations Perspectives

II. Reflective Practitioner

Focus: Field-based Experiences

III. Professional Dispositions

Focus: Personal and Interpersonal Perspectives

The program is based on the idea that the effective teacher must be competent, caring, and able to reason, reflect, and respond appropriately to the demands of today's diverse community and classroom. The thrust of the program is to prepare students to become scholarly, reflective, and effective practitioners who are knowledgeable about student-centered, performance-based assessment and instruction, technological applications in education, and the unique needs of special populations. Our students will emerge as skilled decision-makers and active participants in curriculum development and instructional design and modification with global, multicultural perspective and strong interpersonal abilities.
Alignment With University Core Philosophy/Mission and School of Education Mission

The Conceptual Framework developed by the School of Education (in collaboration with its partners and constituents) is consistent with and emerged from the University’s mission and historical institutional goals. The institution was reorganized in 1883 “solely as a normal school to train Negro teachers.” From that beginning, the University has actively embraced a commitment and appreciation for all aspects of diversity that exist in the larger society.

In today’s higher education environment, Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures high quality in academics and professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards (BSU Undergraduate Catalog 2002-2004, p. 5 and BSU Graduate Catalog 2002-2004, p. 13-15). Thus, today the University honors its heritage by providing its multicultural student population those educational opportunities that promote academic excellence resulting in graduates’ ability to function in a highly technological, diverse, and interdependent world.

Reflecting the University’s mission and included in the Conceptual Framework, the mission of the School of Education is to prepare instructional and other educational leaders for positions in the public and private school enterprise in Maryland and throughout the United States and, indeed, the world at large. The School’s mission embraces the University’s commitment to diversity and academic excellence. As a means of realizing the implementation of the mission, the educator preparation programs at Bowie State University, as identified in the Conceptual Framework, rests upon a legacy of adhering to best professional practices and an active respect for research findings involving the broad areas of learning and teaching. An active goal of the School of Education is to provide Maryland and other states with teachers of all races who are competent in content specialty, grounded in discipline knowledge bases, and sensitive to the ethnicity of all children. At the heart of the School’s success is its relationship with the School of Arts and Sciences faculty, the University at large, the program candidates, and its partners and constituents.
Alignment with School of Education Goals

The School of Education with partners and constituents developed and adopted a knowledge-base design for the preparation of professional educators at Bowie State University. The design, a conceptual framework, centers on the theme: “Preparing Competent and Caring Educators for a Diverse World.” The professional preparation programs graduate candidates who become academic scholars, skillful instructional leaders who understand the importance of the application of technology and assessment in the professional arena, reflective practitioners who demonstrate an appreciation for diversity and who exhibit personal and interpersonal perspectives appropriate for the educational enterprise. The design and content for implementation of the Conceptual Framework reflect and promote accomplishing the established goals of the School Education. The School of Education goals are developed to assure the Unit’s candidates achieve a high level of academic excellence and professional competency.

CURRICULUM THEMES

CONCEPTUAL FRAMEWORK: KNOWLEDGE BASES AND OUTCOMES

Pursuant to the collaborative development of the Unit’s Conceptual Framework, that included an extensive review of the research literature, the following knowledge bases and outcomes are expected of all candidates:

1.0 – Academic Scholar (Knowledge)

To give candidates a solid knowledge-base that includes subject matter content, knowledge of pedagogy, knowledge of the application of technology as an instructional tool, and knowledge of learners so that candidates can effectively plan and design instruction.

Performance Outcomes:

1.1 Have knowledge of subject matter and multiple design learning experiences that are coherent and meaningful for learners

1.2 Have knowledge of general and content-specific instructional strategies and use knowledge to design instruction and effectively engage learners

1.3 Know technological applications to enhance pupil learning and to meet professional needs
1.4 Possess knowledge of valid multiple forms of assessment
1.5 Have knowledge of the learner’s physical, cognitive, emotional, social, and cultural development
1.6 Have awareness and knowledge of multicultural and global perspectives in the school and community
1.7 Have knowledge of the educational needs of physically, mentally, and emotionally challenged learners and provide for their needs.

2.0 Reflective Practitioner (Skills)
To provide field experiences to give candidates an opportunity to practice a repertoire of best teaching practices.

Performance Outcomes:

1.1 Demonstrate competency in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion, and students’ different learning needs
1.2 Reflectively analyze research-based generalizations in school and community settings
1.3 Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques
1.4 Use computer and computer-related technology to meet student and professional needs
1.5 Demonstrate an understanding that knowledge of the learner’s physical, cognitive, emotional, and socio-cultural developmental is the basis of effective teaching
1.6 Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs
1.7 Demonstrate strategies for integrating students with special needs into the regular classroom
1.8 Organize and manage a classroom using approaches supported by research, best practice, expert opinion, and student learning needs
1.9 Engage in careful analysis, problem-solving, and reflection in all aspects of teaching
1.10 Demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity

1.11 Incorporate a multicultural perspective, which integrates culturally diverse resources including those from the learner’s family and community

1.12 Demonstrate knowledge of strategies for integrating students with special needs into the regular classroom

1.13 Collaborate with the broad educational community including parents, businesses, and social service agencies

3.0 – Professional Dispositions

To encourage candidates to develop personal and interpersonal perspectives, develop sound professional qualities, and to demonstrate attitudes and values necessary for positive human relations skills.

Performance Outcomes:

1.1 Support the norms, standards, and values of the educational community

1.2 Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential

1.3 Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies

1.4 Present evidence of a commitment to life-long learning
CONCEPTUAL FRAMEWORK: CURRICULUM FOCUS

KNOWLEDGE BASE – ACADEMIC SCHOLAR

Knowledge of Subject Matter

1. Focus: Strong Foundation in Liberal Arts and subject matter content
   Outcome: Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for learners.

Knowledge of Pedagogy

2. *Focus: Effective Practitioner*
   Outcome: Demonstrate knowledge of general and content-specific instructional strategies, and use knowledge to design instruction and effectively engage learners.

3. *Focus: Technological Applications*
   Outcome: Demonstrate technological applications to enhance pupil learning and to meet professional needs.

4. *Focus: Multiple Forms of Assessment*
   Outcome: Show evidence of the use of valid, multiple forms of assessment.

Knowledge of Students and Society

5. *Focus: Multicultural and Global Perspectives*
   Outcomes: Demonstrate knowledge of the learner’s physical, cognitive, emotional and social, and cultural development.

   Incorporate multicultural and global perspectives in the school and community.

6. *Focus: Special Populations Perspective*
   Outcome: Demonstrate knowledge of the educational needs of physically, mentally, and emotionally challenged learners and provide their needs.
KNOWLEDGE BASE – REFLECTIVE PRACTITIONER

7. **Focus: Field-Based Experiences**

   Outcomes: Demonstrate knowledge in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion and student learning needs.

   Reflectively analyze research-based generalizations in school and community settings.

KNOWLEDGE BASE – PROFESSIONAL DISPOSITIONS

8. **Focus: Personal and Interpersonal Perspective**

   Outcomes: Support the norms, standards and values of the educational community.

   Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential.

   Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies.

   Present evidence of a commitment of life-long learning.

**Summary**

According to the National Commission on Teaching and America’s Future (1996, p.7), “What teachers know and do is the most important influence on what students learn.” Research clearly states that effective teachers must know their subject matter thoroughly so that they can present it in a challenging, clear, and compelling manner. Research also confirms that expert teachers use knowledge about children and learning to create effective learning environments. Good teachers make learning come alive for students who learn in different ways. The programs in the School of Education and the extended professional education Unit at Bowie State University are shaped by this sound research base, establishing a Conceptual Framework that fosters knowledge of subject matter, knowledge of pedagogy, and knowledge of students and society as the basic tenets of educator preparation. The Conceptual Framework acknowledges a commitment to the candidates’ mastery of best practices of teaching methodology including the appropriate application of technology in the instructional process and multiple uses of assessment techniques. The Unit’s commitment to diversity is strongly evidenced in the requirements identified in the Conceptual Framework.
PART B: PRACTICUM SYLLABUS
COURSE DESCRIPTION

In accordance with Maryland special education teacher generic certification requirements for working with elementary/middle school students, the Practicum Phases I and II, provide teacher candidates teaching experiences with children and youth in grades one through eight who are receiving special education services. All students participating are required to complete two practicum experiences, the first upon completion of the first fifteen (15) semester hours and the second at the end of the graduate program. All practicum sites must provide classrooms taught by certified special education teachers who can act as cooperating teachers for each practicum participant. Each site must also be using approved curriculum and be operating in accordance with federal, state, and district guidelines. The practicum student will increase teaching, assessment, program planning, and communication skills by applying coursework knowledge through practicum assignments under supervision in a controlled setting. The School of Education’s Conceptual Framework themes provide the frame to which the practicum competencies and outcomes are tied, which in turn have guided the development of practicum assignments, activities, and methods of evaluation.

Competencies Differentiated by Practicum Level

At the Practicum I level, students are expected to demonstrate a thorough knowledge of subject matter in all areas of emphasis: instructional organization, development, delivery, and assessment; classroom and individual behavior management and intervention; performance-based and formal assessment of student progress; development of Individualized Education Plans (IEPS) and Transitions plans; and communication and collaboration with families, school/community personnel, outside agencies, students, and colleagues (particularly in transition/school-to-work planning and
implementation). At the first Practicum level, knowledge is assessed primarily through evaluation of original materials developed and scope of planning and integration skills.

At the Practicum II level, students are expected to demonstrate the ability to apply knowledge acquired and to demonstrate methods and techniques developed from a theoretical base. Application, demonstration, and modeling of effective practices in all areas will be evaluated based upon observation, self-collected portfolio data, and assessment by the supervisor and cooperating teacher of the quality of appropriate instructional product development. Areas of emphasis enumerated above are continued.
### COMPETENCIES AND INTEGRATED THEMES

<table>
<thead>
<tr>
<th>Competencies to be demonstrated in:</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional organization, development and presentation, including meaningful use of technology</td>
<td>Effective Practitioner Technology Special Populations Academic Scholar</td>
</tr>
<tr>
<td>2. Classroom and individual behavior management and intervention planning.</td>
<td>Effective Practitioner Personal/Interpersonal Perspective Academic Scholar</td>
</tr>
<tr>
<td>3. Use of curriculum and performance-based and formal assessment of student progress as a basis of instructional planning.</td>
<td>Multiple forms of Assessment Academic Scholar</td>
</tr>
<tr>
<td>4. Communication and collaboration with school/community personnel and families to foster participation in education process.</td>
<td>Multicultural/Global Perspective Personal/Interpersonal Perspective</td>
</tr>
<tr>
<td>5. Use of reflective and diagnostic approaches in instructional development and program planning.</td>
<td>Reflective Practitioner</td>
</tr>
<tr>
<td>6. Design of programming which integrates academic and work related objectives to prepare adolescents with disabilities to enter the work force as productive citizens and life long learners.</td>
<td>Effective Practitioner Special Populations Personal/Interpersonal Perspective Multicultural/Global Perspective</td>
</tr>
</tbody>
</table>
PRACTICUM OUTCOMES

1. (Competency 1) Given assessment data, the practicum student will develop appropriate instructional objectives and select materials related to planned units of study and based upon indicated students’ ability levels and cultural backgrounds.

2. (Competency 3) Having been given a learner’s current cognitive and affective levels, and other considerations such as psychomotor characteristics, the practicum student will design curriculum-based assessments that will allow ongoing monitoring of student progress.

3. (Competency 1) The practicum student will present direct instruction tailored to a child’s present level of functioning in order to maximize learner progress.

4. (Competency 2) The practicum student will conduct and document an observation of a specific learner’s targeted behavioral characteristics to establish baseline data. Student will then implement and document some intervention designed to elicit a desired (increase or decrease) in behavioral change.

5. (Competency 2) The practicum student will select and implement appropriate management procedures, targeting problematic “group” behaviors to be reduced or avoided.

6. (Competency 3) After gathering curriculum-based assessment (CBA) results, the practicum student will write an analysis/case study of the selected learner, comparing pre-intervention performance with post-intervention performance. Analysis will include student’s conclusions regarding the effectiveness of any intervention implemented. (Academic CBA to be done in Practicum I; Behavioral CBA to be done in Practicum II)

7. (Competency 1 and 3) Given psychoeducational assessment data on a learner, the practicum student will develop an individualized education program (IEP) addressing need areas as identified in the assessment data provided.

8. (Competency 5) Teaching methods will be adjusted as needed over the course of the practicum based upon the results of student self-evaluation/reflection, supervisor and cooperating teacher input, and indication of learner progress following the practicum student’s instruction and assessment.

9. (Competency 4) The practicum student will provide information regarding learner progress to parents or other professionals in a thoughtful, professional manner when presented with the opportunity to conference.
10. (All Competencies) The practicum student will develop and maintain a portfolio to show evidence of the quality and scope his/her work throughout the practicum experience, including lesson plans, observation feedback, case studies, and assessments created and/or administered.

11. (Competency 5) The practicum student will maintain a reflective log consisting of self-evaluative comments on his/her perceived effectiveness (instructional and interpersonal) and the success of attempted modifications.
CRITERIA FOR PRACTICUM SITE SELECTION

All practicum sites must include certified special education teachers, approved curriculum, and be operating in accordance with federal, state, and district guidelines.

PROCEDURES AND POLICIES

Timeline for Completion of Assignments and Responsibilities

It is the practicum student’s responsibility to see that all assignments and teaching hours required are completed by designated deadlines. Some deadlines must be set by the practicum student according to the demands of the individual’s practicum site. Others will be established and monitored by the University Supervisor or the Cooperating Teacher. Deadlines will be established prior to the beginning of the practicum experience during the pre-practicum conferences held between University Supervisors, practicum students, and Cooperating Teachers.

Adjustments should be made as needed to ensure that all obligations are fulfilled within the allotted sixteen-week time frame. An Orientation to Practicum I and II is held at the beginning of each session and informs the practicum students of their responsibilities and helps them formulate their own plans for successful completion of the practicum.

It is recommended that the students spend one week observing classes while planning and conducting approximately 25% of instruction. In subsequent weeks, practicum students will assume responsibility for planning and presentation of all instruction as well as for other teaching duties.

Grading Policy

All activities and assignments will be graded based on timely completion, clarity, organization, and evidence of skill, knowledge, professionalism, and personal initiative. (See University Supervisor and Cooperating Teacher Evaluation Instruments for more specific criteria.)

A student may be required to withdraw if incurring excessive absences. Prior notification of any absence must be given to the Supervisor and the Cooperating Teacher.

Attendance Policy

Any more than two unexcused absences will affect your course grade. The third absence will result in a drop of one letter grade. Each subsequent absence will result in a 10% reduction in the total points used to calculate your final grade for the course.
Grading Criteria

<table>
<thead>
<tr>
<th>Grade Criteria</th>
<th>Practicum I</th>
<th>Practicum II</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 – 100%</td>
<td>540 - 600</td>
<td>630 – 700</td>
</tr>
</tbody>
</table>

Student performs exceptionally in all areas: completes all objectives effectively; attends class regularly with two or fewer excused absences; demonstrates high level of mastery of effective teaching methods and applied knowledge; participates and contributes to in-class activities and discussions consistently.

B = 80 – 89%

Student performs well in all areas; does a satisfactory job in completing assignments; attends class regularly with two or fewer excused absences; shows potential in skill application in the classroom; participates often and contributes to in-class activities and discussions.

C = 70-79%

Student performs below expectation in all areas (instructional development and presentation, participation, and attendance). A “C” is not considered a passing grade. The practicum experience will need to be repeated.

Practicum Assignment Point Values

<table>
<thead>
<tr>
<th>Outcome/Assignment</th>
<th>Practicum I</th>
<th>Practicum II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Portfolio</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2. Lesson Plans/Unit Plans</td>
<td>140</td>
<td>170</td>
</tr>
<tr>
<td>3. Instructional Delivery/Observation</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>4. Videotaped Demonstration Lessons (3)</td>
<td>30 (10 each)</td>
<td>30</td>
</tr>
<tr>
<td>5a. Academic Intervention (Practicum I)</td>
<td>80</td>
<td>----</td>
</tr>
<tr>
<td>5b. Behavioral Intervention (Practicum II)</td>
<td>----</td>
<td>90</td>
</tr>
<tr>
<td>6. Classroom Management</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>7. Curriculum-based Assessments</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>8. Case Study</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>9. IEP</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>10. Parent Conferences (2)</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>11. Reflection Log</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>12. Attendance and Class Participation</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Points Possible

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Practicum II</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>700</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

All practicum students will be expected to complete assignments at their designated level: Practicum I (initial) or Practicum II (culminating). Assignments are related to identified competencies which, in turn, integrate concepts from previously completed coursework.

*All assignments have been developed in order to reinforce the skills covered in the recommended coursework, but students who have taken courses out of sequence are still responsible for all assignments.

Description of Assignments

All Competencies:

Assignment 1: Electronic Portfolio (Outcome 10)

During the Practicum I experience, students will collect artifacts that are stored in a working portfolio and serve as documentations of the student’s growth in meeting program requirements linked to performance-based standards. The University Supervisor will conduct on-going evaluation of the portfolio (see Portfolio Guideline in Appendix) throughout the Practicum I and II experiences. Each student will be interviewed by the University Supervisor at the close of the practicum experience as part of the means to determine whether all of the Practicum’s competencies have been fully met. Students will be required to do a formal presentation of their e-portfolio as partial fulfillment of the course requirements.

(Practicum I = 50 points, Practicum II = 50 points)

Due last week of class _________________________

Competency 1: Instructional Organizational, Development, and Presentation


Competence in instructional areas is judged by demonstrated skills in planning for logically-sequenced instruction, delivery of instruction, and connecting plans to assessed needs, desired learning outcomes, and valid means of evaluation.

Instructional competencies are evaluated repeatedly throughout the practicum. Points will be given at least three times during the practicum, based on work completed to that point. The Supervisor assigns points based on evidence of careful and appropriate planning, implementation, and student’s acceptance and use of constructive feedback.

Due dates: Weeks 3, 9, and 13
Assignment 2: Lesson Plans/Unit Plans (Outcome 1)  
Chapter 5 in course text  

Practicum students will develop two complete instructional units addressing two different content areas. Each unit will be outlined in a long-range plan format to show lesson sequence. Each unit will consist of at least six lesson plans.  

Each daily lesson plan should include: goals, objectives, materials, activities, and evaluation components. Lesson plans should also include accommodations, adaptations, task analyses, and programming for generalization. Goal should be long-term in nature and reflect learning over several days or lessons. Objectives should be stated in observable behavioral terms with the methods, conditions of instruction, and criteria for evaluation of mastery specifically stated. Each lesson should follow suggested format (see Appendix: Lesson Plan) which includes elements of effective instruction, such as assessing prior knowledge, guided and independent practice, and evaluation.  

Each lesson plan should be written to include a self-evaluation follow-up, asking questions such as, “Did I select appropriate materials and activities to accomplish the objectives of the lesson?”; “Was my presentation clear, interesting, and effective for the learners?”; “Was my management of student conduct positive but effective”; “What adjustments should I make to improve in these areas?” Responses will be recorded in a Reflection Log to be maintained throughout the practicum.  

(Practicum I – 140 points, Practicum II = 170 points)  

Due dates: Weeks 7 and 11____________________________

Assignment 3: Instructional Delivery/Observation (Outcome 3)  
Chapter 6 in course text  

Practicum students will present direct instruction of content tailored to learners’ present skill levels in order to maximize acquisition of new concepts. Students will be observed during lesson presentation by the University Supervisor as well as their Cooperating Teacher who will be using observation checklists asking them to note the use of effective teaching behaviors, advance organizers, modeling techniques, clear presentation of content, guided and independent practice opportunities, and appropriate evaluation activities. The Cooperating Teacher will be observing on an ongoing, daily basis, and the University Supervisor will conduct at least three observations of the practicum student engaged in instruction.  

Pre-observation and post-observation conferences are conducted as part of the weekly meetings held with practicum students and their University Supervisors. Specific teaching behaviors and areas of performance are targeted (see forms in Appendix) for evaluation and evidence of change over time.  

(Practicum I = 80 points, Practicum II = 90 points)  

Observation Dates: Weeks 5, 10 and 14 ______________________________
**Assignment 4: Videotaped Demonstration Lessons (Outcome 3)**  
Chapter 6 in course text

Practicum students will submit videotapes of themselves teaching in three separate sessions of approximately 50 minutes each (one session within the first 5 weeks of the Practicum, one after 10 weeks, and one during week 14 or 15). A one-page lesson summary will be submitted for each session videotaped, explaining topic of the lesson, teaching objectives, instructional methods being used, and including a self-evaluative statement of the effectiveness of the lesson. Select key questions for analyzing your videotaped lesson focusing on lesson structure, student engagement, classroom management, transitioning, classroom rules and routines, and assessment of student learning. Examples of specific questions to reflect on in the written summary are: “Was the lesson organized and clearly related to its objectives?” “Was classroom management effective?” “What might I adjust for next time?”

(Practicum I = 30 total, 10 pts each, Practicum II = 30 total, 10 pts each)  
**Due dates: Weeks 5, 11 and 14________________________**

**Competency 2: Classroom and Individual Behavior Management**

Practicum students are expected to follow the school’s behavior management plan at their assigned site. Students are also required to implement classroom management procedures already in place in their participating classrooms, but are expected to develop additional appropriate procedures as needed for the specific challenging behaviors encountered during the practicum experience. Collaboration with the Supervisor and Cooperating Teacher is encouraged, and data collection to document effectiveness is expected. The use of effective management techniques and strategies should be evident during delivery of instruction. A written description of management plans may be requested by the Supervisor.

**Assignment 5a: Academic Intervention – Practicum I (Outcome 4)**  
Chapter 4 in course text

Practicum I students will conduct an informal academic skill assessment of one student and use CBA procedures to establish a baseline, select a reasonable goal for improvement over at least a two-week period, implement some instructional intervention designed to produce the desired increase, and evaluate learner progress using decision rules. Data must be collected and plotted on a graph to be maintained in the student’s portfolio, accompanied by probe samples, and, upon completion, a written report evaluating the effectiveness of the intervention in terms of acquisition, fluency, maintenance, and generalization.

*The information obtained from this intervention can be used in completion of the Case Study assignment required for Competency 3/Outcome 6.  
(Practicum I = 80 points)  
**Due date: Week 10________________________**
Assignment 5b: Behavioral Intervention – Practicum II (Outcome 4)
Chapter 8 in course text

Practicum II students will implement a behavioral intervention on at least one student, using applied behavioral analysis. After initial observation, one behavior should be targeted for increase or decrease; baseline data should be collected; an intervention plan developed; the intervention implemented accompanied by continued data collection; and adjustments to the intervention should be made based upon data analysis. Graphing should be used and maintained in the practicum student’s e-portfolio. Observation and data collection should begin by the second week of the practicum. Upon completion of the practicum, the data collected, the intervention plan, and a summary report of the final results should be included the practicum e-portfolio.
Practicum II = 90 points

Due date: Week 10 ________________________

Assignment 6: Classroom Management (Outcome 6)
Chapter 8 in course text

Students will select appropriate classroom management procedures to implement, targeting problematic “group” behaviors to be reduced or avoided. Specific conferencing and a separate written plan delineating procedures used will not be required unless the Supervisor and/or Cooperating Teacher feel that the practicum student’s skills in this area need immediate adjustment. Otherwise, assessment of management skills and awarding of assignment points is the cumulative result of requirements met during observations. The University Supervisor is required to make at least three formal observations, one of which should occur during individual or small-group instruction. The Cooperating Teacher is asked to complete three written observations with the same stipulation (one should occur during individual or small-group instruction). Each observation is accompanied by a completed observation form (see Appendix). The degree to which the student’s management methods match the Classroom Management descriptors provided within the “Maryland Competency Observation Instrument for Classroom Observation” (see Appendix) forms the basis for the determination of the number of cumulative points awarded to the practicum student for this skill area. The University Supervisor makes the final decision after conferring with the Cooperating Teacher. A greater degree of expertise will be expected of students in Practicum II, who have had the benefit of additional coursework and training.
(Practicum I = 50 points; Practicum II = 60 points)

Observation dates: Weeks 13 and 14 ________________________
Competency 3: Use of Curriculum-Based and Formal Assessment of Student Program

Assessment related to instruction includes both ongoing, informal evaluation of specific skills using curriculum-based assessment methods (CBA) and formal assessment instruments as approved by an individual school system for the identification of disabilities and program planning for students with specific disabilities. Practicum students will be required to demonstrate competency at administering, interpreting, and using both types of assessment for instructional decision-making.

Assignment 7: Curriculum-Based and Formal Assessment (Outcome 2)
Chapter 4 in course text

Having been given the learners’ cognitive and effective levels, and other considerations such as psychomotor characteristics, the practicum student will design curriculum-based assessments directly related to the objectives and evaluations planned in specific units and lessons. If current test data is not readily available, some formal assessment may be administered solely for the purposes of the practicum with parental permission. Such data may not be shared for any other purpose. CBA procedures should be used prior to, during, and after presentation of instructional units to monitor acquisition of learning, mastery, and generalization.

The practicum student should design at least one CBA based on the needs of an individual student in one content area, and at least one designed to be administered to a larger group of students in another content area. Consideration should be given to the demands of group administration of probes versus the type of probes possible when doing individualized CBA. At the end of the practicum, the student’s e-portfolio should contain at least two examples of CBA, including graphs or other data collection forms, written description of the objective, the intervention, and interpretation of the results over time.
Practicum I = 40; Practicum II = 50)

Due dates: Week 10 _______________________

Assignment 8: Case Study (Outcome 6)
Chapter 7 in course text

After gathering curriculum-based assessment (CBA) results, the practicum student will write an analysis/case study of a selected learner, comparing pre-intervention performance with post-intervention performance. Analysis will include student’s conclusions regarding the effectiveness of any intervention implemented (academic or behavioral). Academic CBA intervention/emphasis to be done in Practicum I; Behavioral
CBA intervention is to be done in Practicum II. The case study will include an initial and a final report presented in the e-portfolio. The initial report will describe the instructional recommendations/interventions to be addressed in the classroom setting. The final report will summarize the results of the intervention (progress toward objectives, and to devise recommendations for the future.

Recommendations must contain: goals and objectives; strategies and techniques to be used; and materials needed. Goals will state need, intention to increase or decrease, and starting and ending points. Initial reports must include existing documents (IEP), formal and informal assessments, and observation data and will provide information to identify techniques for working with disabled students. Learner’s IEP should be reviewed with a special education teacher. Assessment data should be written in a formal report format which could be presented at an IEP meeting.

The final report must, for the same learner, indicate progress made toward objectives identified. A conference with parents may be held. A final report should contain information on prior level of functioning, progress data, and updated recommendations, IEP goals and objectives reflecting annual planning, written on that school system’s IEP form.
(Practicum I = 40 points; Practicum II = 50 points)

Assignment 9: IEP (Outcome 7)
Chapters 2 and 7 in course text

Given psychoeducational data on a specific learner, the practicum student will develop a new IEP addressing areas of need identified in observation and assessment data. This IEP should be written for the same student identified in the activity directly above this one. The IEP should be presented in the e-portfolio, along with the remainder of the case study.

(Practicum I and II = 40 points each)

Assignment 10: Parent Conferences (Outcome 9)
Chapter 9 in course text

The practicum student will provide information regarding learner progress to parents or other designated professionals with parental permission. Conferences may include IEP meetings, or other Admission Review Dismissal (ARD) meetings, with supervision (May occur throughout the semester, but completed by Week 14).

(Practicum I = 20 points and Practicum II = 30 points)

Competency 4: Communication and Collaboration

Assignment 10: Parent Conferences (Outcome 9)
Chapter 9 in course text

The practicum student will provide information regarding learner progress to parents or other designated professionals with parental permission. Conferences may include IEP meetings, or other Admission Review Dismissal (ARD) meetings, with supervision (May occur throughout the semester, but completed by Week 14).

(Practicum I = 20 points and Practicum II = 30 points)
Competency 5: Use of a Reflective Approach in Instructional Development

Assignment 11: Reflection Log (Outcome 11)
Chapter 10 in course text

The practicum student will maintain a reflective log consisting of self-evaluative comments on his/her perceived effectiveness (instructional and interpersonal) and the success of attempted modifications. Prior to the actual observation, or teaching experience, the student should be helped to identify one targeted area for observation. After the observation, the practicum student should meet with the cooperating teacher to discuss feedback. Self-reflecting entries in the log should consider overall teaching behaviors, and overall teaching effectiveness, as well as ideas for improvement. The reflection log should contain a meaningful entry on every day of the Practicum.

(Practicum I = 30 points; Practicum II = 40 points)

Due by: Week 15 (Reflections Log must be maintained throughout the semester).
PART C: GUIDELINES
UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University Supervisor is responsible for visiting the Student Teacher at the Practicum site in order to assure that progress is being adequately monitored and formally evaluated. The role involves conferencing with both the practicum student and the cooperating teacher to guide the student’s professional growth. Pre-practicum and post-practicum conferences should be held with Supervisor, Cooperating Teacher, and student as part of the regularly-scheduled Practicum group meetings. Other conferences between the Supervisor and the individual student should accompany each observation. Additionally, the Supervisor’s responsibilities include:

1. Visiting each student teacher a minimum of three times, providing the student a copy of the observation form completed during each visit and discussing strengths, weaknesses, and instructional recommendations in the post-observation conferences.

2. Conducting a session of the Seminar in which his/her student teachers are enrolled. The Supervisor will discuss collective strengths and individual weaknesses during this session.

3. Keeping a record of all observations, conferences, and evaluations in his/her own files.

4. Distributing, explaining, collecting, and submitting all forms and assignments required in a timely fashion.

5. Counseling students concerning the interpersonal and professional aspects of their experiences, assisting in developing problem-solving strategies.

6. Holding specific conferences with any student whose progress is rated as unsatisfactory or if serious problems arise.

7. Arranging for termination of the experience or reassignment of the student, if either action is deemed necessary.

8. Using data collected during visits and conferences as input for the ongoing revision of the student teaching process.

9. Serving as a resource and a liaison between school personnel and the practicum student.

10. Completing a Mid-Practicum Evaluation Report (see Appendix) halfway through the practicum experience.
11. Evaluating practicum student’s portfolio one week after the end of the practicum according to Portfolio Guidelines (see Appendix) and scoring according to total points possible on the Assignment Points chart.

12. Completing a Final Evaluation Report (see Appendix) at the end of the practicum Experience.

**COOPERATING TEACHER RESPONSIBILITIES**

The Cooperating Teacher is responsible for modeling effective teaching and communication skills. It is the Cooperating Teacher who determines the percentage of time that the Practicum Student spends observing versus assuming teaching responsibilities. The Cooperating Teacher must relinquish control of the planning and instruction at certain intervals, while continuing to guide the student through the process to completion of all practicum requirements. It is expected that the Practicum Student will implement some innovative practice, for which support from the Cooperating Teacher will certainly be needed. Among other responsibilities are:

1. Acquainting the practicum student with the class as well as the school’s personnel, policies, and routines.

2. Providing background information on individual learners in the class.

3. Informing the practicum participant of variations in routine that will cause disruption in planned instruction (assemblies, therapy, etc.)

4. Making curriculum materials, equipment, and resources available to the practicum student.

5. Assisting the practicum student in completion of assignments by becoming familiar with the expectations and objectives of the practicum experience.

6. Including the practicum student in faculty activities as appropriate and to arrange for the student to observe other programs or teachers whenever possible.

7. Evaluating practicum student progress through formal and informal means:

   * Formative Evaluation Checklist completed at least twice
   * Mid-Practicum Progress Report completed
   * Final Evaluation Report completed
   * Daily informal observation with feedback provided through discussion
   * Observation Checklists completed and used as basis for weekly conferencing with the practicum student
   * Conferencing formally with student on a weekly basis and at least twice with both the University Supervisor and the practicum student (prior to and after the practicum experience.)
PRACTICUM STUDENT RESPONSIBILITIES

The Practicum Student has specific responsibilities as delineated in the Practicum course description, objectives, and assignments. Additionally, expectations for performance at the practicum site include:

1. Learning the philosophy of the school, its goals, expectations, its organization, and overall functioning of the program.

2. Becoming familiar with the neighborhood, the school building, instructional equipment, and facilities.

3. Learning the routines appropriate for assemblies, mealtimes, fire drills, arrival and dismissal of students.

4. Becoming acquainted with the staff of the school and the roles and functions of various personnel.

5. Acting in accordance with Council for Exceptional Children (CEC) Standards for Professional Practice.

(See the Suggested List of Practicum Activities following, which represents a core of activities that are recommended in order to provide practicum students with a well-rounded experience. Documentation of any activities completed is requested.)
Professionals in Relation to Persons with Exceptionalities and Their Families

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.

2. Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.

3. Create safe and effective learning Environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.

4. Maintain class size and case loads which are conducive to the individual instructional needs of individuals with exceptionalities.

5. Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.

6. Base grading, promotion, graduation, and/or movement out of the program on individual goals and objectives for individuals with exceptionalities.

7. Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keep practices, for the purpose of decision making.

8. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior
Special education professionals participate with other professionals and with parents in an inter-disciplinary effort in the management of behavior. Professionals:

1. Apply only those disciplinary methods and behavioral procedures which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.

2. Clearly specify the goals and objectives for behavior management practices in the persons’ with exceptionalities Individualized Education Plan.

3. Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.

4. Take adequate measures to discourage, prevent, and intervene when a colleague’s behavior is perceived as being detrimental to exceptional students.

5. Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

Support Procedures

1. Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.

2. Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician’s name and telephone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.

3. Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

1. Develop effective communication with parents, avoiding technical terminology,
using the primary language of the home, and other modes of communication when appropriate.

2. Seek and use parents’ knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.

3. Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.

4. Extend opportunities for parent education utilizing accurate information and professional methods.

5. Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.

6. Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.

7. Recognize how the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

1. Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.

2. Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.

3. Document and objectively report to one’s supervisors or administrators inadequacies in resources and promote appropriate corrective action.

4. Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exists.

5. Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:
PROFESSIONAL EMPLOYMENT

Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

1. Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.

2. Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.

3. Professionals give notice consistent with local education agency policies when intending to leave employment.

4. Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.

5. Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.

6. Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.

7. Professionals see assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.

8. Professionals respond objectively when requested to evaluate applicants seeking employment.

9. Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

1. Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.

2. Professionals promote educational quality and intra- and inter-professional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the
education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.

3. Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.

4. Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.

5. The administration and supervision of special education professionals provides for clear lines of accountability.

6. The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

1. Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as in-service training, professional conference/workshops, professional meetings, continuing education courses, and reading of professional literature.

2. Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

3. Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals

To the Profession

1. Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.

2. Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.

3. Special education professionals refrain from using professional relationships with students and parents for personal advantage.
4. Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.

5. Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:

   a. Adopt procedures that protect the rights and welfare of subjects participating in the research.

   b. Interpret and publish research results with accuracy and a high quality of scholarship.

   c. Support a cessation of the use of any research procedures which may result in undesirable consequences for the participant.

   d. Exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

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To Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

1. Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.

2. Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.

3. Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may occur.

4. Provide consultation and assistance, where appropriate, to both regular and special educators as well as other school personnel serving persons with exceptionalities.
5. Provide consultation and assistance, where appropriate, to professionals in non-school settings serving persons with exceptionalities.

6. Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

PART D: APPENDIX
Case Study Format Guidelines

Student’s Name: _________________________________ Date: __________________

Date of Birth: __________________________ Evaluator: ______________________

Age: _____________ Purpose of Evaluation: _____________________________

School:_____________________________________

Part A – Pre-Intervention

Background Information

__________________ is _______ years old and has just completed the _____
grade at __________________________ School. A review of his/her
academic records indicate relative strengths in the academic areas of
_____________________ and needs in the area of _____________________________.

Include the following information in this section:

Information from cumulative records

a) teacher reports
b) report card grades
c) classwork/homework performance
d) problem behaviors

Parent’s description of problems (if available):

a) behavior in the home
b) interest
c) pertinent medical history

Academic strengths and weaknesses

a) previous formal and informal assessment data

Behaviors and Observations

Conduct a behavioral observation of the student in a class other than your own.
Briefly describe the student’s academic and social behaviors. Use non-judgmental,
behavioral terms. Describe or quantify the amount of engaged time on task,
approaches to problem solving, attention/concentration abilities, non-verbal
communication, off-task behaviors, and other pertinent observations.
IEP Analysis
Examine the student’s IEP. List the annual goal for each academic/social/behavioral area addressed by the IEP. Note the number of hours of special education services that this student receives and indicate the intensity of service (I-V).

Anecdotal Records & Portfolio Assessment
During the first one to two weeks, keep daily anecdotal records of this student’s performance in your classroom. Discuss academic successes, difficulties, observations on this student’s learning style, and other important information. Also, analyze the student’s written products, if appropriate. Characterize the quality and quantity of the student’s written and/or verbal output.

Current Educational Assessment Data
Begin this section with a brief description of the student’s behaviors (reported by the assessor) during the testing session. Include the names of any and all formal assessment instruments used. List each test, including all subtest administered, and the obtained scores in table format. See the example below.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date Administered</th>
<th>Percentile Rank</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRAT-R</td>
<td>9/20/97</td>
<td>50%ile</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>50%ile</td>
<td>100</td>
</tr>
<tr>
<td>Math</td>
<td>9/20/97</td>
<td>30%ile</td>
<td>92</td>
</tr>
<tr>
<td>Reading</td>
<td>9/20/97</td>
<td>55%ile</td>
<td>102</td>
</tr>
</tbody>
</table>

When informal assessments are used, make note of their informal nature and indicate that the results of these informal measures are described in the body of your report. See the example below.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date Administered</th>
<th>Percentile Rank</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Inventory</td>
<td>9/27/97</td>
<td>See results section for discussion</td>
<td></td>
</tr>
<tr>
<td>Spelling Inventory</td>
<td>9/20/97</td>
<td>See results section for discussion</td>
<td></td>
</tr>
<tr>
<td>(Informal)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be sure to include the results of curriculum-based assessments that you are already using/conducting. This information can also be reported in e-portfolio presentation.

Results/Discussion
Discuss any and all areas of academic assessment, setting up a separate section for each academic area. When norm-referenced tests are used, state results in standard
scores and percentiles. Do not use grade equivalents. Outline strength and weaknesses observed during the testing situation and their implications for classroom performance. See below for a sample format.

**Reading**
Results of the _________ Test reveals *’s performance is in the (average, below average, above average, superior) range of achievement (Standard Score =   ).

Strengths include ___________. Areas of need include ___________. (*Follow these opening statements by analyzing the student’s performance and discussing the implications for the classroom*). Be sure to mention the results of any informal test administered in this area as well.

**Math**
Results of the _________ Test reveals *’s performance is in the (average, below average, above average, superior) range of achievement (Standard Score =   ).

Strengths include ___________. Areas of need include ___________. (*Follow these opening statements by analyzing the student’s performance and discussing the implications for the classroom*). Be sure to mention the results of any informal test administered in this area as well.

**Recommendations**
Based on the results of your assessment, what recommendations do you make for this student’s instructional program? Does this student need modifications, accommodations, or supplementary aids and materials? What types of strategy instruction are appropriate? Are there other important considerations? Do other types of assessments seem necessary? Are there specific instructional recommendations? Be sure to include your rationale for including this student in a general education setting.

**Signature and Title**
Be sure to include a scanned signed copy of your report and indicate your professional title.

**Note:**

1) In making recommendations for a student’s instructional program, you **must not** make a recommendation for a particular **placement** or a category of special education services. Placement recommendations are a team decision based upon input from more than one source.

2) In presenting information about a student’s background or current performance, report information objectively without assumptions or statements that reflect a value judgement.
Part B – Post-Intervention

Academic Progress
In the space below, describe the progress this student has made in those academic areas of need that were addressed in your classroom. Create a separate section for each academic area. Use data (e.g., student work samples, behavioral observations, assessment results, grades, anecdotal records) to support your evaluation of progress. If formal testing (e.g., Woodcock-Johnson-R, Tests of Achievement) has recently been completed as part of an interim or triennial evaluation include the results of these assessments as well.

Reading
Math
Written Language
Social Studies/Science

Social/Emotional/Behavioral Progress
In the space below, describe the progress this student has made in those social, emotional, and behavioral areas of need. Use data (e.g., behavioral observations, behavior change intervention, anecdotal records, points earned on behavioral management plan to support your evaluation of progress.

Recommendations
Based on the results of your experience in working with this student, what recommendations do you make for this student’s instructional program? What skills should continue to be a part of this student’s educational program? Should behavioral goals be included in this student’s educational plan? What modifications, accommodations, and supplementary aids and materials continue to be necessary? What types of strategy instruction are appropriate? What self-management skills need to be part of the student’s educational program? Do you recommend any further assessment? How successful is this child in a general education classroom?

Signature and Title
Be sure to sign your report and indicate your professional title.
Behavior Change Intervention Guidelines

1. **Problem:** Describe the reason for choosing to intervene with this particular student for this particular behavior.

2. **Goal:** Identify the long term behavioral goal for the behavior to be acquired or decelerated for this student. Include all elements of a well written goal including deficit behavior, direction, starting point, ending point, and resource.

3. **Objective:** Identify the behavioral objective to be addressed by the intervention including conditions, student behavior, and criteria for mastery. Use only observable, measurable behaviors (verbs) to describe the desired student behavior. Criteria for mastery should correspond to data collection procedure.

4. **Setting:** Brief description of place where the intervention will occur, including very brief description of other students or individuals present.

5. **Student:** Fictitious name; brief description which includes, educational strengths, needs, age, sex, relevant handicapping condition. Avoid lengthy accounts and minimize the use of medical terminology.

6. **Behavior Measured (dependent variable):** Include a concise description (operational definition) of the skill to be acquired or the behavior to be decelerated. Behavior reduction proposals should include the alternative positive behaviors that will be encouraged.

7. **Data Collection and Reliability:** Describe data collection and inter-observer reliability procedures. Include the checklist or other type of form used for this purpose.

8. **Intervention/event Manipulated (independent variable):** Identify the independent variable including behavior increase and/or decrease techniques such as reinforcement procedures and schedules.

9. **Equipment and Materials:** Include in this section any special equipment (e.g., communication board, adapted materials) which will be used to implement the program.

10. **Procedures:** Describe the elements of the intervention in sufficient detail for replication. This should be very specific and include everything another person would need to know in order to use the same intervention.
11. **Experimental Design:** Identify an appropriate experimental design. Provide a brief description; include graph with the dependent and independent variables clearly labeled.

12. **Display of Data on Graph:** Plot data points. Include dates that data were collected (e.g., not just the session numbers).

13. **Analysis of Data:** Determine mean, level, stability, and/or trend of baseline and intervention phases. Refer to data depicted on the graph.

14. **Interpretation of Data:** Discuss analysis of data in relation to the original goal and objective. Include discussion of decisions to change from baseline to intervention, etc.

15. **Recommendations:** Include changes in the intervention that might lead to improved results, maintenance procedures, and generalization results/plans.
Reflection Log Prompts

As I reflect on my experience today, to what extent were my activities productive with respect to:

*Instructional organization of time and materials
  Did I accurately judge the amount of time needed for various activities?
  Did I have materials available as needed to prevent disruption of instruction?

*Instructional development of concepts in logical sequence
  Did I correctly identify the prerequisite skills needed for today’s lesson?
  Did I use appropriate methods to assess whether or not my students had the prerequisite skills necessary?

*Instructional presentation following effective lesson guidelines (modeling, clarity of explanation, etc.)

*Communication
  Am I communicating clearly?
  Am I motivating? Emphasizing important points?
  Interacting well with peers?

*Management of student conduct
  Did I maintain control during transitions?
  Did I stop escalation of misconduct before it became a class wide problem?
  Did I maintain appropriate pacing and neutral demeanor to diminish off-task or challenging behaviors?

*Professionalism
  Did I conduct myself in a professional manner today?
  Did I accept constructive feedback? Maintain a positive attitude?
  Accept responsibility? Follow through on contacts with families, agencies or other school personnel?

Were my professional and professional goals met today?
Did I alter my goals and/or practices in the classroom today?
What did I learn? What did my students learn?
What would I do differently if I would repeat today’s efforts?
What did I do today to expand my knowledge base?
Portfolio Guidelines

**Introduction:** One of the course requirements for the Practicum experiences is the development of an electronic-portfolio consisting of all practicum assignments, created materials and assignments, and evaluations/checklists provided as feedback from the practicum student’s University Supervisor and Cooperating Teacher. Artifacts contained in the e-portfolio are collected throughout the Practicum experiences and orally presented at the end of Practicum I as a work in progress and Practicum II as a culminating field experience. Field logs are intended to be made available for review by the University Supervisor throughout the sixteen weeks. A copy of the e-portfolio is officially submitted to the course instructor after the presentation of the e-portfolio to peers and the course instructor. The guidelines below should assist in the creation of a professional portfolio. Further questions should be directed to the course instructor.

**Portfolio Rationale:** Due to the complexity of the art and sciences of teaching, it is extremely difficult to demonstrate appropriate and effective planning, teaching, and management skills across the range of teaching challenges one encounters on a daily basis. The construction of a teaching e-portfolio provides a better solution than many other evaluation methods since it illustrates actual activities and materials used in the teaching process. It provides through compiled artifacts an documentation of professional growth and competence. It allows the teacher to display specific accomplishments and abilities. It substantiates the meeting of accountability standards, and it encourages the kind of personal reflection that makes an effective educator.

**Portfolio Definition:** A professional portfolio is an organized, goal-driven compilation of selected artifacts which will provide examples of an individual’s knowledge and growth relative to a chosen area of study and experience. Other pertinent personal data is included as well. Teaching documentation should demonstrate the teacher’s knowledge and experience across the essential Competencies identified within the School of Education’s Conceptual Framework and according to professional standards as delineated in the **CEC Standards for Professional Practice** (see Appendix).

Competencies to be demonstrated at the culmination of the Graduate Special Education program at Bowie State University are:

1) Instructional Organization, Development, and Presentation
2) Classroom and Individual Behavior Management
3) Use of Curriculum-based and Formal Assessment of Student Progress
4) Communication and Collaboration with School/Community Personnel and Families
5) Use of a Reflective Approach in Instructional Development

These competencies and the professional standards cited by CEC provide the structure and guided content selection for the teaching portfolio which is required of successful candidates in the Graduate Special Education program.
Steps in Constructing the Portfolio:

I. Select a convenient, portable way of storing artifacts collected until you are ready to incorporate them into an electronic format for presentation. When selecting materials as examples, keep in mind the standards to be met, the practicum requirements, and a means of efficient presentation to your Practicum Supervisor, Cooperating Teacher, and to prospective employers in the future. Your portfolio should be an attractive and excellent representation of your best work.

II. Select documentation which meets your program requirements and the CEC Standards for Professional Practice (see Appendix) and organize it using the following categories:

*Slide 1 (to identify yourself)
*Table of Contents
*Personal Data
*Practicum Data
*Incorporate into e-portfolio using the themes of SOE’s Conceptual Framework (see page 13).
*Competency 1: Instructional Organization, Development, and Presentation
*Competency 2: Classroom and Individual Behavior Management
*Competency 3: Use of Curriculum-based and Formal Assessment
*Competency 4: Communication and Collaboration with School/Community Personnel and Families
*Competency 5: Use of a Reflective Approach in Instructional Development
*Recognition/Professional Memberships
*Miscellaneous Documentation

Personal Data section: your resume, transcripts, any certifications, your Philosophy of Education Practicum Data section: short description of practicum site, dates of practicum, acknowledgment of your University Supervisor and Cooperating Teacher.

Competencies sections: Slide for each category, activities, lessons, and units pertinent to each category, daily reflection log, overall self-evaluative Reflection.

Statement at culmination of practicum, related conferences/workshops attended Recognition/Professional Memberships section: certificates of appreciation, recommendations, commendations, awards, thank-you letters, professional organization memberships and documentation of participation in organization activities.
Possible artifacts and evidence might include anecdotal records, evaluations, awards, commendations, case studies, behavioral intervention plans and outcomes, technological applications, school/community contacts and activities, IEP samples, parent-teacher conference notes, programs from workshops, homework assignment charts, grade book organization, teacher-made test designs, formal test protocol and scoring interpretation, letters to parents, professional reading list, staff meeting notes, school schedules and procedures, student products, motivational systems used, CBS charting systems, teaching videotapes or audiotapes, classroom management plans, collaborative planning conference notes, weekly plans, ARD notes, photos of bulletin boards or class projects. A minimum of three artifacts should be incorporated into each theme of the School of Education’s Conceptual Framework (see Scoring Rubric for E-Portfolio Presentation).
Curriculum-Based Assessment Report Guidelines

Pre-assessment Information

Behavioral Objective

Rationale
Provide a rationale for targeting a specific skill and for the type of CBA designed and administered. The CBA must be based on an area of instruction that is recommended for the participating students and may also be related to IEP objectives.

Description of Assessment and Administration Guidelines
Probes should be a sampling of the desired skill.
Probes should only take a few minutes to administer.
Generally, probes should be used twice weekly to measure progress.

Graph
Include Behavioral Objective
Label Dependent Variable and Dates

Evaluation Criteria
Mastery Level-fluency, trials to mastery

Direct Instruction (e.g., intervention)

Decision Points and Changing Instructional Strategies

Maintenance

Summary

Note:
Induction practicum students design and administer CBAs for 2 content/skill areas. Culmination practicum students design and administer CBAs for 3 content/skill areas.
## GRADUATE / SPECIAL EDUCATION
### SCORING RUBRIC FOR ELECTRONIC PORTFOLIO PRESENTATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY (10)</th>
<th>PROFICIENT (6)</th>
<th>SATISFACTORY (2)</th>
<th>INCOMPLETE (0)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of Artifacts that Support School of Education’s (SOE,s) Conceptual Framework</strong></td>
<td>Use of at least three artifacts that provided adequate evidence in support of each of (8) foci of the SOE’s Conceptual Framework.</td>
<td>Use of at least two artifacts that provided moderate evidence in support of most (6) foci of the SOE’s Conceptual Framework.</td>
<td>Use of at least one artifact that provided support for only a few (3) of the foci of the SOE’s Conceptual Framework.</td>
<td>No artifact provided support for any foci of the SOE’s Conceptual Framework.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>All (9) reflections adequately demonstrate an evidence of professional growth and development through artifacts presented.</td>
<td>Most (7) reflections clearly demonstrate an evidence of professional growth and development through artifacts presented.</td>
<td>A few (4) reflections adequately demonstrate an evidence of professional growth and development through artifacts presented.</td>
<td>No reflections are provided in support of professional growth and development through artifacts presented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>All graphics are appropriate and support the oral presentation</td>
<td>Most graphics are appropriate and support the oral presentation</td>
<td>Few graphics are appropriate and support the oral presentation</td>
<td>All graphics used detract from the oral presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Excellent sequencing of materials, overall appearance and presentation outstanding</td>
<td>Logical sequencing of materials, overall appearance and presentation impressive.</td>
<td>Sequencing of materials attempted, overall appearance and presentation satisfactory.</td>
<td>No attempt to sequence materials, overall appearance and presentation need improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>0</td>
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</tr>
<tr>
<td>The text has no grammatical or spelling errors.</td>
<td>The text has a few (2) grammatical or spelling errors.</td>
<td>The text has several (3) grammatical or spelling errors.</td>
<td>The text has many (5) grammatical or spelling errors.</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Points** / 50

**Scoring Criteria:**

- **Exemplary** 50–41 (A)
- **Proficient** 40–32 (B)
- **Satisfactory** 31–15
- **Needs Improvement** 14–0
Special Education
Formative Evaluation of Practicum Student by Cooperating Teacher

Practicum Student:___________________Cooperating/Teacher/School_________________

Directions: The Cooperating Teacher completes four formative evaluations during the practicum. Two should be completed before the midway point and two after the midway point of the practicum. The evaluation should reflect overall performance since the "previous" evaluation rather than performance for a particular lesson. Discuss the evaluation with the student and give a copy of the evaluation to the University Supervisor.

Rating Scale: Dates Due ____________

4. Needs improvement (explanation needed) __________
5. Adequate and as expected for experience and setting __________
6. Exceptional (explanation needed) __________

Evaluation # (Circle one)  1  2  3  4 Date:______________  1  2  3

INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT

- Plans to ensure students meet instructional goals and objectives
- Effectively uses class time; begins instruction promptly
- Orients students, maintains focus, conducts reviews
- Effectively moves students through and has materials prepared
  For activities
- Insures students understand concepts/directions/skills
- Reacts appropriately to student responses (recognizes, simplifies,
  Gives feedback)
- Provides appropriate practice
- Circulates and assists students

COMMUNICATION: VERBAL AND NONVERBAL

- Emphasizes important points
- Presents information clearly and at students’ level
- Varies volume, rate, and intensity of speech
- Motivates and challenges students
- Shows interest, energy, and enthusiasm
- Maintains good working relationship with students, parents, other
  teachers and school personnel, and administrators

PRESENTATION OF SUBJECT MATTER

- Defines, gives attributes, and examples of concepts
- Discusses/demonstrates cause-effect; applies rules, laws,
  and principles
- Develops criteria and evidence for decision-making and
  value judgments
- Effectively/efficiently evaluates student learning
### MANAGEMENT OF STUDENT CONDUCT

- Maintains control during transition from one activity to the next
- Specifies, explains, and consistently enforces rules
- Stops misconduct before it spreads
- Positively and constructively redirects student behavior
- Shows awareness of all students’ behaviors and assignments
- Simultaneously attends to multiple activities
- Ignores irrelevant, attention-getting behavior
- Gives short, clear directions
- Effectively uses praise to increase positive behaviors

### PROFESSIONAL DEVELOPMENT

- Accepts constructive feedback
- Demonstrates a positive and cooperative attitude when working with others
- Maintains a professional rapport with students
- Dresses and behaves in a professional manner
- Punctual for school and other meetings
- Accepts and fulfills responsibilities
- Initiates contacts with other school personnel regarding students’ progress and instruction
- Maintains and follows-through on contacts with other school personnel
- Other
- Other

### EXPLANATIONS AND ADDITIONAL COMMENTS (attach additional sheets as needed):
1. Describe the responsibilities that the practicum student currently has for your instructional program.

2. Characterize the practicum student’s strengths and areas of needed improvement.

3. Describe interactions and communication with other school personnel/parents.

4. Do you feel the University is supporting your program goals and providing sufficient guidance for you and the practicum student?

5. On the back of this form, please provide other comments or suggestions that you feel would be appropriate. Thank you!
Special Education Practicum
Final Evaluation – Completed by Cooperating Teacher

Cooperating Teacher: _________________________________________

School/Site Description: _________________________________________

Practicum Student:  _________________________________________

University Supervisor: _________________________________________

Semester: _________________________________________

To the Cooperating Teacher:
At the conclusion of the practicum, please use the following scale (circle the number) to evaluate the practicum student under your supervision. We greatly appreciate your assistance in helping us evaluate the effectiveness of our program.

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<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Ability to assess the educational strengths and needs of students.</td>
<td>Cannot Determine</td>
<td>Needs Improvement</td>
<td>Satisfactory</td>
<td>Excellent</td>
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<tr>
<td>2. Knowledge of the professional literature in special education pertaining to his/her students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>3. Ability to develop and maintain good working relationships with colleagues.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Ability to develop and maintain good working relationships with parents</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. Ability to teach new skills to students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>6. Ability to supervise the work of instructional assistants.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>7. Ability to deal with and resolve behavior and discipline problems.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>8. Ability to write complete and high quality IFSP/IEPs (collaborative) inservice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>9. Ability to organize and structure an effective learning environment.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>10. Ability to express himself/herself in writing.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>11. Ability to plan and design effective educational programs for students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>12. Ability to serve as an effective member of an interdisciplinary or transdisciplinary team.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>13. Ability to monitor student performance and to use empirical data to revise or improve programs.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

52
14. Ability to serve as a consultant to, and source of technical assistance for other teachers.

15. Other:

16. Other:

Additional comments about the professional abilities and skills of this individual:

17. The university supervision supported my school program and the practicum student.

18. The university was available to me during this practicum.

19. The possibility that I would like to serve the future as a cooperating teacher.

Based on your knowledge of the practicum student and the courses he/she has completed in his/her master’s degree, what areas should receive greater emphasis in our teacher training program (attach additional sheets as needed)?

Bowie State University Practicum Student Observation Instrument

Practicum Student _____________________       School ______________________

Observed by ______________________  Lesson Content ______________________

Date ________________   Time Lesson Began ____________   Ended ___________

<table>
<thead>
<tr>
<th>Desired Teacher Behaviors</th>
<th>Demonstrate Level of Observed Behaviors</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Introduction: Provided when necessary (a) review of lesson rules and (b) an advanced organizer for the lesson.</td>
<td></td>
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</tr>
<tr>
<td>Review of Prerequisite Skills: (a) Set lesson foundation by reviewing previously covered objectives, materials, or related skills; (b) Developed a readiness for learning.</td>
<td></td>
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<tr>
<td>Clearly Stated Lesson Objectives: Provided students with a clear statement of objectives and proposed outcomes of the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Presentation of New Material: (a) Clearly demonstrated skills or concepts at an appropriate level of difficulty, (b) used sufficient amounts of concrete examples and illustrations of the new skill or concept, (c) used well-placed prompts and cues to facilitate skill acquisition, and (d) provided opportunities for students to respond and ask questions.</td>
<td></td>
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</tr>
<tr>
<td>Learning Styles: (a) Demonstrated awareness of and sensitivity to students’ individual learning styles by presenting lesson materials/activities in different modalities (speech, visuals, manipulatives, etc.), and (b) utilized approaches that made it possible for each student to experience success.</td>
<td>Absent</td>
<td>Fair</td>
</tr>
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<tr>
<td>Controlled and Independent Practice: (a) Provided ample opportunities for students to practice lesson related skills and concepts under direct teacher supervision; (b) When appropriate, provided opportunities for students to practice skills independently that (1) were related to the goals of the lesson, (2) were at the correct level of difficulty, and facilitated fluency, and (3) were directly relevant to the skills/content taught during the lesson.</td>
<td>Absent</td>
<td>Fair</td>
</tr>
<tr>
<td>Error Correction: (a) Provided an error correction procedure immediately following an error during direct instructions, (b) provided repeated trials for troubling content, and (c) worked with student to allow student to come up with correct answers, not merely giving correct answers to students.</td>
<td>Absent</td>
<td>Fair</td>
</tr>
<tr>
<td>Lesson Review and Conclusion: (a) Provided a review of material/activities presented during the lesson, and (b) concluded the lesson with appropriate closure.</td>
<td></td>
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<tr>
<td>Delivery of Positive Feedback: (a) Provided positive feedback and reinforcement that was direct, timely, and situation and student specific; (b) Used positive non-verbal clues as well as speech to provide feedback to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management: (a) Was aware of and responsive to positive and negative student behaviors; (b) Dealt with student behaviors in appropriate ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Lesson Pace: (a) Presented lesson at an appropriate rate for students; (b) Adjusted the rate of lesson presentation when necessary to accommodate student learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maryland Competency Observation Instrument
Classroom Observation

Teacher Candidate’s Name: _______________ Observer’s Name _______________

Subject Being Taught:__________ Number of Students in the Class ____ Date:____

Lengths of Time of Observation: _____________ School: ______________________

Commendations/Recommendations:

Lesson Overview:

Evidence of Planning:
   ___ 1. Plans objectives with learner outcomes
   ___ 2. Plans instruction to achieve objectives
   ___ 3. Plans to evaluate each objective

Instructional Delivery:
   ___ 4. Implements a planned procedure for instruction
   ___ 5. Fosters higher level thinking skills
   ___ 6. Demonstrates mastery of subject matter
   ___ 7. Varies teaching strategies and materials to address learner’s needs
   ___ 8. Motivates and involves students
   ___ 9. Evaluates learner progress and provides feedback

Classroom Management:
   ___ 10. Organizes instructional learning time
   ___ 11. Organizes and utilizes space, equipment, and materials
   ___ 12. Manages student behavior to enhance learning

Student/Teacher Interaction:
   ___ 13. Creates a positive learning climate
   ___ 14. Uses effective communication skills to enhance learning

Special focus:
   ___ 15.
   ___ 16.

Overall rating: ___Outstanding ___Very Good ___Effective
               ___Needs Improvement ___Unsatisfactory

Observer’s Signature Date: ____________________

Teacher Candidate’s Signature Date: ____________________
Descriptors for Observational Competencies

I. **Planning**

1. Plans objective with learner outcomes
   a. Develops behavioral objectives that are clear and compatible with the goals and content of the curriculum.
   b. Describes lesson outcomes which are appropriate for the instructional needs of the learner.
   c. Identifies the major concepts and skills of the subject matter to be taught.

2. Plans instruction to achieve objectives
   a. Plans activities that actively involve learners as they achieve the stated objectives.
   b. Plans to assess learner readiness for the lesson at hand.
   c. Includes current teaching strategies, procedures, content, and materials that are appropriate to the stated objectives and to the needs of the learner.
   d. Utilizes a variety of strategies and resources to enrich the planned instruction.
   e. Includes activities to accommodate the different needs of learners with regard to rate, level, and modality.
   f. Provides for the implementation of modifications as identified on the IEP of the mainstreamed students.

3. Plans to evaluate each objective
   a. Uses informal assessment of learner outcomes.
   b. Uses formal assessment of learner outcomes.

II. **Instructional Delivery**

4. Implements a planned procedure for instruction
   a. Established the focus for the lesson by clearly communicating objectives in written or oral form.
   b. Reviews concepts and skills previously learned.
   c. Implements motivational strategies
   d. Presents information in a logical sequence.
   e. Uses instructional strategies that support objectives
   f. Modifies the planned lesson when appropriate.
   g. Provides closure for the lesson.

5. Fosters higher level thinking skills
   a. Plans implements instruction which promotes individual thinking skills.
   b. Provides students the opportunity to practice a variety of thinking skills.
   c. Asks questions which require the use of higher level thinking skills.
   d. Uses adequate wait time when asking questions.

6. Demonstrates mastery of subject matter
   a. Presents accurate and current information on concepts and skills
   b. Provides meaningful definitions, examples, and applications related
to the content.
c. Answers questions correctly or directs learners to appropriate sources.

7. Varies teaching strategies and materials to address learner needs.
   a. Considers students’ abilities, needs, and degree of understanding in selecting appropriate teaching strategies.
   b. Uses a variety of flexible grouping techniques when appropriate.
   c. Plans strategies and modifies materials so each student can meet with success.
   d. Includes activities and materials to accommodate the different needs of learners with regard to rate, level, and modality.
   e. Implements the modification of the IEP of mainstreamed students.
   f. Provides relevant demonstrations, examples, and guided practice.

8. Motivates and involves students
   a. Uses procedure that establish learner readiness.
   b. Provides learners with opportunities for participating
   c. Maintains a high level of on-task behavior of students.
   d. Reinforces and encourages efforts of learners to maintain involvement.
   e. Relates content to learner interests and experiences.

9. Evaluates learner progress and provides feedback
   a. Assesses prior learning and monitors ongoing performance prior to introducing new material.
   b. Uses formal and/or informal evaluation techniques to provide timely feedback to students.

III. Classroom Management

10. Organizes instructional learning time
    a. Establishes classroom rules and routines to maximize learning time.
    b. Uses instructional time effectively.
    c. Provides smooth transitions to minimize loss of instructional time.

11. Organizes and utilizes space, equipment, and materials
    a. Arranges space to complement the lesson or activity.
    b. Provides a stimulating physical environment for learning.
    c. Uses equipment and materials that support the lesson.
    d. Provides physical modifications for learners with individual needs.

12. Manages student behavior to enhance learning
    a. Establishes clear, appropriate expectations for learner behavior.
    b. Reinforces on-task behavior and corrects off-task behavior promptly while maintaining the dignity of the student.
    c. Uses a variety of strategies to manage student behavior.

IV. Student/Teacher Interaction

13. Creates a positive learning climate
    a. Communicates positive and realistic learning expectations to all students.
b. Establishes long and short term goals that provide students with direction and ownership in learning.
c. Maintains a climate based on courtesy and respect.
d. Conveys warmth, friendliness, patience, empathy, and sensitivity to students.
e. Promotes an atmosphere in which students are willing to take risks.

14. Uses effective communication skills to enhance learning
   a. Gives clear written and oral directions and explanation
   b. Uses non-verbal communication skills.
   c. Uses acceptable grammar and pronunciation.
   d. Provides written material that is legible, grammatically correct, and organized.

I. **Special Focus**
   This section is to be used to provide feedback on one or more areas of Special interest.
Lesson Preparation and Analysis Form

Name: Ms. Baldwell    Date: 5/12/05

Student(s) or Group: Cary, Carlos, Bill, Su-Lee, and Trone

1. **Behavioral objectives of activity**

   When given a passage to read, students will be able to underline two important words or phrases for each paragraph with 90 percent accuracy. When given a passage to read, students will be able to see-write answers to seven out of eight comprehension questions for three consecutive passages.

2. **Description of activity**

   *Demonstration*
   Explain the purpose of the underlining strategy (to help the student identify and recall important information). Tell students that the teacher will show them how to use the underlining strategy. Model the strategy by reading the first paragraph of the passage aloud. Verbalize the steps to the strategy:
   
   “I need to underline two important words or phrases.”
   “Important words or phrases tell me about the main idea or details.”
   “Underline.”
   “Ask myself, why is this important?”
   “Go on to the next paragraph.”

   *Guided practice*
   Have students read the second paragraph. Lead students through verbalizing the steps above. Repeat the guided practice with Paragraphs 3 and 5. Lead students in summarizing the content of each paragraph by using the underlined key phrases. After finishing the passage, lead students in using underlined phrases to read-write answers to comprehension questions.

   *Independent practice*
   None.

3. **Measurement**

   Note each student’s use of self-instruction statements. Note each student’s underlining of two words or phrases per paragraph. Tally the number of comprehension questions correctly.
4. **Materials**

   Story “Animals with Pouches”
   Highlighter pens

5. **Adaptations**

   Engage students in choral practice on self-verbalizations.

6. **Problems that might be encountered**

   Students may not be able to discriminate important form unimportant words or phrases. If so, ask students to justify the importance of the words and phrases they underlined. Provide feedback on selections and justifications.

7. **Problems that actually arose**

   Students had difficulty identifying important words and phrases. Feedback was provided, and student selections were shaped into more appropriate responses.

8. **Behavioral techniques used during activity**

   Strategy modeling and specific academic praise for accurate self-verbalizations and underlining.

9. **What you learned from this activity**

   Students respond well to modeling strategy steps. The model and lead steps provide sufficient support so that they can respond accurately and enjoy their success.

---

Lesson Plan

Teacher: _______________________________     Class: _________________
Date(s): ________________________________ Unit: __________________
Goal: ____________________________________________________________
_________________________________________________________________
_________________________________________________________________
Objectives: _______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials</th>
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Evaluation: _______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Lesson Plan

Goal:

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<tr>
<th>Time</th>
<th>Objective</th>
<th>Activity</th>
<th>Material</th>
<th>Evaluations</th>
<th>Method/ Curriculum Variations</th>
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### Special Education Practicum

**CONFERENCE PLANNING GUIDE**

<table>
<thead>
<tr>
<th>Practicum Student:</th>
<th>Cooperating Teacher:</th>
<th>University Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Conference:</td>
<td>Initials of Participants in Conference:</td>
<td>Specific Examples</td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

**Behaviors to increase**

<table>
<thead>
<tr>
<th>Specific examples</th>
<th>Specific prescriptions</th>
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**Behaviors to decrease**

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**Date for next conference/observation:**
