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***SPECIAL EDUCATION  
STUDENT TEACHING  
HANDBOOK***

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# **GENERAL INFORMATION**

## **Student teaching Policies**

### **1. Attendance, Calendar and Transportation**

Student teaching is mandatory. Absences are NOT permitted during the student teaching experience except for personal illness or a death in the immediate family. Should such conditions merit an absence, the collaborating teacher and university supervisor should be notified immediately, since adjustments within the classroom will need to be made. If absences accrue beyond three days, the student teacher will be required to make-up the time missed during student teaching or will be required to repeat student teaching another semester.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the WSU calendar. It is the student teacher's responsibility to locate his/her own transportation to and from assigned schools.

### **2. Substitute Policy**

It is the policy of Weber State University's College of Education and the Utah State Office of Education that student teachers can NOT be used as substitutes for employed teachers, even for short periods. Any deviation from this policy must be reported to the Coordinator of Student Teaching.

### **3. Problems and/or Grievances**

Should problems or grievances develop during the student teaching experience, the collaborating teacher and university supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems at any time with his/her collaborating teacher, university supervisor, and then the Coordinator of Student Teaching.

### **4. Compliance with District and School Policies**

The student teacher is required to adhere to district and school policy in the district where he/she has been assigned for student teaching. This includes faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers must be at school one half hour before school starts and one half hour after school ends, or the district contract hours, whichever is greater.

# THE ROLE OF THE STUDENT TEACHER

## **Introduction**

As the student teacher, you will begin as an observer. Collaborating teachers should share objectives, lesson planning, and evaluation procedures, and discuss individual pupil problems.

As you demonstrate the ability to assume more responsibility, the assignments for designing and directing learning activities will be increased. It is recommended that you have the opportunity to observe lessons being taught in each area of the curriculum before you teach that topic independently.

**This transfer of teaching should be scheduled so you are in complete charge of the classroom for a minimum of either the last two thirds for full 15 week placement or 5 weeks of a 7 week placement. If you demonstrate the competence and initiative necessary to take charge earlier, you should be encouraged to do so.**

## **Grading System for Student Teaching**

Student teaching uses a pass/fail grading system. A variety of sources are used to evaluate student teachers. These include the university supervisor's observations, feedback from collaborating teachers, written midterm and final evaluations from the collaborating teacher and the university supervisor, and Summary and Comprehensive Evaluations. In some cases it may be determined that a student teacher needs additional time to become adequately prepared for licensure, resulting in a recommendation to repeat and/or extend student teaching. It is necessary for student teachers to pass student teaching in order to be recommended for State of Utah licensure.

## **Requirements of Student Teachers**

The student teaching experience is an opportunity for you to further develop and demonstrate teaching, management, and professional competencies acquired during the teacher preparation program. You are expected to demonstrate these competencies in daily work in the assigned school.

### **❖ Professionalism (NCATE/CEC Standard 9)**

- Adhere to the policies and philosophies of the hosting school and district where you are assigned.
- Adhere to the Utah Professional Practices Advisory Commission's Standard of Professional and Ethical Conduct for Educators.
- Professional conduct is expected. Keep confidences and respect the rights of others at all times.
- Secure information pertaining to legal responsibilities for the classroom.
- Maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.
- Demonstrate a positive regard for the culture, religion, gender and sexual orientation of individual students.
- Be responsible, courteous, and dependable.
- Professional dress is expected of all student teachers. Maintain a neat, clean, and appropriate appearance.
- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Use copyrighted educational materials in an ethical manner.

❖ **Teaching and Management** (NCATE/CEC Standards 2, 3, 4, 5, 7)

- Develop detailed lesson plans that are approved by the collaborating teacher and reviewed by the university supervisor. Most student teachers find it very helpful to plan their lessons at least a week in advance.
- Teach students using effective instructional strategies. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.
- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- Employ disciplinary measures which conform to the instructions of the collaborating teacher.
- Take the initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the collaborating teacher. Remember the collaborating teacher has the final say in the classroom.
- Know your behavior management plan. Have rules displayed in the classroom. Be sure both you and the students know what is expected.
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.
- Design, structure, and manage daily routines effectively including transition time, for students, other staff, and the instructional setting.

## **Suggestions for an Effective Student Teaching Experience**

### **❖ Prepare in advance**

- Arrange a meeting at the school to meet the principal and collaborating teacher(s). You should make an effort to get to know the physical layout as well as the policies of the school.
- Learn about the community and the people who live there.
- Become acquainted with the curriculum, textbooks, materials, and instructional strategies that are being used for the specific subject(s)/grade(s) to which you have been assigned.
- Determine what aid can be expected from the university supervisor, and have a clear understanding of what the supervisor will expect from you. Primarily this can be accomplished by:
  1. Becoming thoroughly acquainted with this online Special Education Student teaching Handbook
  2. Set up a meeting with your university supervisor to become aware of observation and portfolio requirements specific to your supervisor.

### **❖ Learn from the collaborating teacher**

- Be mindful that a student teaching position is much like an apprentice within the school setting to which you have been assigned. You should recognize and respect the feedback and suggestions of the collaborating teacher and the school administration.
- Be cognizant that the collaborating teacher is in legal control of the classroom and is legally responsible for it.
- Accept the collaborating teacher's decisions and respect his/her opinions concerning the materials and methods by which they are to be presented.
- Schedule time for daily conferences with the collaborating teacher.
- Establish openness to constructive feedback, recognizing that the collaborating teacher is eager to see you succeed.
- Support the collaborating teacher in matters of school discipline.
- Establish a willingness to assume teaching responsibility.
- Establish a procedure for reviewing lesson plans with the collaborating teacher.
- Give credit to the collaborating teacher for assistance rendered.
- Understand that in an effort to resolve problem situations, you should begin with the collaborating teacher.
- Participate in non-classroom activities in which the collaborating teacher has some responsibility.

❖ **Focus on teaching the students**

- Your main concern should be pupil achievement rather than making a favorable impression on the collaborating teacher or university supervisor.

❖ **Focus on continual improvement**

- Continually reflect on and evaluate each teaching experience—determining what went well, what needs to be improved, and how you can be more effective next time.
- Stay aware of the extreme importance of your work.
- Do not demand perfection from yourself; demand continual improvement.
- Focus on the things that you can control.

❖ **Focus on student teaching**

- Student teachers are cautioned not to overload themselves with additional university course or other responsibilities such as work during your student teaching experience. The amount of work you undertake during your student teaching experience has a direct relationship on your effectiveness as a teacher. Teaching is a responsibility that must come first. The obligation to the education of school pupils cannot be taken lightly; therefore, responsibilities other than teaching should be minimal.

## Activities Checklist for Student Teachers

The following orientation experiences are appropriate for the beginning weeks of your student teaching assignment. Efforts should be made to complete and check off the activities appropriate to your assignment.

### GENERAL ORIENTATION EXPERIENCES

*meet building personnel:*

- principal
- secretary
- teachers
- special education teachers
- custodian
- other personnel (media, PE, music, etc.)
- office (nurse)

*locate building areas:*

- tour the building
- media center/library
- outdoor areas
- cafeteria
- gymnasium
- teachers' work area
- supply room/ lounge

### DISCUSSION WITH COLLABORATING TEACHER

*school policy:*

- discipline
- fire/disaster drill
- injuries/illnesses
- absence
- rules
- faculty meetings
- parking
- school calendar
- use of media center
- use of copy machines, etc.

*unit or room policy:*

- classroom rules
- curriculum
- teacher manuals
- basic routine
- management techniques
- pupils with special needs
- record keeping
- grouping
- available resources
- diversity issues

### OBSERVATION OF THE COLLABORATING TEACHER'S PROCEDURES

- lecture
- use of textbook
- discussion
- whole class work
- small group work
- cooperative learning
- individualization
- communication
- interaction with parents/teachers
- questioning techniques
- reinforcement
- student/teacher interaction
- directions
- listening
- discipline
- motivational strategies
- lesson plans

### INTERVIEW WITH BUILDING PRINCIPAL

*school policy:*

- discipline
- fire/disaster drill
- injuries/illnesses
- absence
- rules
- use of media center
- use of copy machines
- parking
- faculty meetings
- communication with other faculty about students with disabilities

## Student Teaching Portfolio

The student teaching portfolio is the capstone product of your training program in Special Education. It is an organized collection of materials that have been creatively put together to best represent your philosophy of teaching and the related competencies needed to be an effective teacher. Well-done portfolios include brief illustrations of your skills as planner, instructor, decision-maker, and classroom manager. **The portfolio reflects what you have learned in your preparation program.**

The portfolio can also be used to illustrate or highlight your teaching competencies in an interview setting. As you are asked questions in an interview, you can use a page or section of your portfolio as an illustration of your answer to the interview question. Therefore, you need to organize your portfolio to find information quickly.

Each entry should be carefully selected and presented concisely. This requires writing and revision. The evaluation of your portfolio will take into account punctuation, spelling, grammar, appearance and overall organization of each section. It is your responsibility to edit each section carefully before turning the portfolio in for final evaluation. (NCATE/CEC Standard CC9: S8)

**Portfolios are due by the last week of the semester.** You should arrange to meet with your collaborating teacher and university supervisor together at the beginning of the semester to plan out a schedule to complete your portfolio in a reasonable amount of time.

**The Special Education website contains complete instructions for preparing your portfolio and the rubric used for its evaluation. The URL is <http://departments.weber.edu/specialed>.**

You must receive a rating of “Met” on each section of the portfolio rubric in order to pass student teaching.

## Teacher Work Sample (TWS)

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

### ❖ Format

- **Ownership.** Complete a cover page that includes a) your name, b) date submitted, c) grade level taught, d) subject taught, and d) your school assignment.
- **Table of Contents.** Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- **Attachments.** Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- **Narrative length.** You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- **References and Credits** (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. The American Psychological Association (APA) style is the recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association"). (See APA website.)

### ❖ Instructions

Use the following 7 sections as a guideline to plan and create a TWS for a two or three-week long unit you both plan *and* teach.

### Contextual Factors

The teacher uses information about the learning-teaching context and students' individual differences to set learning objectives and plan instruction and assessment.

- Knowledge of community, school, and classroom factors:
- Knowledge of characteristics of student(s):
- Knowledge of students' varied approaches to learning:
- Knowledge of students' skills and prior knowledge:
- Implications for instructional planning and assessment

### Objectives/Intended Learning Outcomes

The teacher sets significant, challenging, varied and appropriate objectives.

- Alignment with national or state standards
- Significant, challenging, and variety
- Clarity
- Appropriateness for students

### **Assessment Plan**

The teacher uses multiple assessment modes and approaches aligned with objectives to assess student learning before, during, and after instruction.

- Alignment with objectives and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Technical soundness
- Adaptations based on the individual needs of students

### **Design for Instruction**

The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

- Alignment with objectives
- Accurate representation of content
- Sound lesson structure (Hunter, 4MAT, Inquiry, Direct Instruction, etc.)
- Use of a variety of strategies, activities, assignments, and resources
- Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
- Integration of appropriate technology

### **Instructional Decision- Making**

The teacher uses ongoing analysis of student learning to make instructional decisions.

- Utilizes sound professional practices
- Adjustments based on analysis of student learning and incorporation of correctives and extensions.
- Congruence between modifications and objectives

### **Analysis of Student Learning**

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and accuracy of presentation
- Alignment with learning goals
- Interpretation of data
- Evidence of impact on student learning

### **Reflection and Self-Evaluation**

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment among objectives, instruction, and assessment
- Implications for future teaching
- Implications for professional development

You must receive a rating of “Met” for each section of the TWS in order to pass student teaching.

## **Comprehensive Evaluation of Special Education Student Teaching**

The Comprehensive Evaluation form is a detailed checklist of the knowledge and skills you must demonstrate as a beginning special educator. The Summary Evaluation form which accompanies it provides a rating system for the items on the Comprehensive Evaluation Form. Please be aware that the Comprehensive and Summary Evaluation Forms *must* be completed by your university supervisor and collaborating teacher by the end of your student teaching experience. Therefore, it is your responsibility to arrange an appropriate timeline to accomplish each item on the checklist.

The Comprehensive and Summary Evaluation forms are aligned with the Council for Exceptional Children *Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums*. The documents contain specific descriptors of each area to be evaluated during student teaching. The descriptors may be useful for the student teacher, the collaborating teacher, and the university supervisor in assessing the level of performance and pinpointing strengths and/or areas for improvement of the student teacher as observations are conducted. It may also be useful in reviewing specific components and requirements for the role of the special educator in planning the student teaching experience.

You must receive an overall rating of at least 80% with no individual scores rated below 3 on the Summary Evaluation form in order to pass student teaching.

# THE ROLE OF THE COLLABORATING TEACHER

## Requirements for the Collaborating Teacher

### Model Best Practices for Instruction, Management and Organization

You have been selected to be a collaborating teacher because you model “best practices.” Remember that your classroom will be one of the models that your student teacher will have when s/he begins teaching. Take every possible opportunity to demonstrate effective practices for your student teacher and describe to him/her what you are doing and why.

### Model Professionalism

Professionalism is a subtle and complex concept. Students acquire professionalism from examples more than from description. You will be an important model of how a special education teacher should act as a professional.

### Give the Student Teacher Gradually Increasing Responsibility

As with any set of learners, student teachers have different needs for structure and independence, but virtually all learners benefit from a progression from simple to complex demands. Start the student teacher with easier tasks and increase his/her responsibility as his/her performance allows. The student teacher should assume your total teaching load for either the last 5 weeks of an 7 week placement or the last two thirds of the semester.

### Meet with Student Teacher and Provide Specific Feedback

Frequent, specific, and constructive feedback is crucial for your student teacher to attain the maximum benefit from the experience. Comment on positive aspects of the student's teaching, management, organizational, and professional behaviors; and give specific suggestions on how these can be improved. Praise progress. Use the General Comments Sheets provided in your packet to document feedback given to your student teacher.

### Evaluate the Student Teacher's Performance

Observe and critique the student teacher's performance on a frequent and continual basis. Two Observation Forms should be completed between the start of the semester and midterm (around the 7th or 8th weeks). A third Observation Form should be completed between the Mid-Term Assessment and the Final Term Assessment. Periodic written evaluations should be made available to the student teacher and the university supervisor.

Student Teacher Disposition Assessment: Review the dispositions at each observation conference and at the mid-term assessment. The form, however, will be marked at the time of the final evaluation, discussed with the student teacher, and signed by both parties. The original scantron form is mailed or sent with the student teacher, along with the final evaluation, within five days of completion to the Student Teaching Office at Weber State University.

Complete the Student Teacher Midterm Assessment and the Final Term Assessment. **These evaluation forms should be mailed directly to the Coordinator of Student Teaching.**

### Information Source

The Coordinator of Student teaching maintains a web site with links to weekly newsletters; handbooks for student teachers, collaborating teachers, and supervisors; student tracking dates; due dates for assessment; and other information relating to the student teaching assignment. The URL is <http://faculty.weber.edu/dattig>.

**If you ever have doubts about the student teacher's ability to pass, consult with the University Supervisor or Coordinator of Student teaching immediately. Remember to document concerns.**

## **Suggestions for Collaborating Teacher**

### **Prepare in advance and help the student teacher get started**

In a very real sense, the progress of the student teacher through the semester actually begins before the student teacher arrives in the classroom. Effective collaborating teachers begin preparing for their student teachers prior to their arrival. You are encouraged to make the following preparations:

1. Prepare the pupils for the arrival of the student teacher. The pupils should be prepared to regard the student teacher as another teacher in the room, and to welcome the additional teacher as a person who can make a positive contribution to their learning.
2. Place a table or desk in the room for use by the student teacher. Preferably, this will not be a child's desk.
3. Gather together materials that will help the student teacher understand curriculum and school policies (e.g., teachers' editions of textbooks, school district and state curriculum guides, school handbook containing school policies and procedures).
4. Clear a time for a conference with the student teacher during the first day. Items to be discussed should include:
  - a. An explanation of expectations for the student teacher
  - b. A description of the instructional programs
    - teaching schedule
    - curricular objectives for each group or individual
    - specific instructional methods
    - educational philosophy
  - c. A description of behavior management procedures
    - overall positive management plan
    - specific sequence of steps to be used to manage specific behaviors
    - individualized management plans for specific students (if any)
5. When the student teacher arrives, formally introduce the student teacher to the pupils in your classroom. If possible, allow the student teacher to share some interesting facts about him/her.

Most experienced teachers are well aware that the first few days of a new school year will set the tone for the balance of the school year. This is no less true with the student teacher, both in terms of feelings about the semester of student teaching and in terms of relationships with

children. It is therefore incumbent for the university supervisor and you to work carefully with the student teacher to set the stage for a successful student teaching semester.

**Collaborate with the student teacher and increase his/her responsibilities**

Encourage the student teacher to collaborate with you in making decisions that lead to the development of independence of his/her own teaching strategies.

Prior to offering advice, encourage the student teacher to reflect about his/her planning, classroom practices, and decision-making.

Provide rationale when making suggestions to the student teacher.

**Help the student teacher by providing specific feedback**

Allow time for conferences with the university supervisor and the student teacher throughout the student teaching experience.

Be specific when communicating with the student teacher, especially when providing feedback.

Evaluation for professional growth purposes should be characterized by three essential elements:

1. It should be a continuous, ongoing process. The matter of daily and weekly conferences will be discussed later in this section.
2. It should be a team effort in which the student teacher, collaborating teacher, and university supervisor contribute in an atmosphere of open, constructive communication.
3. It should be directed toward self-evaluation by the student teacher. The collaborating teacher and university supervisor contribute by helping the student teacher become consciously aware of instructional behavior and by discussing alternatives to that behavior.

You can be a powerful force in encouraging self-evaluation and reflection by the student teacher. Specifically, you are encouraged to:

1. Provide ongoing evaluation of the student teacher's performance
  - a. Clearly define the management and instructional requirements and expectations of the student teacher.
  - b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
  - c. Use a variety of techniques to analyze student teacher performance, such as oral and written feedback, audiotapes, and various coding schemes.
  - d. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
  - e. Offer and/or demonstrate specific alternatives or additional suggestions for the student teacher to implement.
  - f. Avoid verbalizing negative comments to the student teacher in front of others (students, teachers, parents, etc.).

2. Communicate the value of continuous self-evaluation
  - a. Set an example by analyzing one's own instruction in relation to the elements of effective teaching.
  - b. Show willingness to accept comments or suggestions about one's performance from building administrator and/or district supervisor.
  - c. Acquaint the student teacher with district teacher evaluation procedures.

Because of the importance the evaluation process plays during the student teaching experience, the following specifically emphasizes two critical elements in the analysis and evaluation process—observation and conferences. You play a fundamental role in helping student teachers become more consciously aware of their classroom behaviors.

### **Help the student teacher develop role awareness**

To more fully develop the student teacher's awareness of the complete role of a teacher, the following three collaborating teacher competencies are recommended.

1. Instill within the student teacher the ethical responsibilities of the teaching profession
  - a. Demonstrate a commitment to the pupils and to the teaching profession.
  - b. Encourage the student teacher to participate in advanced courses, inservices, workshops, PTA, and other professional meetings.
  - c. Instill a desire to stay abreast of current educational information concerning subject content and teaching trends by sharing new materials, professional journals, and legislation.
  - d. Maintain a positive working relationship with colleagues, other school personnel, and parents.
  - e. Discuss and demonstrate appropriate teacher-pupil relationships.
2. Assist the student teacher in developing an awareness of a teacher's influences upon individual pupils
  - a. Set an appropriate example for the student teacher in behavior, personal appearance, speech, and appropriate mannerisms in school and in the community.
  - b. Set an example for the student teacher by dealing with all pupils in a fair and honest manner.
  - c. Explain the impact of positive and negative comments on pupils.
  - d. Help the student teacher in the development of good judgment in discussing or presenting controversial topics.
3. Help the student teacher recognize the non-instructional duties of a teacher
  - a. Stress the importance of accurately and promptly keeping necessary records.
  - b. Encourage willingness to work with pupils' extra curricular activities (e.g. clubs, organizations, etc.).

- c. Stress the necessity of assuming duties assigned by the administration (e.g. lunch, hall, bus, etc.).
- d. Discuss the importance of being available for parent conferences.
- e. Guide the student teacher in developing appropriate communication between home and school.
- f. Share duties and responsibilities with the student teacher.

### **Conferences**

Communication between you and the student teacher is essential to a successful student teaching experience. Lack of communication is usually a factor when a student has serious problems or fails student teaching. Effective communication is often difficult because daily schedules leave no time for conferences; the student teacher, collaborating teacher or both may feel insecure in their role; the collaborating teacher may be overly concerned about hurting the student's feelings; the student may be defensive; and/or there may be no place to talk in private. These obstacles are so great that good communication will *only* occur when both parties, the collaborating teacher and student teacher, work hard to overcome them. But the message is clear: Effective communication is so important that it cannot be left to chance.

This lends directly to the use of conferences as a device for effective communication. Planned regularly scheduled conferences are the essential basis for good communication. It is in the conference that the student teacher may become consciously aware of his/her instructional behavior as observed by the collaborating teacher. It is in the conference that he/she may begin an analysis of that behavior in terms of pupil response and learning. And, it is in the conference that the foundations of professional self-evaluation/reflection are laid. Thus, it is imperative that both the immediate and long-term goals of conferences be kept in mind.

Daily conferences of comparatively short duration will give attention to matters of immediate consequence—adjustment of plans, coordinating work schedules, identifying and solving daily problems, providing that needed “boost in morale,” and in general keeping things functioning smoothly. The timing of such conferences may vary from day to day, but this should not be left to chance.

Weekly conferences should also be scheduled, and it is probably best to reserve about one hour for this purpose. These conferences may be used for long-term planning, cooperative evaluation of the student teacher's competence, analysis of the collaborating teacher teaching procedures, and to develop in-depth understanding of pupil behavior and community relations.

The following guidelines are offered for the consideration of all collaborating teachers:

- The time and place of the conference should be planned in advance. It should be canceled or postponed only when essential and it is not unreasonable to expect the student teacher to return to school for the weekly conferences. The setting should be informal and at a place where few interruptions are likely to occur. Regularly scheduled conferences will prevent the student from thinking that they are called only when there are criticisms to be offered.
- A free interchange and exchange of ideas should characterize the conference. It is helpful if many of the topics are problem-centered in terms of seeking answers to methodological or curriculum problems. Alternative solutions to such concerns should be analyzed with both you and the student teacher offering ideas.

- Analysis of the student teacher's performance or personal qualities should achieve an appropriate balance between strengths and weaknesses. Criticisms should be constructive but falsely optimistic praise may be as unproductive as overt negativism. It is interesting that some student teachers complain, "My collaborating teacher never tells me how I can improve," while others state "My collaborating teacher only mentions the things I do wrong."
- You should not hesitate to offer suggestions and teaching ideas. Student teachers are eager for "tricks of the trade," and sources of useful teaching materials. Be as specific as possible, to the extent of showing materials, modeling instructional and management techniques, and so forth.
- The conference should contribute to the student teacher becoming increasingly self-directive and self-evaluative. Ultimately, most teachers will be essentially on their own in self-contained classroom situations and many of the qualities of continued professional growth begin during the student teaching semester.
- Two or three conferences may be centered on the overall evaluation of the student teacher. For example some collaborating teachers use three such conferences:
  - An initial conference to set expectations and look over the evaluation instrument
  - A mid-placement conference to assess progress to date. This is an excellent time to go over the Interim Student Teaching Evaluation Form.
  - A conference at the termination of student teaching to explain the final evaluation and to discuss the prognosis for future professional success.

### **Completing the student teacher's assessment form**

There is probably no task that is faced by collaborating teachers with more apprehension than the writing of evaluations. "Am I being fair?" or "Will the reader understand what I mean?" are typical concerns. This is a job that must be done, however. It should be remembered that student teaching is just one phase in the professional growth of the teacher and that this phase is focused on helping the student move in the direction of professional maturity. Written evaluations should reflect this.

The following suggestions are provided:

- ❖ The complete evaluation is a combination of ratings, and written narrative comments. The ratings fulfill certain obvious functions, serving as a set of norms on which all student teachers are compared. The narrative recommendations may be used to elaborate on or supplement the ratings. For example, you may wish to explain why a certain item was rated as it was.
- ❖ Generally speaking, most student teachers' ratings will fall within the 3, or possibly 4 range. A rating of 5 should be used sparingly and should reflect a truly "outstanding" student teacher performance that is comparable to a master teacher.
- ❖ The written comments should state the conditions under which the student teacher has worked and the types of experiences involved in. This would include the organizational nature of the class (self contained, resource room, team-teaching, etc.), the subjects taught by the student, the nature of the group of children, and the duration of the student teaching experience.

- ❖ The comments should be objective and as informative as possible. Generalities, inferences, and hidden meanings are pitfalls in accomplishing this. Both strengths and weaknesses of the student teacher should be discussed if appropriate. These should be specific and supported by examples. Employers will also be interested in any useful talents displayed by the student teacher such as musical ability, bilingualism, leadership skills, etc.

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# THE ROLE OF THE UNIVERSITY SUPERVISOR

## Requirements of University Supervisors

- Communicate expectations and supervisory practices to the collaborating teacher, the student teacher, and to the school principal.
- Observe the student teacher *at least* three times during the semester. In some cases more observations are warranted to ensure the student teacher is making adequate progress.
- Provide timely, specific oral and written feedback to the student teacher regarding his/her instructional, management, organizational, and professional behavior.

### Evaluation Forms

Two Observation Forms should be completed between the start of the semester and midterm (around the 7th or 8th weeks). A third Observation Form should be completed between the Mid-Term Assessment and the Final Term Assessment. Periodic written evaluations should be made available to the student teacher and the collaborating teacher.

Student Teacher Disposition Assessment: Review the dispositions at each observation conference and at the mid-term assessment. The form, however, will be marked at the time of the final evaluation, discussed with the student teacher, and signed by both parties. The original scantron form is mailed or sent with the student teacher, along with the final evaluation, within five days of completion to the Student Teaching Office at Weber State University.

Complete the Student Teacher Midterm Assessment and the Final Term Assessment. These evaluation forms should be mailed directly to the Coordinator of Student teaching.

- Confer with the collaborating teacher regarding the student teacher's progress.
- Consult with the student teacher regarding development of his/her portfolio.
- Examine, critique, and evaluate the student teacher's portfolio.
- Examine, critique, and evaluate the student teacher's Teacher Work Sample.
- Rate and sign the Summary Evaluation of Special Education Student Teaching.
- Recommend a grade (Pass/Fail).

# EVALUATION FORMS

## **Evaluation Forms**

Collaborating teachers complete two evaluation forms about a student teacher's competencies during the student teaching placement. The first evaluation form is the Midterm Assessment. Students should note that the Midterm Assessment Form is only a summary of competencies rated at that point of the semester. Both the collaborating teacher and the student teacher should sign the Midterm Evaluation. The collaborating teacher should mail a copy of the Midterm Assessment to the Coordinator of Student teaching.

The second evaluation form completed by the collaborating teacher is the Final Assessment Form. It is completed at the end of the student teaching placement. The Final Assessment Form is signed and dated by both the collaborating teacher and the student teacher. A copy of this form can be made for the collaborating teacher and student teacher, but the original must be mailed to the Coordinator of Student teaching who is responsible for placing it in the student teacher's placement file.

The university supervisor is responsible for completion of an Observation Form at each visit. The student may request a copy of each Observation Form. The university supervisor also completes a Midterm and Final Assessment Form, either independently or in conjunction with the collaborating teacher. These forms should be signed by the university supervisor and student teacher and mailed to the Coordinator of Student teaching who is responsible for placing them in the student teacher's file.

The university supervisor is also responsible for evaluating the student teacher's portfolio and Teacher Work Sample. Successful completion of each section of the portfolio and Teacher Work Sample is needed for a passing grade in student teaching.

Finally, the university supervisor at the completion of the student teaching placement completes the Summary Evaluation Form. This final evaluation form is signed and dated by both the university supervisor and the student teacher. The student teacher may request a copy of this final evaluation, but the university supervisor will forward the original copy to the Coordinator of Student teaching who is responsible for placing it in the student teacher's placement file.

**<Insert Midterm Assessment Form>**

<Insert Midterm Assessment Form>

<Insert Midterm Assessment Form>

<Insert Final Assessment Form>

<Insert Final Assessment Form>

<Insert Final Assessment Form>

WEBER STATE UNIVERSITY  
Department of Teacher Education

Summary Evaluation of Special Education Student Teaching  
To be utilized with Special Education Comprehensive Evaluation Form

Student Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

School District: \_\_\_\_\_ School Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Area/Subject: \_\_\_\_\_

Coop Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Univ. Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluate student teacher performance observed in each category according to the following ratings:

- 5 Consistently demonstrates skill in this area.
- 4 Often demonstrates skill in this area; sometimes requires support and/or reminders.
- 3 Sometimes demonstrates skill in this area; frequently requires support and/or reminders.
- 2 Is knowledgeable of the skill but rarely demonstrates utilization.
- 1 Is not knowledgeable of the skill and does not demonstrate utilization.
- N/O Not observed.

	<b><u>Standard 4: Instructional Strategies</u></b>	<b><u>Date Completed</u></b>	<b><u>Rating</u></b>
1	A Selection of Instructional Strategies	_____	<b>N/O 1 2 3 4 5</b>
	B Implementation of Instructional Strategies	_____	<b>N/O 1 2 3 4 5</b>
	C Strategies for Literacy	_____	<b>N/O 1 2 3 4 5</b>
2	<b><u>Standard 5: Learning Environment</u></b>		
	A Program and Classroom	_____	<b>N/O 1 2 3 4 5</b>
	B Behavior	_____	<b>N/O 1 2 3 4 5</b>
3	<b><u>Standard 7: Instructional Planning</u></b>		
	A IEP Development	_____	<b>N/O 1 2 3 4 5</b>
	B Daily Instructional Planning	_____	<b>N/O 1 2 3 4 5</b>
4	<b><u>Standard 8: Assessment</u></b>		
	A Standardized Assessment	_____	<b>N/O 1 2 3 4 5</b>
	B Curriculum-Bases Assessment	_____	<b>N/O 1 2 3 4 5</b>
	C Behavioral Observation/Environmental Assess	_____	<b>N/O 1 2 3 4 5</b>
5	<b><u>Standard 9: Professional and Ethical Practice</u></b>		
	A Interpersonal Relations	_____	<b>N/O 1 2 3 4 5</b>
	B Professionalism	_____	<b>N/O 1 2 3 4 5</b>
6	<b><u>Standard 10: Collaboration</u></b>		
	A Working with Parents & Community	_____	<b>N/O 1 2 3 4 5</b>
	B Working with Education Professionals	_____	<b>N/O 1 2 3 4 5</b>

Total Points: \_\_\_\_/70

\_\_\_\_%

(80% is minimum acceptable with no individual scores below 3)

WEBER STATE UNIVERSITY  
Department of Teacher Education

COMPREHENSIVE EVALUATION OF SPECIAL EDUCATION STUDENT TEACHING

Student Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

School District: \_\_\_\_\_ School Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Area/Subject: \_\_\_\_\_

Coop Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Univ. Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This COMPREHENSIVE EVALUATION OF SPECIAL EDUCATION STUDENT TEACHING document accompanies the Weber State University Department of Teacher Education SUMMARY EVALUATION OF SPECIAL EDUCATION STUDENT TEACHING FORM.*

This document is aligned with the Council for Exceptional Children *Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums*. The document contains specific descriptors of each area to be evaluated during student teaching. The descriptors may be useful for the Student Teacher, the Cooperating Teacher, and the University Supervisor in assessing the level of performance and pinpointing strengths and/or areas for improvement of the student teacher as observations are conducted. It may also be useful in reviewing specific components and requirements for the role of the special educator in planning the student teaching experience.

The following symbols are to be used to record observations:

- + Student teacher observed – performance SATISFACTORY
- Student teacher observed – performance UNSATISFACTORY
- N/O Student teacher not observed in this area

## **I. STANDARD 4 – INSTRUCTIONAL STRATEGIES**

### **\_\_\_\_\_ A. SELECTION OF INSTRUCTIONAL STRATEGIES**

1. Selects, adapts, and uses instructional strategies and materials according to characteristics of individuals with disabilities. CC4S3
2. Uses research-supported methods for academic and non-academic instruction of individuals with disabilities. GC4S1
3. Uses strategies from multiple theoretical approaches for individuals with disabilities. GC4S2
4. Teaches learning strategies and study skills to acquire academic content. GC4S3
5. Uses reading methods appropriate to individuals with disabilities. GC4S4
6. Uses mathematics methods appropriate to individuals with disabilities. GC4S5

### **\_\_\_\_\_ B. IMPLEMENTATION OF INSTRUCTIONAL STRATEGIES**

1. Uses strategies to facilitate integration into various settings. CC4S1
2. Uses strategies to facilitate maintenance and generalization across learning environments. CC4S4
3. Modifies pace of instruction and provides organizational cues. GC4S6
4. Uses appropriate adaptations and technology for individuals with disabilities. GC4S7
5. Uses responses and errors to guide instructional decisions and provide feedback to learners. GC4S12

6. Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. GC4S11

**C. STRATEGIES FOR LITERACY ACROSS THE CURRICULUM**

1. Identifies and teaches basic structures and relationships within and across curricula. GC4S10
2. Identifies and teaches essential concepts, vocabulary, and content across the general curriculum. GC4S13
3. Implements systematic instruction in teaching reading comprehension and monitoring strategies. GC4S14
4. Teaches strategies for organizing and composing written products. GC4S15
5. Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. GC4S16

**II. STANDARD 5 – LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS**

**A. PROGRAM AND CLASSROOM**

1. Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued. CC5S1
2. Identifies realistic expectations for personal and social behavior in various settings. CC5S2
3. Identifies supports needed for integration into various program placements. CC5S3
4. Designs learning environments that encourage active participation in individual and group activities. CC5S4
5. Modifies the learning environment to manage behaviors. CC5S5
6. Uses performance data and information from all stakeholders to make or suggest modifications in learning environments. CC5S6
7. Creates an environment that encourages self-advocacy and increased independence. CC5S9
8. Organizes and manage daily routines. CC5S12
9. Organizes, develops, and sustains learning environments that support positive intracultural and intercultural experiences. CC5S13
10. Structures, directs, and supports the activities of paraeducators, volunteers, and tutors. CC5S15

**B. BEHAVIOR MANAGEMENT**

1. Uses effective and varied behavior management strategies. CC5S10
  - a. Utilizes classroom rules consistently and effectively.
  - b. Follows through on consequences consistently and appropriately when rules are violated.
  - c. Anticipates problem behavior and takes appropriate preventive measures to manage them.
2. Uses the least intensive behavior management strategy consistent with the needs of the individual. CC5S11
  - a. Provides written behavior change statement indicating desired change.
  - b. Intervention strategy selected is approved in advance by cooperating teacher and university supervisor.
  - c. Implements intervention correctly.
  - d. Records data on student behavior appropriately.
  - e. Changes and records changes in intervention program as data indicates.
3. Mediates controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. CC5S14

4. Teaches individuals with disabilities to give and receive meaningful feedback from peers and adults. GC5S4

### **III. STANDARD 7 – INSTRUCTIONAL PLANNING**

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#### **A. IEP DEVELOPMENT**

1. Identifies and prioritizes areas of the general curriculum and accommodations for individuals with disabilities. CC7S1
2. Develops and implements comprehensive, longitudinal individualized programs in collaboration with team members. CC7S2
  - a. Develops a minimum of one IEP utilizing information obtained from the complete assessment battery.
  - b. PLEP indicates need for special education and is aligned with core curriculum.
  - c. PLEPs and annual goals consistent with the student’s identified disability and assessment data.
  - d. Attends an IEP meeting with parents, school administration, and staff.
3. Involves the individual and family in setting instructional goals and monitoring progress. CC7S3

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#### **B. DAILY INSTRUCTIONAL PLANNING**

1. Plans and implements age and ability appropriate instruction for individuals with disabilities. GC7S3
2. Prepares lesson plans. CC7210
  - a. Uses an advance organizer/anticipatory set
  - b. Thoroughly reviews prior to beginning new instruction.
  - c. Overtly models expected cognitive processes and task outcomes.
  - d. Provides sufficient guided practice.
  - e. Monitors for student understanding and skill acquisition.
  - f. Assigns independent practice only after students demonstrate the new skill.
  - g. Evaluation is aligned with learning objectives and activities.
  - h. Provides lesson closure and transition to next activity.
3. Sequences, implements, and evaluates individualized learning objectives. CC7S6
  - a. Aligns learning objectives with core curriculum and IEP
  - b. Uses task analysis in sequencing learning objectives. CC7S5
4. Integrates affective, social, and life skills with academic curricula. CC7S7
5. Prepares and organizes materials to implement daily lesson plans. CC7S11
6. Uses instructional time effectively. CC7S12
7. Makes responsive adjustments to instruction based on continual observations. CC7S13
8. Selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual. GC7S2

### **IV. STANDARD 8 – ASSESSMENT**

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#### **A. STANDARDIZED ASSESSMENT**

1. Administers nonbiased formal and informal assessments. CC8S2
  - a. Selects appropriate for the age, level, area of concern and population represented by the student.
  - b. Selects instruments that have adequate reliability and validity for the identified purpose of their usage.
2. Uses technology to conduct assessments. CC8S3
3. Interprets information from formal and informal assessments. CC8S5

4. Uses assessment information in making eligibility, program, and placement decisions for individuals with disabilities including those from culturally and/or linguistically diverse backgrounds. CC8S6
5. Reports assessment results to all stakeholders using effective communication skills. CC8S7

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#### **B. CURRICULUM-BASED ASSESSMENT**

1. Gathers relevant background information. CC8S1
2. Develops or modifies individualized assessment strategies. CC8S9
3. Evaluates instruction and monitors progress of individuals with disabilities. CC8S8
  - a. Conducts assessments on a schedule which provides timely monitoring of progress in the specific area.
  - b. Utilizes results to make instructional and programmatic decisions for students; i.e., instruction is modified and/or adapted, strategies changed, content sliced back or advanced.
4. Creates and maintains records. CC8S10

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#### **C. BEHAVIORAL OBSERVATION AND ENVIRONMENTAL ASSESSMENT**

1. Implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. GC8S1
  - a. Observes records, analyzes, and summarizes the behavior of the student in the regular classroom setting and other settings as appropriate.
  - b. Observation is related to referral and/or other area of concern.
  - c. Observation data is based on two or more observations.
  - d. Summary includes data on both the designated student's behavior and that of other students in the setting.
  - e. Results used in formulating behavioral intervention strategies.
2. Monitors intragroup behavior changes across subjects and activities. GC8S5
  - a. Observes, interviews, records, analyzes, and summarizes the demands/requirements of the setting(s)
  - b. Utilizes results in formulating daily instructional and/or intervention strategies.

### **V. STANDARD 9 – PROFESSIONAL AND ETHICAL PRACTICE**

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#### **A. INTERPERSONAL RELATIONS**

1. Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. CC9S6
2. Practices within his/her skill limit and obtains assistance as needed. CC9S7
3. Uses verbal, nonverbal, and written language effectively. CC9S8
4. Conducts self-evaluation of instruction. CC9S9
5. Reflects on his/her practice to improve instruction and guide professional growth. CC9S10
  - a. Demonstrates appropriate behavior and personal grooming.
  - b. Demonstrates enthusiastic and positive attitude to students, parents, and school professionals.
  - c. Accepts feedback and follows through appropriately.
  - d. Displays flexibility and accepting, open manner when confronted with unexpected changes or events.

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#### **B. PROFESSIONALISM**

1. Practices within the CEC Code of Ethics and other standards of the profession. CC9S1
2. Upholds high standards of competence and integrity and exercises sound judgment. CC9S2
3. Acts ethically in advocating for appropriate services. CC9S3
4. Conducts professional activities in compliance with applicable laws and policies. CC9S4

5. Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with disabilities. CC9S5

## **VI. STANDARD 10 – COLLABORATION**

### **A. WORKING WITH FAMILIES AND COMMUNITY MEMBERS**

1. Maintains confidential communication about individuals with disabilities. CC10S1
2. Fosters respectful and beneficial relationships between families and professionals. CC10S3
3. Assists individuals with disabilities and their families in becoming active participants in the educational team. CC10S4
4. Plans and conducts collaborative conferences with individuals with disabilities and their families. CC10S5
5. Uses local community and state resources to assist in programming with individuals with disabilities. GC10S1
6. Teaches parents to use appropriate behavior management and counseling techniques. GC10S3

### **B. WORKING WITH EDUCATION PROFESSIONALS**

1. Collaborates with school personnel and community members in integrating individuals with disabilities into various settings. CC10S6
2. Uses group problem solving skills to develop, implement, and evaluate collaborative activities. CC10S7
3. Models techniques and coaches others in the use of instructional methods and accommodations. CC10S8
4. Communicates with school personnel about the characteristics and needs of individuals with disabilities. CC10S9
5. Observes, evaluates, and provides feedback to paraeducators. CC10S10
6. Selects, plans, and coordinates activities of related services personnel to maximize direct instruction for individuals with disabilities. GC10S2
7. Collaborates with team members to plan transition to adulthood that encourages full community participation. GC10S4

COMMENTS:

\_\_\_\_\_  
Signature of Person Completing this Form

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

<Insert Observation Form Here>

<Insert Observation Form Here>

<Insert Observation Form Here>

<Insert Disposition Form Here>

<Insert Portfolio Rubric Here>

<Insert TWS Rubric Here>

<Insert TWS Rubric Here>

# Council for Exceptional Children

## Professional Standards

### Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

### Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1</sup>. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

### Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition<sup>2</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

### Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

### Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely

intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

## **Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

## **Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction..

## **Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

## **Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and

engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

## **Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
  2. "Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents coexisting with one or more disabling condition.
  3. "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.