Western Michigan University Undergraduate Special Education Program Handbook

College of Education
EXCELLENCE IN ACTION
WESTERN MICHIGAN UNIVERSITY
1903

A guide for students pursuing a bachelor's degree in Special Education

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College of Education — EXCELLENCE IN ACTION — WESTERN MICHIGAN UNIVERSITY 1903

Dear Student,

   Welcome to the Undergraduate Program in Special Education at the Western Michigan University. We, in the Department of Special Education and Literacy Studies, look forward to helping you with your professional development as a special education teacher. This handbook is a supplement to your official program of Study in Special Education and will assist in guiding you through your program. This handbook is intended to serve as a description of specific requirements in the Special Education Program including the coursework sequence, practicum experiences, intern supervision, student organization and outside activities.

   We look forward to working with you toward your endeavors and wish you much success! We hope you will let us know if you have any questions or concerns throughout this collaborative journey between students and faculty as you prepare as a teacher and change agent in the field of special education.

Sincerely,

The Special Education Faculty

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**College of Education
Department of Special Education
And Literacy Studies**

Special Education Program
Practicum and Internship Handbook
2008

SPED PROGRAM OVERVIEW

Dear Students:

Congratulations! The faculty of the Special Education Program in the Department of Special Education and Literacy Studies has reviewed your application and has accepted you for entry into the fall 2008 cohort group.

All applicants were rated and ranked based on the information provided about your GPA, Number of Credit Hours Completed, MTTC Basic Skills Test Scores, and Number of Volunteer Hours Completed. **Your acceptance into the program is contingent upon the completion of at least 56 credit hours and the maintenance of a GPA higher than 2.5 prior to the beginning of Fall semester 2008.**

Once we have received these two forms 1) Program Acceptance Agreement (green) and 2) Course Request Form (blue, you will be switched from PED and placed in the Special Education curriculum.

Please note: Each semester in the program you will be registered for your assigned block of special education courses by the department upon completion of a course request form. You will only be registered for special education courses – you are responsible for registering for your other coursework. Check the registrar's website (www.wmich.edu/registrar) during your priority registration scheduled time to get your special education schedule. You will be guaranteed admission to special education courses throughout your tenure in the program as long as you complete the courses in the specified sequence.

Please note the following conditions – your signed form constitutes your agreement to abide by them:

1. You will begin in Fall 2008 and take the following courses: SPED 3300, SPED 3310, SPED 3380 and SPED 3390 (10 credits).
2. If you need to drop out of any one course in a sequence, you must drop the entire block. If you do not take a block or do not receive a C or better in every course within the block, you must wait until the next year to retake that block since courses will be offered only once a year. Admission will be dependent on available space.
3. No special education courses will be offered to your cohort group during the Summer I or Summer II sessions.
4. You will complete two semesters of intern teaching, ten weeks in general education, ten weeks in the field of learning disabilities and ten weeks in the area of cognitive impairments.
5. This program will take three years to complete.

If you have any questions regarding registration please call Mrs. Judith Medendorp at 269-387-5935.

The Special Education Program Faculty looks forward to getting to know you.

Sincerely,

SPED Faculty

Program Overview

The Department of Special Education and Literacy Studies (SPLS) Special Education Program, offers undergraduate and graduate programs focused on preparation of educational professionals with expertise in meeting the needs of K-12 students with diverse abilities. Special education faculty offer a number of program options at the undergraduate, masters, and doctoral levels with an emphasis on the application of research-generated practices to improve students' educational and post-school outcomes. This handbook will focus on the undergraduate bachelor's degree offered in Special Education. Faculty are engaged in research initiatives that enhance both student engagement and learning.

Curricula for Teacher. The program for prospective teachers consists of three parts: (1) general education, designed to develop an intellectual foundation of appropriate depth and breadth in liberal arts and general studies; (2) advanced specialized study, in a major and minor field structured to develop a high level of academic competence and understanding; and (3) professional education study organized to prepare teacher candidates to work effectively in schools.

Prospective teachers choose to work for the **Michigan Elementary Provisional Certificate** (valid for teaching all subjects in grades kindergarten through fifth, all subjects in self-contained classrooms in grades kindergarten through eighth, and major/minor subjects in grades sixth through eighth) **OR** the **Michigan Secondary Provisional Certificate** (valid for major and minor subjects in grades seven through twelve).

The following undergraduate curricula lead to certification and are offered in the College of Education: Elementary Education, Secondary Education, **Special Education**, and Physical Education. Students seeking admission to these curricula must contact the Office of Admissions and Advising, 2504 Sangren Hall.

Students electing to major in Art, Career and Technical Education, Music, Physical Education, Health Education, and **Special Education** may be certified to teach in their specialized area in grades K-12 by completing the curriculum and certification requirements.

Students seeking admission to Special Education contact a faculty member in the Department of Special Education and Literacy Studies.

Teaching certificates are granted only to those students who satisfactorily complete an their approved teacher education program in special education with an overall grade point average of 2.5, passing scores on MTTC subject area test(s), and a bachelor's degree.

Program Admission

Office of Admissions and Advising

2504 Sangren Hall
(269) 387-3474

The Office of Admissions and Advising provides information regarding teacher education curricula and processes applications for admissions to those curricula in the College of Education. The office also provides academic advisement for students enrolled in non-teaching and teaching curricula within the College and advises post-baccalaureate students seeking initial teacher certification.

All students seeking admission to teacher education curricula as entering freshmen, transfers, or as students changing curricula must contact the Office of Admissions and Advising. All students declaring a preference for a curriculum leading to a teaching certificate will be assigned a pre-education designator at the time of admission to the University.

Students wishing to enter the **Elementary Education** or **Secondary Education** program must meet the following **minimum requirements at the time of application:**

- Once all of the above requirements have been met, a formal application requesting admission to the program must be submitted to the Office of Admissions and Advising, 2504 Sangren Hall.

Undergraduate Admission: Special Education Program Requirements. Each year the Special Education program establishes the maximum number of new students who can be admitted to either cognitive impairments and learning disabilities or emotional impairments and learning disabilities, for the following year. Students wishing to enter the **Special Education** program must meet the following minimum requirements at the time of application for consideration:

1. Successful completion of the *pre-education curriculum* of the College of Education including:

   - Completion of at least 35 credit hours
   - Completion of all Western Michigan University Intellectual Skills Development courses if required (e.g. MATH 1090, LS 1040, ENGL 1000)
   - Completion of an approved college level writing course
   - Completion with a grade of "C" or better ED 2500: Human Development (for Elementary and K-12 programs) or ES 2000: Introduction to American Education (for Secondary 6-12 programs)
   - Achievement of a cumulative grade point average (GPA) of 2.5 or better
   - Achievement of passing scores on the Michigan Test for Teacher Certification (MTTC) - Basic Skills Section

2. Admission to the Professional Education Curriculum of the Special Education and Literacy Studies Department:

- Attainment of junior status (at least 56 semester hours completed or in process at the time of application). Attainment of a minimum 2.5 grade point average.
- Achievement of passing scores on the Michigan Test for Teacher Certification (MTTC) - Basic Skills Section.
- Completion of a minimum of 30 clock hours of documented contact with a person(s) with disabilities. Students must contact the department to secure the appropriate forms for documenting this experience or to secure assistance in meeting this requirement.
- Submission of an application for admission to the Special Education Professional Education Curriculum by the announced date.

3. All completed applications will be evaluated using the following specific criteria:

- Forty percent weighting based on grade point average at the time of application.
- Thirty percent weighting based on performance on the Basic Skills Test (state required literacy test).
- Thirty percent weightings for semester hours completed, student essay, and other (subjective) criteria.
- Students selected for admission will comprise a cohort which will begin taking courses in the Special Education sequence the following fall semester. Courses must be taken in the prescribed sequence. Six semesters (course work plus intern teaching) are required to complete the Professional Curriculum in Special Education.

Admission applications will be processed once a year. Admission to the Special Education program is not guaranteed.

Advising

The department provides advising to all students who wish to major in Special Education, whether or not they are currently enrolled in the department's curricula. Students are expected to meet with College of Education advisors and Special Education advisors early in their college careers.

Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

Office of Field Placements
2206 Sangren Hall
(269) 387-3466

I.   At the end of their program, all **teacher education students** complete an internship coordinated by the Office of Field Placements.

- **Special Education** students have a two semester internship.
  Regular Education Internship (14 credits)
  Special Education Internship (14 credits)

II. The following **requirements** must be met **prior to internship**:

1. Admission to the Professional Level (see the pre-education requirements on p. 9)
2. Completion of all coursework
3. A cumulative grade point average of 2.5 or better
4. An overall grade point average of 2.5 in the Professional Education sequence with no grade lower than a "C" in any professional Education course
5. Satisfactory recommendation from major and minor departments
6. Completion of methods course(s) in the major and/or minor with minimum grade of "C"

III. All Internship applications are due **one year prior to internship** as follows:

- **Fall:** October 1 of the preceding Fall.
- **Spring:** April 1 of the preceding Spring.

IV. Additional information for **Special Education Internships**
Special Education internships are coordinated through the Department of Special Education and Literacy Studies, 269-387-5935 or http://www.wmich.edu/coe/spls/sped.htm

Intern Teaching Application

Step 1: Pick up an application instruction packet **one year prior to the semester you plan to intern teach** from the Office of Field Placements, 2206 Sangren. Your Western ID number will be requested and a file created for you. Applications for fall 2009 will be available September 2, 2008 and are due November 21, 2008.
Step 2: Complete the online application and the forms in the packet.
Step 3: Complete a Word document for your major/minor course record which is your specific program.
Step 4: Turn all documents into the Office of Field Placements, 2206 Sangren by the deadline

Special Education Coursework and timeline

The Special Education Curriculum includes 56 hours of special education content courses, practica, and intern teaching experiences. Content courses focus on characteristics of learners, classroom management, assessment, interventions, transitions, collaboration, and other content aligned with the CEC standards. Practica and intern teaching experiences, provide opportunities for teacher candidates to apply and further the knowledge they developed in their content courses.

Coursework Sequence

Semester	Required Coursework	Faculty	Credits	Total
YEAR 1				
Fall	SPED 3300, Intro to Special Education SPED 3310, Classroom Practicum: Intro to SPED SPED 3380, Classroom Management SPED 3390, Consultation & Communication in SPED	Dr. Sarah Summy Doctoral Student Dr. George Haus Part-time	3 1 2 3	9
Spring	SPED 3150, Intro to Early Childhood in SPED SPED 3250, Intro to Transition Issues SPED 3700 or 3400, Intro to EI or CI SPED 3750 or 3450, Classroom Practicum: EI/CI SPED 3710 or 3410, Education of learners with EI/CI	Dr. Kristal Ehrhardt Dr. Paula Kohler Dr. Summy or Dr. Rao Dr. Summy or Dr. Rao Dr. Summy or Dr. Rao	1 2 3 3 1	10
YEAR 2				
Fall	SPPA 4950, Oral Language Develop & Dysfunction SPED 4340, Curriculum & Intervention in SPED SPED 4330, Assessment for Intervention in SPED SPED 4040, Classroom Practicum: Assess for Interv	Staff Dr. Elizabeth Whitten Dr. Kristal Ehrhardt Dr. Elizabeth Whitten	2 3 3 1	9
Spring	SPED 4800, Introduction to Learning Disabilities SPED 4810, Classroom Practicum: LD SPED 4850, Education of Learners with LD EDT 3470, Technology for Elementary Education	Part-time	3 1 3 2	9
YEAR 3				
Fall	ED 4710, Intern Teaching: Elementary/Middle School ED 4100, Seminar in Education SPED 4760, Intern Teaching in SPED: LD	Staff Staff Dr. Elizabeth Whitten	8 2 4	14
Spring	SPED 4740 or 4750, Intern Teaching in SPED: CI/EI SPED 4100, Seminar in Education SPED 4760, Intern Teaching in SPED: LD	Part-time Dr. Elizabeth Whitten Dr. Elizabeth Whitten	8 2 4	14

Program and Additional Requirements

Endorsement Major
Students who have chosen the Special Education curriculum will complete one of two endorsement majors; the requirements for each are listed in the endorsement programs

Academic Minor (20-24 hours)
Students may select from any minors approved for elementary or secondary education except for Integrative Creative Arts and Early Childhood Education. These latter two minors may be selected as a second minor.

University General Education Requirement (40 hours)
The University General Education Requirement is 37 hours. An additional three hours in General Education courses from the College of Arts and Sciences (nonprofessional courses only) are required for Michigan certification.

Baccalaureate-Level Writing Requirement
Students who have chosen the Special Education Curriculum will satisfy the Baccalaureate-Level Writing Requirement by successfully completing ES 3950: School and Society, which is included in the curriculum requirements for each of the special education endorsements.

Field and Clinical Experiences

Practica Experiences
The WMU special education faculty view field experiences as essential to high-quality preparation in special education. To that end, teacher candidates in the program are required to participate in four field experiences or practica relating to courses in the special education major prior to internship. A practicum experience is offered every semester the candidates are completing coursework. A database has been established to guarantee that each candidate has special education field work experience at the elementary, middle, and high school level as well as at least one severe placement, one inclusion placement, and one resource room placement. Each practicum experience is taken concurrently with either one or two other special education courses during the 15 week semester. Because practica experiences are connected to course work, each experience has different performance criteria. However, in general, candidates are to observe or apply concepts learned during university classes in their accompanying field experience. For each of the four required field experiences, students must complete all required activities. Prior to internship teacher candidates complete approximately 240 hours in a variety of school settings, serving either students with disabilities or students at risk for learning or behavioral problems. Each practicum experience requires at least two university supervisor observations, a weekly email to the university supervisor from each candidate, and mid-term and final self-evaluations and cooperating teacher evaluations.

Section I—Table 1
Required field experiences prior to internship – Taking Theory to Practive

Course(s)	Related Field Experience	# Credits for Practica
SPED 3300: Intro to SPED	SPED 3310: Practicum in Special Education	1 hr.
*SPED 3700: Introduction to El *SPED3750: Education of Students with El	*SPED 3710: Practicum in EI	1 hr.
*SPED3400: Intro to CI *SPED 3450: Education of CI	*SPED 3410: Practicum in CI	1 hr.
SPED 4800: Intro to LD SPED 4850: Education of LD	SPED 48 10: Practicum in LD	1 hr.
SPED 4330: Assessment for Intervention SPED 4340: Curriculum and Intervention	SPED 4040: Practicum in Assessment and Intervention	1 hr.

*Students take either the CI or El coursework.

Program faculty view formative and summative evaluation as crucial for the success of the practica and important for quality control of sites. These practica are evaluated in a number of ways. In all four of the practica, the Clinical Experience Evaluation is completed by the mentor teacher. Also, students are asked to rate the quality of their practicum using the Practicum Evaluation Site Form. Furthermore, students are asked to turn in weekly narrative reports of their activities during practica. Three of the practica, SPED 3710, 3410, and 4810, use the Renaissance Teacher Work Samples, to evaluate student performance. One of the practica, SPED 4040, uses a direct assessment to intervention case study to evaluate student performance and the impact of intervention on K-12 learners.

Intern Teaching Experiences

In addition to their general education intern experiences, all students in the undergraduate special education program complete two 10-week intern teaching experiences (EI and LD or CI and LD). They also attend an intern teaching seminar aligned with the intern experience.

Section 1—Table 2
Required intern experience coursework and activities

Course(s)	# of Credits	Course(s)	# of Credits
ED 4100: Seminar in Education	2 hrs.	ED 4710: Intern Teaching: Elem/Middle School	8 Hrs.
*SPED 4100: Seminar in Special Education	2 hrs.	*SPED 4740: Internship in CI	8 hrs.
* SPED 4100: Seminar in Special Education	2 hrs.	*SPED 4750: Internship in EI	8 hrs.
SPED 4100: Seminar in Special Education	2 hrs.	SPED 4760: Internship in LD	4 hrs.

*Students take either the CI or El coursework.

Consistent with procedures for practica, all internship experiences are evaluated using formative and summative evaluation. Intern teachers and mentor teachers complete comprehensive evaluations of intern progress at mid-term and at the conclusion of the field experience. (See Assessment 4 attachments). A standard intern evaluation form, i.e., the Evaluation Reports for Interns, is used throughout the WMU College of Education. In addition, university supervisors complete observations of interns during the field experience using the Teaching Observation Summary form.

Admission, Retention, and Exit

Each year the WMU Special Education Program admits up to 60 undergraduate students into the bachelors program. Approximately half of the students will complete the EI/LD option and half will complete the CI/LD option. A cohort model is used, with students following an established curriculum every semester. If students wish to take courses out of sequence, they must make such a request in writing to the Special Education Program Coordinator.

The WMU Special Education bachelor's program uses the following admission procedures. Any student who wishes to major in Special Education must be admitted to the pre-education curriculum in the College of Education. By January 15, of the Fall Semester prior to entry, students must submit an application to the Special Education Program. The minimum criteria for admission include:

1. Completion of the WMU College of Education Pre-Education Curriculum.
2. Junior status (at least 56 semester hours completed or in process).
3. Minimum of a 2.5 GPA.
4. Passing scores on the Michigan Test for Teacher Certification (MTTC)—Basic Skills Section.
5. Completion of a minimum of 30 clock hours of documented contact with a person(s) with a disability.
6. Submission of an application for admission.

Once admitted to the program, students must obtain a "C" or better in all Special Education courses. If a "C" is not earned in a course, students must re-take the course to proceed in the program.

Program faculty makes every effort to retain students once they are admitted to the program. Student performance is monitored closely during course work and field experiences. At bi-monthly program meetings, faculty discusses student performance. Any students identified as needing remediation or assistance are asked to meet with a Student Concerns Committee, composed of three special education faculty. The purpose of the committee is to develop an action plan to address any needed improvements in field or course work. The action plan describes, specifically, what the student needs to do to successfully complete the area needing remediation. A timeline for completion and evaluation criteria are specified. If the student does not succeed in passing a course or a field experience after the action plan is in place, he or she might be dismissed from the program. Dismissal is a rare occurrence. In a typical year, only one undergraduate will be dismissed from the program in this manner. More commonly, if students do not complete the program, they elect to stop due to changing professional interests. The College of Education's Professional Concerns Conference Record Form is used to monitor and document this process.

Reflective practitioners are, themselves, **learners.** They acknowledge their own continual learning and seek to model lifelong learning for their students and colleagues. Candidates are asked to explore their own learning styles and behaviors and to critically examine how their experiences may affect their future practice (Entwistle, Skinner, Entwistle, & Orr, 2000).

The Special Education Program has embraced the "reflective practitioner" model and has selected the following complimentary program objectives.

The special education undergraduate programs will prepare undergraduate students to:
1. Provide quality educational services to students with disabilities in the state, region, and nation.
2. Use interdisciplinary communication skills associated with a teacher consultant role.
3. Plan and implement outcome-oriented educational programs for students with disabilities utilizing a student-centered process.
4. Work effectively with parents.
5. Implement the Clinical Teaching Model in their educational programs serving students with disabilities.
6. Function as a resource for general educators serving students with disabilities.
7. Serve as a resource for parents/guardians of students with disabilities.
8. Serve as an advocate for individuals with disabilities in our society.
9. Function as a professional in the field of education.

10. Be a critical consumer of current and emerging educational techniques and technologies.
11. Demonstrate knowledge regarding the issues and needs of traditionally underrepresented populations.

   Students complete two, fifteen week intern teaching assignments, one in General Education, one in Learning Disabilities, and one in Emotional Impairments or Cognitive Impairments. Intern teaching placement is made only within predetermined areas in Southwest Michigan and Germany. Intern teaching placement in or near home school districts should not be anticipated or expected.

Teacher Testing

Public Act 282 (1992) amends Section 1531 of Public Act 451 (1976), as amended by Public Act 267 (1986), mandates the implementation of a teacher certification testing program in Michigan effective July 1, 1992. Under the provisions of this act, all candidates for teacher certification in Michigan must pass a basic skills (reading, writing, math) test. Candidates for a secondary level teaching certificate must pass the appropriate available major/minor subject area examination for each subject area in which they are to be certified. Candidates for an elementary level teaching certificate must pass the elementary certification examination, and the appropriate available subject area examination for each subject area, if any, for which they apply to be certified. The basic skills examination must be passed prior to enrollment in intern teaching. The elementary examination and the subject area examinations must be passed before a person is recommended for certification.

State Elementary Provisional Certificate Minimum Hours Required: 130 hours

This act requires the passing of appropriate and available test(s) prior to the addition of new subjects or grade-levels.

Information regarding required teacher testing and test booklets may be obtained from the Office of Admissions and Advising, 2504 Sangren Hall.

Certificates

Michigan Teaching Certificates, Validity Level
There are two basic levels of Michigan teaching certificates currently available:

1. **Elementary** certificates issued after September 1, 1988 have the following validity: Kindergarten through fifth grade all subjects; kindergarten through eighth grade all subjects in a self-contained classroom; and sixth to, and including, eighth grade in the teachable major(s) and/or minor(s) for which a subject area test has been passed.
2. **Secondary** certificates issued after September 1, 1988 have the following validity: Sixth through twelfth grade in teachable major(s) and minor(s).

Types of Michigan Certificates

There are four basic types of Michigan regular and vocational certificates currently available:

- the required initial certificate, called the **Provisional**
- the **Professional** certificate, which may eventually be obtained when the holder of a Provisional certificate meets requirements as outlined in the "Professional Certificate" section below
- the **Interim Occupational certificate**; and the **Occupational Education** certificate.

Provisional Certificate

A Provisional certificate is issued by the Michigan Department of Education upon satisfactory completion of an approved program, including a bachelor's degree, offered by a teacher preparation institution and payment of a $125.00 certificate fee. An overall grade point average of 2.5 is required at Western Michigan University for a Provisional certificate. Effective September 1, 1991, the Michigan Board of Education issues a teaching certificate to a person only after that person passes both a basic skills examination and an appropriate subject area examination for each subject in which certification is granted. Effective July 1, 2004, candidates for initial teacher certification must also present evidence that they have successfully completed an approved course in first aid and adult and child cardiopulmonary resuscitation and hold valid certification from the American Red Cross or the American Heart Association.

Professional Certificate

The requirements for the Professional certificate are:

1. **Experience.** The candidate must have taught successfully for the equivalent of three years following the issuance of and within the grade level and subject area validity of the Provisional certificate.

   The success of the teaching experience is determined by the State Board of Education upon recommendation of the University and of the local school district(s) in which the candidate taught.

   Experience can be accumulated through part-time (including substitute teaching under the following pro-rating formula: one half or more of a teaching day (2-1/2 or more clock hours) is the equivalent of one day, and 150 accumulated days is the equivalent of one year. There is no requirement that such experience be under contract, in consecutive years, be completed in Michigan, nor be completed before expiration of the Provisional certificate. All experience stays forever cumulative toward the Professional certificate.

2. **Planned Program.** The candidate must earn eighteen semester hours *after* the issuance of the Provisional certificate in a course of study established and/or approved as a "planned program" by an approved teacher education institution. A person with an approved master's or higher degree (regardless of when earned) is not required to complete the eighteen semester hour program.

- A "planned program" is a master's degree program, an additional subject endorsement (a major or minor program), an additional grade level program, or an eighteen hour professional development program signed by the Certification Officer.
- Beginning September 1, 1993, Public Act 182 of 1992 was implemented. This act requires subject area testing prior to adding additional subject or grade-level endorsement(s).
- WMU students who wish to be recommended for the Professional certificate by WMU must earn at least twelve semester hours of the eighteen semester hour program from WMU.
- Credits may not be earned by correspondence, from a two-year college, or from a non-accredited institution. The candidate must earn a grade equivalent to a "C" or better in all courses.
- All candidates for the Michigan Professional certificate must present a minimum of six semester hours of reading methodology credit for the elementary level certificate or three semester hours of reading methodology credit for the secondary level certificate. Such credit may have been completed at any stage of the candidate's college level preparation; it has been an integral part of teacher preparation programs at Michigan colleges and universities since July 1, 1983.
- Effective July 1, 2009, any teacher who does not hold a Professional Certificate is required to complete a **3 credit hours course of study**, with appropriate field experiences, in **diagnosis and remediation of reading disabilities, and differentiated instruction** to obtain either a renewal of the Provisional or the Professional Certificate. The approved course at WMU is LS 5160: Professional Symposium in Reading.

MTTC Testing dates

Test Date	Regular Registration Deadline	Late Registration Deadline	Emergency Registration Deadline	Score Report Date
October 17, 2009	September 11, 2009	September 25, 2009	October 9, 2009	November 13, 2009
November 14, 2009	October 2, 2009	October 23, 2009	November 6, 2009	December 11, 2009
January 9, 2010	November 27, 2009	December 18, 2009	December 31, 2009	February 5, 2010
April 17, 2010	March 5, 2010	March 26, 2010	April 9, 2010	May 14, 2010
July 10, 2010	May 28, 2010	June 18, 2010	July 2, 2010	August 6, 2010

Go to http://www.mttc.nesinc.com/MI13_testdates.asp for more information

UNDERGRADUATE SPECIAL EDUCATION PROCESS

There are four phases to obtaining an undergraduate degree in Special Education. Each phase must be completed in order to reach phase 4, Graduation.

Phase 1-Application Process

- ☐ Completion of all WMU Intellectual Skills Development course
    - o Math 1090
    - o LS 1040
    - o Engl 1000
- ☐ Completion of an approved college level writing course
- ☐ Completion with a grade of "C" or better in:
    - o ED 2500   OR   ES 2000
- ☐ Cumulative grade point average of 2.5 or better
- ☐ Achievement of passing scores on the MTTC – Basic Skills Section
- ☐ Attainment of junior status (at least 56 semester hours completed or in the process)
- ☐ Completion of a minimum of 30 clock hours of documented contact with a person(s) with disabilities.
- ☐ Documentation of current TB test

Phase 2-Coursework Completion

☐ SPED 3300	☐ SPED 3750 OR 3450	☐ SPED 4810
☐ SPED 3310	☐ SPED 3710 OR 3410	☐ SPED 4850
☐ SPED 3380	☐ SPPA 4950	☐ EDT 3470
☐ SPED 3390	☐ SPED 4340	
☐ SPED 3150	☐ SPED 4330	
☐ SPED 3250	☐ SPED 4040	
☐ SPED 3700 OR 3410	☐ SPED 4800	

Phase 3-Internship

☐ ED 4710	☐ SPED 4740 OR 4750
☐ ED 4100	☐ SPED 4100
☐ SPED 4760	☐ SPED 4760

Phase 4-Graduation

Look ahead to graduation! Undergraduates are strongly encouraged to submit their graduation audit after completing 88 credit hours. The graduation audit should be completed in the College Advising Office and then returned to the Office of the Registrar.

Deadlines to return an audit application:

Spring graduation is Dec 1   Summer I & II is February 1   Fall graduation is August 1

Western Michigan University

College of Education
Department of Special Education
And Literacy Studies

Special Education Program
Practicum and Internship Handbook
2008

INTRODUCTION TO INTERN TEACHING: SUPPORTING INFORMATION AND DIRECTIONS

<u>INTRODUCTION</u>

This handbook's focus is to provide information concerning the field experience of an intern teacher in special education. The contents are intended to explain terminology, define roles, establish a philosophical base, and include strategies for use by the Mentor Teacher, Intern Teacher, and University Coordinator. In order to simplify the contents, the pages are color-coded—yellow for intern teachers, pink for mentor teachers and white for the evaluation forms.

Since the cluster-site programs in the field are at various developmental states, some of the material in this handbook is not equally applicable across all sites. We invite all participants involved in the partnership to share ideas and make suggestions for the further development of this document.

The local school district and the building in which the intern teacher is assigned can provide helpful information that will acclimate the intern more quickly to the school. The following list suggests information a mentor teacher may want to provide an intern teacher: district annual reports, district brochures and maps, professional staff handbook, policies that affect the intern directly, information about the community, staff directory, district or building events calendar, schedules, additional duties expected of staff (i.e. recess) and parent/teacher/student organization and meeting times.

Congratulations are given to the intern teacher who is about to enter the final state of the initial phase of preparing to become a teacher. Feel proud of your accomplishment and reflect often on the progress that you have made since beginning your journey toward learning about teaching/learning. Be aware of what your goals were early in the program and what they have become now that you are about to become an intern. During your internship, take advantage of the professionals with whom you interact, your mentor, university coordinator, other colleagues in the school, as well as students and professors with whom you have interacted with back on campus and out in the schools. All of them can serve to guide you when you have a question and to listen to you when you have a concern.

In the classroom, recognize the power of being in a supervised laboratory in which your mentor guides your learning as a co-teacher. Initially you will be asked to model theory into practice, based on guidance and facilitation by your mentor and university coordinator. You will gradually assume the classroom leadership role as you become adept at planning and refining your understanding of best teaching practice, the students you teach, and the society in which we live. You will continue to co-teach as you take the lead in the guidance and facilitation roles.

This handbook serves as a resource. Explore it carefully and return to it often. Welcome and best wishes for a successful and productive internship semester.

INTERN TEACHING IN SPECIAL EDUCATION: INTERN TEACHER

➢ There are a number of people who are significantly involved as members of your education team during your teaching internship. The members of your team include (1) you, the intern teacher, (2) your mentor teacher, (3) your university coordinator, (4) school administrator, (5) your intern colleagues, (6) your students and their families and (7) professional educators and staff members from your school community and Western Michigan University. Rapport is essential between and among all members of the team. All relationships should be founded on mutual respect and understanding.

➢ In beginning your intern teaching, you are entering a significant and very important phase of your professional preparation. In undertaking this experience, you are assuming responsibilities like those of a regularly employed teacher. You are responsible for your own serious effort. While your mentor teacher, university coordinator, and other members of the team will support and reinforce your commitment to learn, increasing your teaching understanding, knowledge and skill will depend primarily on you. It is YOUR responsibility to ask questions, raise issues, and talk about concerns or uncertainties.

➢ Your university coordinator is the link between the College of Education and the participating school(s) involved in the intern-teaching program. The coordinator's role includes being supportive, encouraging, and responding to your concerns, as well as being serious and rigorous in promoting your attention to professional high standards of performance and timely completion of responsibilities.

➢ School administrators also play an important role in this collaborative effort. It is the responsibility of the school administrative team to provide the leadership in "setting the tone" for the professional laboratory in which you will work.

➢ In addition, a variety of other individuals listed above will contribute to your internship experience. Your ability to build and sustain positive relationships with your team members will greatly enhance your success as a beginning teacher.

➢ It is not the intent of this handbook to stifle the creativity of you, your mentor teacher, or any other member of your team, but to serve as a guide to all of us as we go through the teaching internship experience together.

PROFESSIONALISM

Getting Started as an Intern Teacher

The first days of your intern teaching assignment are extremely important because they set the tone for the full experience. Orientation to the school and community should continue throughout the assignment, but a large share takes place the first week. During the orientation period, you may feel a bit overwhelmed by the wealth of information and extent of your responsibilities and requirements. Listen carefully, take notes, smile, and enjoy! This time will pass quickly and you'll soon be comfortable in your new role. Creating a support system with other intern teachers can also be very helpful. You may be unbelievably tired the first few weeks of intern teaching. If you eat well, get a reasonable amount of rest, and renew and refresh yourself as needed, you will be less susceptible to illness and find it easier to be pleasant and productive.

As an intern teacher, you represent a profession. As a professional, you are expected to participate fully in the life of your school community and you are also expected to abide by

certain regulation, including a professional conduct code. What follows are suggestions for assuming your position as a professional educator.

Initiative and Involvement

Involve yourself in the life of the school. Attend after-school and evening activities as deemed appropriate by your mentor teacher. Students like to see their teachers at special school events. In addition, you will obtain a better understanding of the school community by participating in activities in addition to those during the regular school day. At minimum, you will be expected to assume the same schedule as your mentor teacher when attending events before or after school hours. Volunteer for things, but know your limitations. Contact parents ONLY when it is done as a joint effort and responsibility with your mentor teacher.

Involve yourself with faculty happenings—if you are invited—but NEVER discuss students with your mentor teacher or other staff members in the teacher's lounge or any place in which you could be considered gossiping (Sorenson and Veele, 1978).

Professional Confidence and Obligations

Doctors, teachers, lawyers and other professionals make it a practice to respect the privacy of their clients. The problems and confidences of your students, their parents, and the school staff should never be discussed with anyone who does not have a professional right or need to know them. As you are aware, gossiping about students, parents, and school personnel can cause embarrassment or even more negative consequences (Sorensen and Veele, 1978).

You are expected to uphold professional integrity. It is your duty to report all relevant observations and concerns to those in authority. If you discover something about a student which your mentor teacher or the school administrator should know in order to help that child, by all means report it to the appropriate authority.

Dress

It is important to be aware of your personal appearance and the message it conveys. The entire public can read this message that you send about yourself. The message is conveyed to the students of your school, as well as to the administration, your colleagues, and parents in the community. Appearance not only affects how you are perceived and received, but also affects your work attitude and discipline of students (Wong and Wong, 1991). You are much better off making dress work for you than allowing it to work against you.

Appropriate dress for your particular intern teaching assignment may be determined by consulting your school's faculty handbook, by discussing this topic with your mentor teacher and by checking with the building principal. Look around you to see if there appears to be an accepted standard of dress among faculty members. Cleanliness and neatness are always important factors and are part of an overall professional look.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

*Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Written and Oral Communication

Teachers are models for written and oral expression in the classroom. It is necessary for you as an intern teacher to be competent in this area. Spelling, punctuation, grammar, and language usage need to be mastered. You should avoid improper use of slang or repetitive expressions. Writing legibly in cursive and manuscript handwriting is important to model for students as well.

Intern teachers need to possess and polish the ability to speak and write spontaneously. This skill is needed as teachers write on transparencies and wallboards, write notes to parents, participate in inter-school communication, record anecdotal information, complete report cards, and take part in committee work.

Written and oral communications are representations upon which judgments are made. Accordingly, it is imperative to reflect on your ability in these areas.

POLICIES AND PROCEDURES FOR INTERN TEACHING

The following policy information, compiled for use during the intern teaching assignment, is meant to provide a framework to assist in building a successful internship.

ATTENDANCE/PUNCTUALITY

During the intern experience, daily attendance is required at the site and at all scheduled intern seminar sessions. Attendance and promptness are an indication of commitment. Accordingly, intern teachers will be expected to devote full time to the internship while assigned to your school. Intern teachers are not to be excused early or allowed to report late because of work schedules or personal business.

The intern teacher will follow the prescribed time schedule and calendar established for the personnel at the site. In cases where the school schedule deviates from that of the University, the interns will follow the school calendar. The internship continues through final exam week and ends with the University semester. Intern teachers who desire to participate in school activities beyond this date do so only as guests of the school.

The intern teacher is required to attend staff development sessions, parent-teacher conferences, open house events, faculty meetings and other extracurricular activities deemed appropriate by the mentor teacher. Open house and some parent conferences are often evening events, so the intern teacher will need to plan accordingly.

If school is closed due to weather or similar emergencies, the intern teacher should follow the attendance policy required of the professional staff. The intern seminar will meet as scheduled, unless indicated otherwise by the coordinator.

Intern teachers are expected to follow the holiday schedule of the assigned school. If, due to personal religions affiliations, the intern teacher must be absent on a regularly scheduled school day, special arrangements must be made in advance with the mentor teachers and coordinator.

If illness or personal family circumstances cause an absence, the intern teacher is required to contact personally the mentor teachers ahead of time, preferably the night before or early in the morning. If appropriate, lesson plans must be left for any activities for which the intern teacher is responsible. The textbooks, materials, teaching guides, and manuals must be delivered to the school for the mentor teacher's use during the absence.

In the event of an unforeseen circumstance resulting in more than three (3) absences, the mentor teacher, coordinator, and the intern will arrange the make-up requirements. The plan is subject to approval by the Chair of the Department of Educational Studies.

HEALTH AND LIABILITY COVERAGE

Health and Liability insurance are required while intern teaching. Proof of health insurance must be submitted at the time of application to the intern semester. A negative TB verification must also be on file in the Office of Field Studies and is also required to be on file in the school. Liability coverage is obtained automatically when tuition and fees are paid during the internship semester. The intern is not assessed a student health fee during the period of intern teaching. If the intern wishes to obtain student priced services at the Sindecuse Health center on campus, the heath fee must be paid before or at the time of the first appointment.

A number of school districts are now requiring their employees to be immunized with the Hepatitis B vaccine. The intern may purchase the series of Hepatitis B vaccinations or sign a waiver at the school declining the vaccinations.

INTERN TRANSPORTATION
The intern teacher is expected to provide transportation to and from school and seminars. The coordinator may assist in facilitating arrangements for car-pooling and ride sharing.

COURSEWORK AND EMPLOYMENT DURING INTERN TEACHING
Enrollment in university on-campus or correspondence coursework other than intern teaching and the concurrent seminar is not permitted while interning. While it is recognized that other responsibilities (such as coaching, extracurricular activities or outside employment) may also occur during intern teaching, these activities must not detract from the performance of the intern teacher as an educator. The intern must inform the coordinator and mentor teacher at the beginning of the semester in writing if involved in any other outside roles. If the intern's performance is negatively influenced by outside interests, counseling to drop one responsibility or the other will occur. Since full attention is required for successful completion of intern teaching, outside employment should be avoided or limited. The intern will invest a monumental amount of time and effort during the internship.

SUBSTITUTE TEACHING
Interns (student teachers) cannot be used legally as substitute teachers in those cases where a supervising teacher is absent form school or unavailable for other reasons, except in those cases where the absence of the supervising teacher from the classroom is necessary for the promotion of the student (intern) teacher program. (Michigan State Board of Education Policy Manual 9-84 code IVJ Topic title "Teacher Certification-Student teachers May Not Serve as Substitutes" SBE Minutes 1-6-61 p. 104).
In the event that an intern teacher oversees the classroom in this circumstance, a certified employee should be available to assist the intern teachers and to assure that students are being properly supervised.
If the mentor teacher is absent for a professional activity that would provide valuable experience for the intern, the intern teacher is expected to accompany the classroom teacher.

WORK STOPPAGE
In case of strike or work stoppage, the intern teacher should not report to the assigned school but to the coordinator or the Office of Field Studies for further direction. An intern will be reassigned if the strike or stoppage exceeds two weeks. Intern teachers are expected to assume a neutral role during collective-bargaining sessions. Difficulties in finding another assignment may result in delaying the scheduled date of certification and graduation.

TRANSPORTATION OF STUDENTS
The intern teacher is not to transport students in a personal vehicle for any reason. The intern may transport students for school functions if requested by a school administrator provided that a school vehicle is used and that the school district assumes responsibility for every and all costs associated with any damages, injuries, and legal fees arising from the intern teacher's actions while transporting the students. This type of site request must be approved by the university coordinator.

LAWS FOR EDUCATORS

Interns are expected to be knowledgeable of laws such as: the child protection law for reporting child abuse and neglect and the law for banning corporal punishment in schools. The intern should be well informed about all school policies addressing these and other pertinent laws.

INTERN TEACHING IN SPECIAL EDUCATION: MENTOR TEACHER

Being a mentor teacher involves work beyond the demands of being a classroom teacher. However, there will be benefits to having an intern teacher in the classroom. Not only will the mentor teacher provide support and information to the intern teacher, but also involve other professional staff in the building to give information and support to the intern teacher. The role of the mentor teacher includes the following:

- mentoring the intern teacher
- assisting intern teachers in continuing to build a philosophical and pedagogical foundation
- guiding intern teachers to apply newer conceptions of learning
- creating a supportive environment which allows for problem solving, discovery and analysis
- modeling for the intern teacher
- facilitating the independence of intern teachers in planning, teaching and self-evaluation
- observing interns on a regular basis and providing them feedback regarding their teaching
- assessing and evaluating the growth and progress of intern teachers
- collaborating and communicating with college coordinator

The reflective and effective mentor takes a constructivist perspective and sees mentoring as a complex interaction among the new teacher's past experiences, personal purposes and subject matter requirements. New teachers should be active participants rather than passive recipients during the learning process.

Interns enter their field experience with various levels of readiness for the demanding world of teaching. Mentor teachers will need to assess the readiness of the interns and gradually guide them through a full and rich experience. These opportunities must be planned, organized, and facilitated by mentor teachers. Some of these opportunities should be initiated at various points in the semester experiences. Recommendations for facilitation include:

SUGGESTIONS TO START THE PROCESS….

- Provide time for the intern; plan a schedule for regular dialogue and questions
- Discuss the goals and outcomes of the Intern Program
- Give the intern teachers a tour of the building and make introductions to all staff and other persons working in the building
- Introduce the intern teachers to the students in the classroom
- Prepare the students and parents with information about intern teachers and other roles to be carried out in the classroom
- Allow the intern teachers to carry out tasks immediately; Involve the intern teacher in actual teaching experiences in areas where s/he is confident

- Review the annual instructional and curriculum plan
- Explain health and safety procedures (such as fire and tornado drills, administration of medicines, treatments of injuries, etc)
- Provide the intern teachers with copies of staff and student handbooks, contracts, and building and district rules and regulations
- Provide the intern teacher with a lesson plan book and explain its use
- Schedule observation opportunities and participation experiences in settings other than the assigned classroom
- Provide regular oral feedback and complete formal written evaluations
- Provide copies of the teachers' and students' textbooks and other instructional material to use during intern experiences
- Create a work space in the classroom especially designed for the intern teacher
- Explain the student cumulative record (CA 60) and allow the intern teacher opportunities to review the files of the students
- Show the IEP form and other special education forms which are given out to the families
- Provide information on the special education program, referral, evaluation, and IEPC processes
- Invite the intern teacher to IEP meetings to observe and allow appropriate comments
- Give the intern teacher copies of report cards and other forms used to document student performance; describe the ways that they may contribute to the student-assessment process
- Expect the intern teacher's full participation in all faculty meetings and other appropriate activities or events and inform him/her of times and location
- Invite the intern teacher to participate in social events in the school and district when appropriate

AS THE SEMESTER PROCEEDS…

- Collaborate with the intern teacher to set the focus for observations and dialogue about her/his teaching practices
- Gradually guide the intern teacher to be more and more responsible for designing the teaching/learning process and engaging students in learning
- Provide frequent and ongoing feedback and guidance in developing self-analysis skills through reflection
- Encourage and support the use of a variety of media support materials. The intern teacher will be developing a portfolio and will also need to videotape lessons
- Share suggestions and ideas and encourage creative thinking to support the development of instructional practice
- Continue to model and guide the planning process, using team planning as the focus
- Wherever appropriate, suggest ways to organize and manage all of the instructional materials and informational items begin collected and used
- Direct and assist the intern teacher to collect and save documentation of teaching events to be displayed in the career portfolio (example: photographs, slides, personal notes from students, parents, mentor, and principal)

NEAR THE END…

- Provide opportunities for the intern teacher to acquire information and/or experiences that will help in seeking a teaching position
- Gradually disengage the intern teacher from the lead responsibility in the classroom to allow more time for her/him to participate in other activities. This brings the mentor teacher back into the classroom and prepares for a smooth transition when the intern teacher leaves the classroom
- Invite the intern teacher to return for visits to the school and classroom following the internship. This will provide an opportunity for him/her to see the broad-range progress that occurs over a longer period of time

Mentor teacher suggestions to help intern teachers

Being an intern teacher is a very demanding personal, professional, intellectual, and emotional experience. Students come to the intern teaching experience at a variety of levels of readiness. They are able to meet expectations of the program with different skill levels and degrees of prior knowledge and experiences. Some know intuitively what to do and some will require more guidance. Listed below are suggested areas where intern teachers may need some assistance:

- Exhibiting basic acts of professionalism regarding confidentiality and procedures for following proper channels in communication and problem solving
- Applying instructional strategies in the classroom
- Using technological equipment and instructional materials
- Asking questions and/or seeking assistance for the mentor teachers and/or other personnel
- Communicating concerns about their abilities and potential to carry out expectation
- Reflecting about practice and requesting feedback from the mentor teacher
- Dealing with feeling overwhelmed
- Pacing themselves
- Setting realistic goals and expectations for themselves
- Moving through phases of development

GRADING SYSTEM FOR THE INTERNSHIP

The internship is graded on a Credit/No Credit basis. "Credit" is granted for work that is "C" or better; "No Credit" is assigned for work below a "C". "C" is defined as Satisfactory, Acceptable, and Adequate.

An Incomplete "I" is a temporary grade given to the intern teacher when illness, necessary absence, or other reasons beyond the control of the student prevent completion of the requirements of the internship. The "I" is granted for work that is passing in quality, but lacking in quantity to meet course objectives. It is not given as a substitute for "NC" or "No Credit".

PROCEDURES FOR HANDLING SERIOUS PROBLEMS

The College of Education has provided a preparation program for the intern teaching experience that in most cases readies the intern teacher for the next phase of preparation for becoming a certified and competent professional. However, sometimes serious problems surface that require special intervention. In these circumstances mentor teachers, as well as University personnel, will keep documenting observations on the intern teacher's problem(s) and keep dated records of conferences and assistance procedures provided and discussed with the intern teacher.

When serious problems surface, the coordinator should immediately initiate a Plan of Assistance and notify key personnel. A Plan of Assistance may be initiated at any time during the internship, but most notably at the time of the Midterm Evaluation Report of Intern Teaching. The Plan of Assistance should include developing a support group for the intern teacher and provisions for observation of the intern teacher by other mentor and intern teachers for the purpose of providing the intern teacher with additional feedback and suggestions for improvement.

Specially, the following steps should be followed when serious problems arise:
1. The mentor teacher informs the coordinator immediately
2. The coordinator informs the Department Chair
3. The coordinator and Department Chair arrange additional observations and conferences with the intern teacher
4. Specific short-term objectives and a form Plan of Assistance are developed and clearly documented
5. A Plan of Assistance is carried out and may involve classroom reassignment
6. If termination appears to be the only option, the recommendation for termination should be accompanied by substantiating evidence

CLOSURE TO THE PROCESS
Discretion and a respect for confidentiality should be practiced by all involved in the process. During the discussion about the termination, the intern teacher may or may not be continued in the present assignment. Written documentation is necessary for a review of the problem or issue. The coordinator or other university personnel will play an important role in the communication process. It is critically important that DUE PROCESS procedures be strictly respected and followed. The rights of the intern teacher, mentor teacher and other persons involved in identified problem/issues must be protected at all times.

APPEAL OF TERMINATION DECISION
An intern teacher has the right to appeal a termination decision by following the College of Education's appeals procedures. Information regarding these procedures may be obtained from the College of Education Admission and Advising Office.

ASSESSMENT

The process for assessing the growth and development of the intern teachers will be an on-going activity for the mentor teachers and the intern teacher. The process will require the use of several different strategies and formal evaluation forms. The mentor teacher will provide objectives and critical analyses of the intern teacher's teaching as a means of helping the intern grow. The intern will also participate in the assessment process through self-reflective evaluations.

EVALUATION FORMS

This intern will complete a self-reflective evaluation form and submit it to the mentor teachers three days prior to an evaluation conference. The mentor teacher will also complete formal evaluation forms. These forms will be made available to you. It is recommended that the mentor teachers and the intern teacher become familiar with the instruments and discuss them in the early days of the internship. Evaluation forms include the following:

MIDTERM EVALUATION REPORT OF INTERN TEACHING

This form is used for all intern teachers. It is completed midway through the experience and signed by the intern teacher, the university coordinator, and the mentor teacher.

FINAL EVALUATION REPORT OF INTERN TEACHING

This form is completed at the end of the teaching experience. This form is signed by the intern teacher, the mentor teacher, and the university coordinator.

Once completed, a copy of each form may be retained by the mentor teacher. The original copy of the final evaluation is submitted to the university coordinator. This form becomes a part of the intern teacher's permanent file in the Career Services Office only if the intern teacher has authorized its release through his/her signature. Intern teachers will be responsible for initiating their own placement files with Career Services and submitting copies of their final self-reflective evaluation forms, if they choose.

The completed forms are to be signed by the mentor teacher, intern teacher and the coordinator. A formal conference should be held between the mentor teacher and the intern teacher to discuss the evaluation.

Intern teachers are to be provided with opportunities to demonstrate the items to be assessed. There should be an understanding between the intern teacher, the mentor teacher, and the coordinator regarding responsibility for making available these opportunities to the intern.

REMINDER: If the intern teacher is experiencing difficulties and appears not to be progressing, please refer to the procedures for Handling Serious Problems.

CONFERENCES: Formal conferences should be held on a regular basis as the intern teacher moves through the internship. Informal assessments and formal assessments should be included as a regular part of the dialogue. Provide Program Itinerary
Include dates for apply for internship application, graduate etc

INTERNSHIP OPPORTUNITIES

	School	Mentor
	Battle Creek School	
	Post Elementary School	Jen Brown
	Battle Creek Middle School	Jeralyn Belote
	Battle Creek Central High School	La Nae Olmstead
	Comstock School District	
	East Elementary	Beth Yerrick
	Green Meadow Elementary	
	Northeast Middle School	Kathy Palmer
	Comstock High School	Karen Staton
	Delton-Kellogg School District	
	Middle School	Christine Mabie
	High School	
	Galesburg-Augusta School District	
	Elementary School	Ann Wolfis
	High School	Eric Hayner
	Gobles School District	
	Middle School	Renee Wirt
	High School	Cheryl Rumery Julie King
Kalamazoo Area	**Hartford School District**	
	Middle School	Patti Ruggio
	Kalamazoo School District	
	Milwood Elementary	Jennifer Sterling
	Spring Valley Elementary	
	Parkwood Upjohn	Mindy McNulty
	Washington Elementary	Carol Furney
	Winchell Elementary	Julie Wayman
	Maple Street Middle School	Hali Maxon Kathy Fosness
	Milwood Middle School	P.J. Buchholtz April Rocco
	Hillside Middle School	Heidi Ellis
	Kalamazoo Central High School	Pam Henshaw
	Loy Norrix High School	Jenny Ko Linda Stayner Svery May
	Mattawan School District	
	Mattawan Elementary	Kathleen Kroll
	Otsego School District	
	Otsego High School	Margaret Brudet

	School	Mentor
Kalamazoo Area cont.	**Paw Paw School District**	
	Paw Paw Middle School	Mike Northuis
	Paw Paw High School	Michelle Gulbis
	Plainwell School District	
	Starr Elementary	Lori Reed Laurie Cahoun
	Portage School District	
	Amberly Elementary	Tammy Bumgarner Peggy Link
	Lake Center Elementary	Effie McCarren
	Waylee Elementary	Michelle Morrison
	Woodland Elementary	Kathy Hogan
	West Middle School	Laurie Kuiper Amanda Kline
	Portage Northern High School	Jo Ann Walters
	Three Rivers School District	
	Three Rivers Middle School	Karen Meeth
	Three Rivers High School	Kristin Stanfill Erica Hinga
	Vicksburg School District	
	Tobey Elementary	Kim O'Neil
	Indian Lake Elementary	Sherry Blough
	Vicksburg Middle School	
Heidelberg, Germany	**Heidelberg School District, Germany**	
	Patrick Henry Elementary	Sue Bernasconi Sandra Gaylor
	Mark Twain elementary	Janice Bass
	Heidelberg Middle School	Janice Bass
	Heidelberg High School	Al Bernasconi

Western Michigan University

College of Education
Department of Special Education
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Special Education Program
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PROFESSIONAL STUDENT DEVELOPMENT

STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN
2009-2010 Officers

President –Peter Campbell
Co-Vice President – Tiffany Campbell
Treasurer – Jessica Allen
Secretary – Jessica Rust

Please stop by bulletin board by room 3502 for updates and activities

Dates 2008/2009	Conference	Location
March 2008	MCEC Annual Conference (Michigan Federation Council for Exceptional Children)	Grand Rapids, MI
November	DLD Conference (Council for Exceptional Children Division of Learning Disabilities)	
November	TED Conference (Council for Exceptional Children Teacher Educator Division)	
	ATE Conference	
	LDA Conference	
March 4-6, 2009	State CEC National Conference (Council for Exceptional Children	Grand Plaza Hotel Grand Rapids, MI
March 2009	AERA	
April	CEC National Conference (Council for Exceptional Children)	
Student and Professional Organizations		
	Michigan Education Association	www.mea.org
	National Resource Center for Paraprofessionals	www.nrcpara.org
	Council for Exceptional Children	www.cec.sped.org
	National Association of Special Education Teachers	www.naset.org
	Max Foundation	http://maxfoundation.org

IMPORTANT DATES TO CONSIDER

Teacher Education Conference – Students may attend the Council for Exceptional Children Teacher Education Conference that is held annually in various locations. The conference typically is held sometime in early to mid November and is attending by people who are focused on preparing special education teachers in higher education. Although funding for conferences is not guaranteed various avenues are available to support students attending this conference.

Council for Exceptional Children - Students may attend the Council for Exceptional Children held annually in various locations. The conference typically is held early to mid April and is attended by teachers, administrators, parents and faculty. Although funding for conferences is not guaranteed various avenues are available to support students attending this conference.

State Council for Exceptional Children - Students may attend the Council for Exceptional Children held annually in Grand Rapids. The conference typically is held early March and is attended by teachers, administrators, parents and faculty. Although funding for conferences is not guaranteed various avenues are available to support students attending this conference.

Western Michigan University

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Department of Special Education
And Literacy Studies

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SPED FACULTY

WHO'S WHO IN SPECIAL EDUCATION AT WESTERN MICHIGAN UNIVERSITY

The Department of Special Education and Literacy Studies includes faculty from various specialty areas of special education. Although you may work with faculty across the Department, across the College of Education, across the campus and across the state, we would like to highlight the roles, background and experience of faculty in the area of special education. From these descriptions you will see that you will be working with faculty with a wide range of backgrounds, experiences, and leadership roles that range from local to international foci.

Special Education Faculty and Staff Biographies:

Mrs. Judy is the office assistant for the Department of Special education and Literacy /studies. She is a graduate of WMU with work experience in the departments of accounts receivable, geography and SPLE. She has been on staff at WMU since 1981 and handles office tasks for faculty and students.

Mrs. Cathy Johnson is the Assistant to the Chair for the Department of Special Education and Literacy Students. Cathy began working at WMU in 1999. Before coming to SPLS she worked in the College of Engineering and Applied Sciences and Sindecuse Health Center.

Dr. Elizabeth Whitten is a Professor in the Department of Special Education and Literacy Studies where she teaches undergraduate and graduate courses in special education. She chaired the department for eight years and she has directed three federally funded teacher training grant programs. Prior to her 18 years working in higher education, she served as a special and general education teacher, principal and special education administrator. Dr. Whitten has been consulting with a number of school districts for the past fifteen years, providing training in areas of collaboration and teaming, research-based strategies and interventions, and differentiated instruction. She was co-editor of the Journal for Internal Special Education Needs for four years. She recently authored a book titled *Response to Intervention: Success* with Drs. Kelli Esteves and Alice Woodrow published by Free Spirit Press and she has consulted with school districts across Michigan to implement collaborative teaching, differentiated instruction and Response to Intervention model

Dr. Kristal Ehrhardt is a Special Education Unit Coordinator and Associate Professor, holds a M.Ed. (1990) and a Ph.D. (1994) in School Psychology from the University of Cincinnati. She has a specialization in early intervention. Currently, she is a co-principal investigator of two large (3.2 million and 4.1 million) Early Reading First grants from the US Department of Education. Dr. Ehrhardt has co-authored papers on topics such as intervention integrity, early childhood assessment and intervention, school-based monitoring of psychopharmacological drugs used by children with disabilities. Dr. Ehrhardt frequently teaches SPED 4330 (Assessment for Intervention), SPED 3150 (Early Childhood Special Education), SPED 6200 (Advanced Assessment), and SPED 5850 (Advanced Theories of Learning Disabilities).

Dr. Shaila Rao, with a Ph.D. in Curriculum and Instruction, is Associate Professor in the Department of Special Education and Literacy Studies teaching undergraduate and graduate level courses in cognitive impairments, curriculum and instruction, and assessment. She is co-principal investigator on two large ($ 3.4 million and $ 4.0 million) Early Reading First grants from the US Department of Education. Dr. Rao has worked in the field for 21 years as a public school teacher, Assistant Principal, and teaching at university level. She was a recent recipient of College of Education Excellence in Teaching Award here at Western Michigan University. Dr. Rao has published numerous articles and book chapters on topics of teacher education, inclusion, reading, and transition to post-secondary education.

Dr. Paula Kohler, is a professor in the Special Education Program at Western Michigan University and previously a senior research associate with the Transition Research Institute at the University of Illinois. She is recognized for her research regarding effective transition practices for youth with disabilities, including effective transition programs, transition-related competencies, career and technical experiences, work-based education, and other aspects of transition-focused education. Her Taxonomy for Transition Programming is recognized around the United States as an effective model for planning, implementing, and evaluating transition-focused education for students with disabilities, and has influenced the implementation of transition services in a number of states including New Mexico, New York, and California. Dr. Kohler has a background in business administration, educational leadership, vocational education, and special education. In April 2001, Dr. Kohler received the Oliver P. Kolstoe award from the Council for Exceptional Children's Division on Career Development and Transition in recognition for her contributions through research and scholarship. She also received the WMU College of Education's research recognition award in 2005.

Grant	Faculty	Synopsis
Intensive Recruitment and Preparation Retention Program II	Whitten and Summy	This project is designed to fully credential teachers currently working on temporary teaching approvals in special education and practicing general educators pursuing endorsements in special education. It is an intensive competency and field-based experience that will prepare and support two cohorts of 15 students. Each cohort will complete the program within 18 months.
Child Development Grant	Newlin-Haus, Ehrhardt, & Rao	This $3.4 million grant from the U.S. Department of Education, Early Reading First program promotes literacy among Head Start children in Battle Creek.
The ACSESS Project: Adapted Collaborative Strategies for Evaluating Students' Strengths	Kohler	Information provided through traditional standardized psychometric testing often is inadequate for planning and assessing inclusive education for children with severe physical, communicative, and/or sensory disabilities. To address these inadequacies, the University of Michigan, Washtenaw Intermediate School District, Western Michigan University, and the United Cerebral Palsy Association of Michigan will collaboratively develop, implement, evaluate, and disseminate adapted cognitive assessment protocols and procedures. Focused on facilitating full participation in the general education curriculum and transition planning activities, the ACSESS project will use optimal sensory and response modalities and state-of-the-art assessment techniques to provide more accurate and comprehensive information regarding these students' capabilities and educational needs.
Creating Career Connections: A Longitudinal Study of Student Enrollment and Outcomes of Career and Technical Education	Kohler	The Creating Career Connections Project is a research partnership between Western Michigan University (WMU), the Illinois State Board of Education (ISBE), and a Research-to-Practice Team consisting of business and practitioner stakeholders. In conjunction with the USDOE-OSEP, this multi-disciplinary collaboration is investigating factors that influence enrollment, completion, and employment experiences of high school students with disabilities enrolled in career and technical education programs in Illinois.
Creating IT Career Pathways through High School Career and Technical Education Programs	Kohler	The Creating Pathways to IT Careers Project is a research partnership between Western Michigan University (WMU), the Illinois State Board of Education (ISBE), and a Research-to-Practice Team consisting of business and practitioner stakeholders. In conjunction with the NSF, this collaborative research partnership will determine factors that influence enrollment, completion, and employment experiences of high school females in Career and Technical Education-Information Technology (CTE-IT) programs.

Western Michigan University

College of Education
Department of Special Education
And Literacy Studies

Special Education Program
Practicum and Internship Handbook
2008

PRACTICUM SEQUENCE & DESCRIPTIONS

SPED 3310
SPED 3410
SPED 3710
SPED 4810
SPED 4040

<u>SPED 3310 - Classroom Practicum in Special Education</u>

This course provides students with an opportunity to work in an elementary or secondary classroom with learners who have disabilities. It is intended to provide students with an awareness of the nature and needs of the pupils and the role of the teacher in working with such learners. Graded on a credit/no credit basis.

Prerequisites & Corequisites: Prerequisites: Consent of department and concurrent enrollment in SPED 3300.

Credits: 1 hour

<u>SPED 3410 - Classroom Practicum with Learners with Cognitive Impairments</u>

This course provides students with an opportunity to work 6 hours per week (in two, three-hour blocks) in an elementary, middle school, or secondary classroom with learners with cognitive impairments. It is intended to build upon experiences from SPED 3310 and allow students to more fully participate in classroom teaching activities.

Prerequisites & Corequisites: Prerequisites: Consent of department and concurrent enrollment in SPED 3400 and 3450.

Credits: 1 hour

Notes: Graded on a credit/no credit basis.

<u>SPED 3710 - Classroom Practicum with Learners with Emotional Impairments</u>

This course provides students with an opportunity to work 6 hours per week (in two, three-hour blocks) in an elementary, middle school, or secondary classroom with learners with emotional impairments. It is intended to build upon experiences from SPED 3310 and allow students to more fully participate in classroom teaching activities.

Prerequisites & Corequisites: Prerequisites: Consent of department and concurrent enrollment in SPED 3700 and 3750.

Credits: 1 hour

Notes: Graded on a credit/no credit basis.

SPED 4810 - Classroom Practicum with Learners with Learning Disabilities

This course provides students with an opportunity to work 6 hours per week (in two, three-hour blocks) in an elementary, middle school, or secondary classroom with learners with learning disabilities. It is intended to build upon experiences from SPED 3310 and allow students to more fully participate in classroom teaching activities.

Prerequisites & Corequisites: Prerequisites: Consent of department and concurrent enrollment in SPED 4800 and SPED 4850.

Credits: 1 hour

Notes: Graded on a credit/non-credit basis.

SPED 4040 - Classroom Practicum: Assessment for Intervention

This course provides the student with a structured assignment working with a learner who is at-risk or who has a disability. In this field experience, the student must demonstrate skills in assessment for intervention, and in the implementation and evaluation of an intervention plan for a specific learner in an inclusive or self-contained placement.

Prerequisites & Corequisites: Prerequisites: Consent of department and concurrent enrollment in SPED 4330 and SPED 4340.

Credits: 1 hour

Notes: Graded on a credit/no credit basis.

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PROGRAM AND SELF EVALUATION FORMS

SPED Practicum and Internship

Sample Time Sheet

Pre-Intern: _____

Cooperating Teacher: _____

Semester: _____

School: _____

Service Delivery: _____

Date	Time In	Time Out	Total Hours	Cooperating Teacher Initials
_____	_____	_____	_____	_____
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I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION.

LEARNING DISABILITIES SKILLS:

Competency Mentor Sig.	Reflection	Activity	Supervisor Sig.	
S1 Articulate personal philosophy of special education including its relationship to/with regular education.				
S2 Articulate the pros and cons of current issues and trends in special education and the field of learning disability.				

III. ASSESSMENT, DIAGNOSIS, AND EVALUATION
LEARNING DISABILITIES SKILLS:

Competency Mentor Sig.	Reflection	Activity	Supervisor Sig.	
S1 Choose and administer assessment instruments appropriately for individuals with learning disabilities.				

IV. INSTRUCTIONAL CONTENT AND PRACTICE
LEARNING DISABILITIES SKILLS:

Competency Mentor Sig.	Reflection	Activity	Supervisor Sig.	
S1 Use effective instructional strategies for basic skills, including listening, reading, writing, reporting, and computing.				
S2 Use effective instructional strategies for applying various study skills to academic areas.				
S3 Use skills to enhance thinking processes.				
S4 Use skills to enhance vocabulary development.				
S5 Use appropriate reading methods for individuals who have learning disabilities				
S6 Use appropriate spelling methods and instructional strategies for individuals who have learning disabilities.				

S7 Assist individuals who have learning disabilities in the prediction and detection of errors in oral and written language.			
S8 Use appropriate handwriting methods and instructional strategies for individuals with learning disabilities.			
S9 Use decision criteria for when to teach manuscript versus cursive writing for individuals with learning disabilities.			
S10 Use appropriate math methods and instructional strategies including articulation, practice, immediate feedback, and review, for individuals who have learning disabilities and who show patterns of error.			
S12 Modify speed of presentation and use organization cues.			
S13 Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with learning disabilities.			

VI. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS
LEARNING DISABILITIES SKILLS:

Competency Mentor Sig.	Reflection	Activity	Supervisor Sig.

VIII. PROFESSIONAL AND ETHICAL PRACTICES
LEARNING DISABILITIES SKILLS:

Competency Mentor Sig.	Reflection	Activity	Supervisor Sig.
S1 Articulate the learning disability teacher's ethical responsibility to non-identified individuals who function similarly to individuals who have learning disabilities (e.g., at-risk individuals).			

WMU-Special Education Program
PRE-INTERN EXPERIENCE EVALUATION

Evaluation completed by:
☐ - Pre-Intern (self-evaluation)
☐ - Cooperating Teacher
☐ - University Supervisor

Pre-Intern's Name_____

School_____

School System_____

Teacher_____

Grade/Subject_____

Instructor Name(s)_____

Instructor Phone #_____

Course Name(s)_____

Course Number(s)_____

Semester_____

Directions

1. Rubric to be completed by the classroom teacher as an overall assessment of the pre-intern's knowledge, skills, and dispositions.
2. Feedback to be provided upon completion of the rubric through a conference between the teacher and pre-intern student.

PROFESSIONALISM	Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable/Comments
Timeliness	__Arrives prior to designated time and remains as needed until task is complete	__Arrives on time and remains as expected	__Frequently late and/or leaves early	
Attendance	__Attends regularly; volunteers to attend beyond required time	__Attends regularly as scheduled; makes up time missed	__Does not attend as scheduled; may or may not notify teacher; not dependable	
Appearance and Dress	__Consistently dresses in a professional manner, is well-groomed and demonstrates an understanding of appropriate dress	__Generally dresses appropriately for the school environment and is generally well-groomed	__Dresses inappropriately for the school environment and is poorly groomed	
Poise/Attitude	__Self-assured; always displays appropriate behavior; willing attitude at all times	__Generally self-confident, courteous; displays attitude that is positive and agreeable	__Shows little self-confidence; displays a critical or negative attitude; demonstrates inappropriate behavior	

Initiative	__Eager to participate; makes suggestions and is inquisitive; takes on added responsibility	__Demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks; asks questions	__Exhibits little energy or enthusiasm; seldom volunteers for tasks	
Confidentiality	__Keeps all school matters confidential and refrains from discussing with anyone outside of school; holds high regard for confidentiality	__When necessary, talks appropriately with other professionals concerning students; maintains confidentiality on school matters	__Talks inappropriately to others concerning students and school; lacks respect for confidential matters	
TEACHING QUALITIES	**Meets Expectation (ME)**	**Progressing Toward Expectation (PTE)**	**Focused Attention Needed (FAN)**	**Not Applicable/Comments**
Instructional Planning	__Presents thorough and efficient lesson	__Uses time effectively; preplans lesson; prepares materials in advance	__Neglects to follow plans; gets off topic	
Individual Learning Differences	__Adjusts lesson to meet time and content concerns	__Adapts to the situation	__Fails to adjust lesson, address time factors and/or unexpected events	
Language	__Enriches lesson with expressive language and vocabulary; demonstrates superior understanding of grammar and syntax	__Speaks in clear and correct language; writes legibly; uses correct grammar and vocabulary	__Speaks in inaudible language; writes illegibly; displays inappropriate grammar or syntax; errors in spoken or written language; uses incorrect, vague, or inappropriate vocabulary	
Classroom Management	__Uses preventive monitoring; constantly aware of student behavior; handles student behavior in appropriate manner	__Engages students in lesson; aware of student behavior	__Unaware of students being frequently off task or not following directions; permits learning to be disrupted	
Effectiveness	__Extends lesson to provide enrichment or remediation as needed	__Implements all parts of the lesson; uses appropriate materials	__Omits parts of lesson; mismatches lesson objective and planned activity	

Sensitive to Diversity	__Establishes a warmth and caring for all students; listens to students; learns students' interests; plans for differences in content of the lessons	__Displays sensitivity and acceptance of diverse backgrounds and abilities of all students	__Appears unaware of student differences; relates to some students in a negative, demeaning or sarcastic manner; shows favoritism	
RELATIONSHIPS WITH OTHERS	**Meets Expectation (ME)**	**Progressing Toward Expectation (PTE)**	**Focused Attention Needed (FAN)**	**Not Applicable/Comments**
Collaboration	__Consistently works cooperatively with faculty and staff to create an optimal learning environment for students	__Demonstrates an ability and willingness to work cooperatively with faculty and staff	__Demonstrates an unwillingness for compromise and collaboration when working with faculty and staff	
Responsive to feedback	__Solicits feedback about performance and consistently refines practice	__Accepts constructive feedback and responds appropriately	__Rejects or ignores constructive feedback	
Rapport	__Consistently communicates and interacts effectively and professionally with students, faculty, and staff; establishes a positive rapport; exhibits caring and respect	__Demonstrates an ability to communicate and interact effectively and professionally with students, faculty, and staff	__Exhibits little respect when communicating or interacting with students, faculty, and/or staff; relates with others in a negative, demeaning, or sarcastic manner	

Summary/Comments:

Teacher signature _____ Phone _____ Conference Date _____

Candidate signature _____ Total Clinical Contact Hours _____

Student Name: Observation Date: Course: SPED _____

Observer: Observer Signature:_____   Student Signature:_____

*** <u>Planning</u> ***

1.   **Provides access to the general education curriculum by successfully aligning IEP objectives and State Standards with instruction and assessment. (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Objectives and State Standards listed and embedded in the lesson.	Objectives and State Standard listed but not embedded in the lesson.	Objectives and State Standards not listed.		

2.   **Develops lesson plans using research-based strategies (Universal Design, Concept Mapping, Differentiated Instruction, Multi-level Curriculum). (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Lesson plans have stated goals and objectives and there is evidence that research based strategies were used to develop the plans.	Lesson plans have stated goals and objectives but there are limited or no indications that research based strategies were used to develop the plans.	No lesson plans present, or lesson plan refers only to page numbers or chapters from books.		

3.   **Plans the integrated use of technology. (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Technology is integrated into the lesson plan.	Technology is integrated into the lesson plan but at the surface level.	Technology is neither planned for nor integrated in the lesson (used as an add on to the lesson).		

4.   **Plans for student diversity through accommodations and modifications for individual needs. (CEC 3)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Accommodations and modifications are incorporated throughout the entire lesson, during instruction, as well as for assignment completion.	Accommodations and modifications are incorporated only for assignment completion.	No accommodations or modifications are listed, or a generic accommodations/modifications checklist is used with no specific reference to students.		

*** <u>Conducting Lessons</u> ***

5.   Demonstrates congruence between the lesson plan and instruction while incorporating student responses to the lesson. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Lesson is implemented according to plan and teacher adjusts instruction based on student responses. Includes adjusting for student errors, augmenting instruction to insure student understanding and providing enrichment activities.	Lesson is implemented according to plan, but there is little if any response to student cues or adjustment to instruction based on those cues.	Implementation of the lesson does not follow the lesson plan or is only tangentially related to it.		

6.   Effectively uses technology and adaptive/assistive technology in the lesson and for reinforcement. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Technology is integrated into the lesson; teachers use technology for teaching and students for learning and completing assignments.	Technology is integrated into the lesson, but at the surface level. Used by teacher or students but not both.	Technology is not used during the lesson, or technology is used as an add-on to the lesson.		

7.   Provides explicit reinforcement to student responses. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher uses reinforcement and articulates the specific behavior or skill that is being reinforced.	Teacher uses reinforcement, but does not articulate the specific behavior or skill being reinforced.	Teacher does not provide reinforcement for correct responses.		

8.   Gains the attention of students, incorporates preview and review, connects new learning to previous learning, and connects use of learning strategies to content to be learned and students' previous learning. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Consistently gains students attention prior to instruction provides preview and review and connects new learning to previous learning or learning strategies to the content to be learned.	Typically gains students attention prior to instruction provides preview and review but only minimally connects new learning to previous learning or learning strategies to the content to be learned.	Does not gain the students' attention prior to teaching, does not provide preview or review, does not connect new learning to previous learning or learning strategies to the content to be learned.		

9.   Effectively paces instruction and promotes equity in student responses. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher consistently maintains an effective pace of instruction and opportunities for every student to be engaged in the lesson are provided	Teacher typically adjusts pace of instruction to maintain student attention and opportunities for every student to be engaged in the lesson are provided.	Teacher's pace of instruction is too fast or too slow and opportunities for every student to be engaged in the lesson are not provided.		

10.   Correctly uses a variety of research-based instructional strategies (direct instruction, strategy instruction, systematic prompting task analysis, and multiple flexible grouping structures). (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher demonstrates effective implementation of at least four research-based strategies and there is a balance in the use of a variety of flexible grouping strategies.	Teacher demonstrates effective implementation of at least two research-based strategies and there is a balance between whole class/independent work and student collaborative or cooperative groups.	Teacher does not use research-based strategies effectively and does not involve the students in active, hands on learning; instruction is predominantly whole class and independent work.		

11.   Maintains active student engagement through meaningful and motivating lessons. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher actively engages the students in the learning process by weaving the sharing of information with meaningful activities; teacher is animated and enthusiastic.	Teacher shares information with the students and then engages them in meaningful activities.	Teacher lectures or reads from the teacher's manual, never engaging the students in hands on activities; students remain passive recipients of teacher information.		

12.   Gives correct curriculum content while teaching. (CEC 7)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Naturally presents curriculum content clearly and accurately to students.	Teacher hesitates and needs to constantly refer to curriculum materials in order to present the content clearly and accurately.	Is unable to clearly and accurately explain curriculum content.		

*** Assessment ***

13.   Embeds authentic assessment in lessons. (CEC 8)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Uses a combination of standard tests and multiple authentic assessments to adjust instruction and determine student learning.	Uses a form of authentic assessment to determine student errors and correct responses and adjusts the lesson accordingly.	Relies on end of lesson or unit test to assess learners.		

14.   Provides immediate and appropriate correction to student errors and adjusts instruction accordingly. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher stops instruction and asks the student how (s) he determined the response. Teacher adjusts instruction to include a formal error correction procedure to insure correct student understanding	Teacher stops instruction and gives the student a correct answer and explanation for why it is correct.	Does not stop or alter lesson when students make errors.		

*** Classroom Ecology and Behavior ***

15.   Work area is clean and well organized. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Instructional area is uncluttered and organized. Materials for student use are readily available and student desks are arranged in a manner conducive to learning. There are clear pathways to and from vital areas in the room and teacher can see all students at all times.	Instructional area is uncluttered and organized; materials for student use are readily available, but student desks are not arranged in a manner conducive to learning.	Instructional is cluttered and disorganized; materials for students are not readily available, desks are not arranged in a manner conducive to learning, and classroom rules and consequences are not posted.		

16.   Provides consistent routines and procedures for managing all class activities. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Consistent routines and procedures are posted and evident; routines and procedures flow smoothly, students clearly know what to do, and the teacher only intermittently has to intervene and redirect students. Students respond immediately to teacher. Classroom rules are posted.	Consistent routines and procedures are posted and evident; routines and procedures flow smoothly, students clearly know what to do, however, the teacher still has to monitor and re-direct students on a regular basis. Classroom rules are posted.	Consistent routines and procedures are not posted or evident; students clearly do not know expectations or how to follow through. Classroom rules are not posted.		

17.   Facilitates positive social interactions among students. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Comments
The majority of student-to-student interactions are positive and show respect. Teacher rarely has to intervene to re-direct students.	Most of the student-to-student interactions are positive and show respect. Teacher frequently has to intervene to re-direct students.	Student to student conversation is inappropriate and shows lack of respect for one another and for adults. Teacher has to intervene continually to re-direct students and correct their behaviors.	

18.   Provides manageable positive behavior supports for all students, consistently applies rules and consequences, and models and reinforces appropriate behavior at all times. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Provides limited positive reinforcement Consistently reinforces appropriate behavior and explicitly describes what the student is doing that merited the reinforcement. Rules are stated and consistently and fairly followed. Students with problem behaviors have written positive behavior support plans. Teacher "sets up" students for appropriate behavior through the use of systematic prompting procedures.	Typically reinforces appropriate behavior. Rules and consequences are posted and followed. Corrective action with students is more consistent and fair. Tone of voice and body language show respect for students. Circulates and maintains good proximity to all students, but especially those with problem behaviors. Classroom ecology is conducive to appropriate behavior.	Relies on punishment to control classroom behavior. No rules or consequences posted. Tone of voice and body language are harsh and indicate lack of respect for students. Corrective action with students is arbitrary and inconsistent.		

*** <u>Collaboration</u> ***

19.   Effectively manages para professionals and other support staff so that they are effectively involved in meaningful instruction. (CEC 10)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Para professionals spend all their time on instructional tasks and interactions with the students. Related services personnel are also working with other students along with the targeted student in an integrated fashion within the curriculum. In general education settings the para professional works collaboratively with both the general and special education teachers in teaching all students in multiple flexible groups.	Para professionals spend the majority of their time on instructional tasks and interactions with students. Related services personnel are working with the student in an integrated fashion within the curriculum. Teacher models appropriate instructional and behavior management strategies. All staff handle transitions smoothly without additional instructions being needed.	Para professionals spend the majority of their time talking or working on non-instructional tasks such as bulletin boards, cleaning, filing, or other paper work. Teacher stops instructional tasks to talk about non-instructional matters with the para professional or related services personnel, consistently asks they work with students in isolation from the rest of the group, or does not provide clear direction for transitions.		

20.   Implements correctly a variety of co-teaching models (complementary teaching, station teaching, parallel teaching, alternative teaching, shared teaching with multiple flexible groups) (CEC 10)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher uses four or more co-teaching models.	Teacher uses two or more different co-teaching models.	Teacher only uses one teach and one drift model of co-teaching.		

*** <u>Professionalism</u> ***

21.   Communication, both written and oral, is clear, concise and grammatically accurate. (CEC 9)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Written and oral communication are free of errors and consistently conveyed in a clear fashion.	Written and oral communication contains occasional errors of structure and syntax, an occasional spelling error is noted in written work and message is typically clearly conveyed.	Written and oral communication is frequently incorrect in terms of basic structure and syntax, multiple spelling errors are noted in written work and the message is not clearly conveyed		

22. Overall appearance and attitude (dress, comments, body language) are positive and indicates respect for students, parents, and colleagues. (CEC 9)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Clothing is neat, clean and appropriate. Body language is positive and indicates not only respect for students and colleagues but also pride in the profession. Verbal language is not only free of ridicule and sarcasm but also shows enthusiasm for both teaching and the subject matter and compassion for students, parents and colleagues	Clothing is neat, clean and appropriate. Body language is positive and shows respect for students, parents and colleagues. Verbal language is free of ridicule and sarcasm.	Teacher uses sarcastic language or language that ridicules students or colleagues. Clothing is dirty, disheveled, not neat and or inappropriate for the classroom. Teacher's affect demonstrates no enthusiasm for either teaching or the subject matter or compassion for students, parents or colleagues.		

Provides manageable positive behavior supports for all students, consistently applies rules and consequences, and models and reinforces appropriate behavior at all times. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Provides limited positive reinforcement Consistently reinforces appropriate behavior and explicitly describes what the student is doing that merited the reinforcement. Rules are stated and consistently and fairly followed. Students with problem behaviors have written positive behavior support plans. Teacher "sets up" students for appropriate behavior through the use of systematic prompting procedures.	Typically reinforces appropriate behavior. Rules and consequences are posted and followed. Corrective action with students is more consistent and fair. Tone of voice and body language show respect for students. Circulates and maintains good proximity to all students, but especially those with problem behaviors. Classroom ecology is conducive to appropriate behavior.	Relies on punishment to control classroom behavior. No rules or consequences posted. Tone of voice and body language are harsh and indicate lack of respect for students. Corrective action with students is arbitrary and inconsistent.		

17. Facilitates positive social interactions among students. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
The majority of student-to-student interactions are positive and show respect. Teacher rarely has to intervene to re-direct students.	Most of the student-to-student interactions are positive and show respect. Teacher frequently has to intervene to re-direct students.	Student to student conversation is inappropriate and shows lack of respect for one another and for adults. Teacher has to intervene continually to re-direct students and correct their behaviors.		

Additional Comments:

_____

_____

_____

_____

WESTERN MICHIGAN UNIVERSITY

PREPARING REFLECTIVE PRACTITIONERS
**SELF-REFLECTIVE MIDTERM
EVALUATION REPORT OF PRACTICUM**
(TO BE COMPLETED BY PRACTICUM STUDENT)

Name of Intern Teacher	WIN Date
School Name/District	Grades/Subjects Taught
Mentor/Cooperating Teacher	University Coordinator

The seven standards listed in this evaluation form reflect the **Entry-Level Standards for Michigan Teachers**, as approved by the State Board of Education in October 2002. Specific items under each standard area are based upon those standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and WMU's Conceptual Framework: **Preparing the Reflective Practitioner**.

Use the following scale to assess your current achievement as measured against your expectations of a typical **entry-level teacher**:

> **FAN** = Focused Attention Needed
> **PTE** = Progressing Toward Expectations
> **ME** = Meets Expectations

Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole. (Attachments may be made to this document but must be dated and signed by the Intern Teacher, Mentor/Cooperating Teacher, and the University Coordinator.) Any indicator measured as **'FAN'** must be accompanied by a Plan for Improvement that has been developed in cooperation with the Mentor/Cooperating Teacher and the University Coordinator. This evaluation is to be given to your Mentor/Cooperating Teacher at least 3 days prior to the Midterm Evaluation Report of Intern Teaching.

STANDARD ONE: LIBERAL ARTS

The intern teacher understands and appreciates the liberal arts as demonstrated by/through:	FAN	PTE	ME
A. Effective oral and written communications.			
B. Applying inquiry methods appropriate to the content.			
C. Using global and international perspectives in planning, teaching, and reflecting on practice.			
D. Respecting individual differences, including those of culture, race, gender, religion, and ethnicity.			
E. Respecting individual rights and values.			

Comments:

STANDARD TWO: UNDERSTANDING DIVERSE LEARNERS

The intern teacher is committed to student learning and achievement as demonstrated by:	FAN	PTE	ME
A. Applying knowledge of human growth, development, and learning theories.			
B. Supporting student development in cognitive, affective, physical, and social capacities.			
C. Appropriately managing classrooms to ensure a safe and orderly learning environment.			
D. Planning instruction to accommodate diversity.			
E. Assessing student abilities and needs when planning instruction.			
F. Creating inclusionary environments for students with exceptional needs and abilities.			
G. Incorporating various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media).			

Comments:

STANDARD THREE: TEACHING PRACTICE AND CONTENT KNOWLEDGE

The intern teacher has knowledge of subject matter and pedagogy as demonstrated by:	FAN	PTE	ME
A. Maintaining learning environments that promote critical and higher order thinking skills and allow for substantive conversation with the teacher and/or peers about subject matter.			
B. Helping students access and use information, technology, and other resources to become independent learners and problem solvers.			
C. Integrating knowledge across subject areas.			
D. Seeking and using updated information and procedures.			

Comments:

STANDARD FOUR: MONITORING STUDENT LEARNING

The intern teacher manages and monitors student learning based on best practice as demonstrated by:	FAN	PTE	ME
A. Using a variety of cognitive, affective, and psychomotor strategies and teaching methodologies to maximize learning.			
B. Accommodating differences among students, including those students with exceptional needs and abilities.			
C. Assessing the success of teaching episodes through the assessment of student learning.			
D. Working effectively with support personnel to maximize opportunities for student achievement and success.			
E. Acknowledging and applying the legal and ethical responsibilities of teaching.			

Comments:

STANDARD FIVE: PROFESSIONAL DEVELOPMENT AND ORGANIZATION

The intern teacher systematically organizes teaching practices and learns from experiences as demonstrated by:	FAN	PTE	ME
A. Using current research in both the subject field and in other areas of practice in the profession.			
B. Exercising good judgment in planning and managing time and other resources.			
C. Engaging students in meaningful learning experiences.			
D. Making efforts to develop and improve as a professional in recognition that teaching is a lifelong learning process.			
E. Interacting successfully with teachers, administrators, counselors, and other support personnel to benefit students.			
F. Engaging in meaningful self-evaluation and reflection on the professional practice of colleagues.			

Comments:

STANDARD SIX: PROFESSIONAL CONDUCT IN LEARNING COMMUNITIES

The intern teacher has a commitment and willingness to participate in learning communities as demonstrated by:	FAN	PTE	ME
A. Being punctual.			
B. Wearing appropriate professional attire.			
C. Establishing and maintaining healthy boundaries with students and with other school personnel.			
D. Using community resources to enhance school programs.			
E. Demonstrating knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities.			
F. Working effectively with parents and guardians to maximize opportunities for student achievement and success.			

Comments:

STANDARD SEVEN: TECHNOLOGY

The intern teacher uses information-age learning and technology to enhance learning and personal/professional productivity as demonstrated by:	FAN	PTE	ME
A. Planning effective technology-enhanced learning environments and experiences aligned with state standards.			
B. Implementing curriculum plans that include technology-enhanced methods and strategies to maximize student learning.			
C. Using technology to enhance professional development and productivity.			
D. Applying an understanding of the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.			

Comments:

_____   _____   _____

*Intern Teacher's Signature   Mentor/Cooperating   University Coordinator's   Date
Teacher's Signature   Signature

WESTERN MICHIGAN UNIVERSITY

PREPARING REFLECTIVE PRACTITIONERS
SELF-REFLECTIVE MIDTERM
EVALUATION REPORT OF INTERN TEACHING
(TO BE COMPLETED BY INTERN TEACHER)

Name of Intern Teacher	WIN	Date
School Name/District	Grades/Subjects Taught	
Mentor/Cooperating Teacher	University Coordinator	

The seven standards listed in this evaluation form reflect the **Entry-Level Standards for Michigan Teachers**, as approved by the State Board of Education in October 2002. Specific items under each standard area are based upon those standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and WMU's Conceptual Framework: **Preparing the Reflective Practitioner**.

Use the following scale to assess your current achievement as measured against your expectations of a typical **entry-level teacher**:

>**FAN** = Focused Attention Needed
>**PTE** = Progressing Toward Expectations
>**ME** = Meets Expectations

Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole. (Attachments may be made to this document but must be dated and signed by the Intern Teacher, Mentor/Cooperating Teacher, and the University Coordinator.) Any indicator measured as **'FAN'** must be accompanied by a Plan for Improvement that has been developed in cooperation with the Mentor/Cooperating Teacher and the University Coordinator. This evaluation is to be given to your Mentor/Cooperating Teacher at least 3 days prior to the Midterm Evaluation Report of Intern Teaching.

STANDARD ONE: LIBERAL ARTS

The intern teacher understands and appreciates the liberal arts as demonstrated by/through:	FAN	PTE	ME
A. Effective oral and written communications.			
B. Applying inquiry methods appropriate to the content.			
C. Using global and international perspectives in planning, teaching, and reflecting on practice.			
D. Respecting individual differences, including those of culture, race, gender, religion, and ethnicity.			
E. Respecting individual rights and values.			

Comments:

STANDARD TWO: UNDERSTANDING DIVERSE LEARNERS

The intern teacher is committed to student learning and achievement as demonstrated by:	FAN	PTE	ME
A. Applying knowledge of human growth, development, and learning theories.			
B. Supporting student development in cognitive, affective, physical, and social capacities.			
C. Appropriately managing classrooms to ensure a safe and orderly learning environment.			
D. Planning instruction to accommodate diversity.			
E. Assessing student abilities and needs when planning instruction.			
F. Creating inclusionary environments for students with exceptional needs and abilities.			
G. Incorporating various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media).			

Comments:

STANDARD THREE: TEACHING PRACTICE AND CONTENT KNOWLEDGE

The intern teacher has knowledge of subject matter and pedagogy as demonstrated by:	FAN	PTE	ME
A. Maintaining learning environments that promote critical and higher order thinking skills and allow for substantive conversation with the teacher and/or peers about subject matter.			
B. Helping students access and use information, technology, and other resources to become independent learners and problem solvers.			
C. Integrating knowledge across subject areas.			
D. Seeking and using updated information and procedures.			

Comments:

STANDARD FOUR: MONITORING STUDENT LEARNING

The intern teacher manages and monitors student learning based on best practice as demonstrated by:	FAN	PTE	ME
A. Using a variety of cognitive, affective, and psychomotor strategies and teaching methodologies to maximize learning.			
B. Accommodating differences among students, including those students with exceptional needs and abilities.			
C. Assessing the success of teaching episodes through the assessment of student learning.			
D. Working effectively with support personnel to maximize opportunities for student achievement and success.			
E. Acknowledging and applying the legal and ethical responsibilities of teaching.			

Comments:

STANDARD FIVE: PROFESSIONAL DEVELOPMENT AND ORGANIZATION

The intern teacher systematically organizes teaching practices and learns from experiences as demonstrated by:	FAN	PTE	ME
A. Using current research in both the subject field and in other areas of practice in the profession.			
B. Exercising good judgment in planning and managing time and other resources.			
C. Engaging students in meaningful learning experiences.			
D. Making efforts to develop and improve as a professional in recognition that teaching is a lifelong learning process.			
E. Interacting successfully with teachers, administrators, counselors, and other support personnel to benefit students.			
F. Engaging in meaningful self-evaluation and reflection on the professional practice of colleagues.			

Comments:

STANDARD SIX: PROFESSIONAL CONDUCT IN LEARNING COMMUNITIES

The intern teacher has a commitment and willingness to participate in learning communities as demonstrated by:	FAN	PTE	ME
A. Being punctual.			
B. Wearing appropriate professional attire.			
C. Establishing and maintaining healthy boundaries with students and with other school personnel.			
D. Using community resources to enhance school programs.			
E. Demonstrating knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities.			
F. Working effectively with parents and guardians to maximize opportunities for student achievement and success.			

Comments:

STANDARD SEVEN: TECHNOLOGY

The intern teacher uses information-age learning and technology to enhance learning and personal/professional productivity as demonstrated by:	FAN	PTE	ME
A. Planning effective technology-enhanced learning environments and experiences aligned with state standards.			
B. Implementing curriculum plans that include technology-enhanced methods and strategies to maximize student learning.			
C. Using technology to enhance professional development and productivity.			
D. Applying an understanding of the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.			

Comments:

_____   _____   _____
*Intern Teacher's Signature   Mentor/Cooperating   University Coordinator's   Date
                                            Teacher's Signature   Signature

College of Education – Special Education Program

WESTERN MICHIGAN UNIVERSITY

PREPARING REFLECTIVE PRACTITIONERS
**SELF-REFLECTIVE FINAL
EVALUATION REPORT OF PRACTICUM**
(TO BE COMPLETED BY PRACTICUM STUDENT)

Name of Intern Teacher	WIN Date
School Name/District	Grades/Subjects Taught
Mentor/Cooperating Teacher	University Coordinator

The seven standards listed in this evaluation form reflect the **Entry-Level Standards for Michigan Teachers**, as approved by the State Board of Education in October 2002. Specific items under each standard area are based upon those standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and WMU's Conceptual Framework: **Preparing the Reflective Practitioner**.

Use the following scale to assess your current achievement as measured against your expectations of a typical **entry-level teacher**:

> **FAN** =   Focused Attention Needed
> **PTE** = Progressing Toward Expectations
> **ME** = Meets Expectations

Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole. (Attachments may be made to this document but must be dated and signed by the Practicum Student, Mentor/Cooperating Teacher, and the University Coordinator.) Any indicator measured as **'FAN'** must be accompanied by a Plan for Improvement that has been developed in cooperation with the Mentor/Cooperating Teacher and the University Coordinator. This evaluation is to be given to your Mentor/Cooperating Teacher at least 3 days prior to the Final Evaluation Report of Intern Teaching.

STANDARD ONE: LIBERAL ARTS

The intern teacher understands and appreciates the liberal arts as demonstrated by/through:	FAN	PTE	ME
A. Effective oral and written communications.			
B. Applying inquiry methods appropriate to the content.			
C. Using global and international perspectives in planning, teaching, and reflecting on practice.			
D. Respecting individual differences, including those of culture, race, gender, religion, and ethnicity.			
E. Respecting individual rights and values.			

Comments:

STANDARD TWO: UNDERSTANDING DIVERSE LEARNERS

The intern teacher is committed to student learning and achievement as demonstrated by:	FAN	PTE	ME
A. Applying knowledge of human growth, development, and learning theories.			
B. Supporting student development in cognitive, affective, physical, and social capacities.			
C. Appropriately managing classrooms to ensure a safe and orderly learning environment.			
D. Planning instruction to accommodate diversity.			
E. Assessing student abilities and needs when planning instruction.			
F. Creating inclusionary environments for students with exceptional needs and abilities.			
G. Incorporating various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media).			

Comments:

STANDARD THREE: TEACHING PRACTICE AND CONTENT KNOWLEDGE

The intern teacher has knowledge of subject matter and pedagogy as demonstrated by:	FAN	PTE	ME
A. Maintaining learning environments that promote critical and higher order thinking skills and allow for substantive conversation with the teacher and/or peers about subject matter.			
B. Helping students access and use information, technology, and other resources to become independent learners and problem solvers.			
C. Integrating knowledge across subject areas.			
D. Seeking and using updated information and procedures.			

Comments:

STANDARD FOUR: MONITORING STUDENT LEARNING

The intern teacher manages and monitors student learning based on best practice as demonstrated by:	FAN	PTE	ME
A. Using a variety of cognitive, affective, and psychomotor strategies and teaching methodologies to maximize learning.			
B. Accommodating differences among students, including those students with exceptional needs and abilities.			
C. Assessing the success of teaching episodes through the assessment of student learning.			
D. Working effectively with support personnel to maximize opportunities for student achievement and success.			
E. Acknowledging and applying the legal and ethical responsibilities of teaching.			

Comments:

STANDARD FIVE: PROFESSIONAL DEVELOPMENT AND ORGANIZATION

The intern teacher systematically organizes teaching practices and learns from experiences as demonstrated by:	FAN	PTE	ME
A. Using current research in both the subject field and in other areas of practice in the profession.			
B. Exercising good judgment in planning and managing time and other resources.			
C. Engaging students in meaningful learning experiences.			
D. Making efforts to develop and improve as a professional in recognition that teaching is a lifelong learning process.			
E. Interacting successfully with teachers, administrators, counselors, and other support personnel to benefit students.			
F. Engaging in meaningful self-evaluation and reflection on the professional practice of colleagues.			

Comments:

STANDARD SIX: PROFESSIONAL CONDUCT IN LEARNING COMMUNITIES

The intern teacher has a commitment and willingness to participate in learning communities as demonstrated by:	FAN	PTE	ME
A. Being punctual.			
B. Wearing appropriate professional attire.			
C. Establishing and maintaining healthy boundaries with students and with other school personnel.			
D. Using community resources to enhance school programs.			
E. Demonstrating knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities.			
F. Working effectively with parents and guardians to maximize opportunities for student achievement and success.			

   Comments:

STANDARD SEVEN: TECHNOLOGY

The intern teacher uses information-age learning and technology to enhance learning and personal/professional productivity as demonstrated by:	FAN	PTE	ME
A. Planning effective technology-enhanced learning environments and experiences aligned with state standards.			
B. Implementing curriculum plans that include technology-enhanced methods and strategies to maximize student learning.			
C. Using technology to enhance professional development and productivity.			
D. Applying an understanding of the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.			

   Comments:

_____ _____ _____

*Intern Teacher's Signature   Mentor/Cooperating   University Coordinator's   Date
                             Teacher's Signature   Signature

WESTERN MICHIGAN UNIVERSITY

PREPARING REFLECTIVE PRACTITIONERS
SELF-REFLECTIVE FINAL EVALUATION
REPORT OF INTERN TEACHING
(TO BE COMPLETED BY INTERN TEACHER)

Name of Intern Teacher	WIN	Date
School Name/District	Grades/Subjects Taught	
Mentor/Cooperating Teacher	University Coordinator	

The seven standards listed in this evaluation form reflect the **Entry-Level Standards for Michigan Teachers**, as approved by the State Board of Education in October 2002. Specific items under each standard area are based upon those standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and WMU's Conceptual Framework: **Preparing the Reflective Practitioner**.

Use the following scale to assess your current achievement as measured against your expectations of a typical **entry-level teacher**:

FAN = Focused Attention Needed
PTE = Progressing Toward Expectations
ME = Meets Expectations

Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole. (Attachments may be made to this document but must be dated and signed by the Intern Teacher, Mentor/Cooperating Teacher, and the University Coordinator.) Documentation must accompany any indicator measured as '**FAN.**' **An Intern Teacher must achieve a rating of at least 'PTE' on each indicator to receive credit for the internship (470 and/or 471; 474; 475).** This evaluation is to be given to your Mentor/Cooperating Teacher at least 3 days prior to the Final Evaluation Report of Intern Teaching.

STANDARD ONE: LIBERAL ARTS

The intern teacher understands and appreciates the liberal arts as demonstrated by/through:	FAN	PTE	ME
A. Effective oral and written communications.			
B. Applying inquiry methods appropriate to the content.			
C. Using global and international perspectives in planning, teaching, and reflecting on practice.			
D. Respecting individual differences, including those of culture, race, gender, religion, and ethnicity.			
E. Respecting individual rights and values.			

Comments:

STANDARD TWO: UNDERSTANDING DIVERSE LEARNERS

The intern teacher is committed to student learning and achievement as demonstrated by:	FAN	PTE	ME
A. Applying knowledge of human growth, development, and learning theories.			
B. Supporting student development in cognitive, affective, physical, and social capacities.			
C. Appropriately managing classrooms to ensure a safe and orderly learning environment.			
D. Planning instruction to accommodate diversity.			
E. Assessing student abilities and needs when planning instruction.			
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G. Incorporating various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media).			

Comments:

STANDARD THREE: TEACHING PRACTICE AND CONTENT KNOWLEDGE

The intern teacher has knowledge of subject matter and pedagogy as demonstrated by:	FAN	PTE	ME
A. Maintaining learning environments that promote critical and higher order thinking skills and allow for substantive conversation with the teacher and/or peers about subject matter.			
B. Helping students access and use information, technology, and other resources to become independent learners and problem solvers.			
C. Integrating knowledge across subject areas.			
D. Seeking and using updated information and procedures.			

Comments:

STANDARD FOUR: MONITORING STUDENT LEARNING

The intern teacher manages and monitors student learning based on best practice as demonstrated by:	FAN	PTE	ME
A. Using a variety of cognitive, affective, and psychomotor strategies and teaching methodologies to maximize learning.			
B. Accommodating differences among students, including those students with exceptional needs and abilities.			
C. Assessing the success of teaching episodes through the assessment of student learning.			
D. Working effectively with support personnel to maximize opportunities for student achievement and success.			
E. Acknowledging and applying the legal and ethical responsibilities of teaching.			

Comments:

STANDARD FIVE: PROFESSIONAL DEVELOPMENT AND ORGANIZATION

The intern teacher systematically organizes teaching practices and learns from experiences as demonstrated by:	FAN	PTE	ME
A. Using current research in both the subject field and in other areas of practice in the profession.			
B. Exercising good judgment in planning and managing time and other resources.			
C. Engaging students in meaningful learning experiences.			
D. Making efforts to develop and improve as a professional in recognition that teaching is a lifelong learning process.			
E. Interacting successfully with teachers, administrators, counselors, and other support personnel to benefit students.			
F. Engaging in meaningful self-evaluation and reflection on the professional practice of colleagues.			

Comments:

STANDARD SIX: PROFESSIONAL CONDUCT IN LEARNING COMMUNITIES

The intern teacher has a commitment and willingness to participate in learning communities as demonstrated by:	FAN	PTE	ME
A. Being punctual.			
B. Wearing appropriate professional attire.			
C. Establishing and maintaining healthy boundaries with students and with other school personnel.			
D. Using community resources to enhance school programs.			
E. Demonstrating knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities.			
F. Working effectively with parents and guardians to maximize opportunities for student achievement and success.			

  Comments:

STANDARD SEVEN: TECHNOLOGY

The intern teacher uses information-age learning and technology to enhance learning and personal/professional productivity as demonstrated by:	FAN	PTE	ME
A. Planning effective technology-enhanced learning environments and experiences aligned with state standards.			
B. Implementing curriculum plans that include technology-enhanced methods and strategies to maximize student learning.			
C. Using technology to enhance professional development and productivity.			
D. Applying an understanding of the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.			

  Comments:

INTERN'S Name: _____MENTOR'S Name: _____

Semester: _____ Program: _____

Please indicate the candidate's rating on each standard by using the following rating scale and checking the appropriate box.

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
1. Foundations **CC-1** Demonstrates understanding of the evolving and changing field of special education based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse historical points of view and human issues that have historically influenced and continue to influence the field of special education	There is clear evidence that the pre-intern knows the subject matter and implements important principles and theory in his/her teaching. The intern uses this knowledge to construct his/her own personal understanding and philosophy of special education.	There is limited evidence of knowledge of subject matter. Intern's presentation of special education foundation appears to contain numerous inaccuracies and limited points of view but is improving daily.	There is no evidence of knowledge of subject matter; unable to give examples of important principles or theories. There is no evidence of personal philosophy based on historical points of view and current issues in special education.	ME	PTE	FAN	ME	PTE	FAN
EI-1 Demonstrates understanding of definitions and issues related to the identification, factors that influence overrepresentation of culturally/linguistically diverse individuals, continuum of placement and services available, historical foundations and classic studies, trends, legal issues and practices in the field, and models of deviance associated with the field emotional impairments.	Intern knows the subject matter and implements important principles and theory in his/her teaching. The intern uses this knowledge to construct his/her own personal understanding and philosophy of special education.	There is limited evidence of knowledge of subject matter. Intern's presentation of special education foundation appears to contain numerous inaccuracies and limited points of view but is improving daily.	There is no evidence of knowledge of subject matter; unable to give examples of important principles or theories. There is no evidence of personal philosophy based on historical points of view and current issues in special education.	ME	PTE	FAN	ME	PTE	FAN

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
2. Development and Characteristics of Learners **CC-2** Treats students equitably and provides equitable access to the full curriculum by respecting individual differences and adjusting practices accordingly	There is clear evidence that the intern incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern makes minimal attempts to incorporate multiple perspectives or accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
EI-2 Understands typical and atypical growth and development and the educational implications of characteristics of students with emotional impairments including family involvement and the interactions with other systems of care. Treats students equitably and provides equitable access to the full curriculum by respecting individual differences and adjusting practices accordingly	There is clear evidence that the intern incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern makes minimal attempts to incorporate multiple perspectives or accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
3. Individual Learning Differences **CC-3** Uses multiple methods to meet goals articulated for individual students and class instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	There is clear evidence that the intern effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student.	The intern incorporates a variety of instructional strategies, but there is limited evidence that the candidate effectively differentiates instruction and successfully accommodates the learning needs of every student.	The intern uses predominantly one form of instruction, does not differentiate instruction, and does not successfully accommodate the learning needs of every student.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
4. Instructional Strategies **CC-4** Intern possesses a repertoire of evidence-based strategies and uses these strategies to promote positive learning results in general and special education curricula and to appropriately modify learning environment for students with exceptional learning needs. Interns emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and life span.	The incorporation of evidence-based strategies in daily teaching is clearly evident. Intern clearly understands the need for and how to modify the learning environment for each student with exceptional learning needs. The intern plans for generalization of knowledge and skills across environments, setting, and life span.	There is limited evidence of the use of evidence-based strategies to promote student learning. Intern is starting to impact student learning by modifying the learning environment to better meet the needs of each student with exceptional learning needs. Intern needs more practice in modification of learning environment and use of evidence based strategies.	**There is no evidence of use of evidence based strategies to promote student learning nor is there evidence modification of the environment to meet individual student's learning needs.**	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
EI-4 Intern uses specialized materials for individuals with emotional impairments when using a repertoire of evidence-based strategies to promote positive learning results. Appropriately modifies learning environment for students with emotional impairments including procedures to increase student self-determination. A variety of no aversive techniques are implemented in the classroom. Interns emphasize development, maintenance, generalization of knowledge and skills across environments, settings, and life span.	The use of specialized materials in incorporating evidence-based strategies in daily teaching is clearly evident. Intern clearly understands the need for and how to modify the learning environment for each student with an emotional impairment. The intern plans for generalization of knowledge and skills across environments, setting, and life span.	There is limited evidence of the use of specialized materials when using evidence-based strategies to promote student learning. Intern is starting to impact student learning by modifying the learning environment to better meet the needs of each student with an emotional impairment. Needs re practice in using specialized materials when modifying of learning environment and use of evidence based strategies.	There is no evidence of use of specialized materials for individuals with emotional impairments when using evidence based strategies to promote student learning nor is there evidence modification of the environment to meet individual student's learning needs.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
5. Learning Environments and Social Interactions **CC-5** Intern creates learning environments that foster cultural understanding, safety and emotional well-being, positive social interaction and active engagement for all students. Intern treats students equitably and provides equitable access to the full curriculum by respecting individual differences and adjusting practices accordingly.	There is clear evidence that the intern incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum that is housed in a safe, positive social and emotional learning environment for all students.	The intern makes minimal attempts to create a safe, positive social and emotional learning environment for all students. The intern is slowly incorporating multiple perspectives and accurate information into addressing the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern does not promote social and emotional safety among students. The intern does not understand how to create a safe and positive learning environment. The intern incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
EI-5 Intern uses approaches to create positive learning environments for individuals with emotional impairments/developmental. Intern uses functional classroom design and understands the advantages and disadvantages of placement options and the continuum of services for individuals with emotional impairments	There is clear evidence that intern incorporates a functional classroom design to create a positive learning environment for students with emotional impairments. The intern knows the advantages and disadvantages of placement options and the continuum of services for individuals with emotional impairments.	The intern makes minimal attempts to incorporate a functional classroom design to create a positive learning environment for students with emotional impairments. The intern knows some of the advantages and disadvantages of placement options and the continuum of services for individuals with emotional impairments.	The intern does not incorporate a functional classroom design to create a positive learning environment for students with emotional impairments. The intern minimally knows the advantages and disadvantages of placement options and the continuum of services for individuals with emotional impairments.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
6. Language **CC-6** Intern understands typical and atypical language development and uses multiple methods and strategies to meet goals articulated for individual students and class instruction to provide meaningful and challenging classroom learning. Intern is able to match his/her communication methods to each student's language proficiency and cultural and linguistic differences.	There is clear evidence that the intern effectively uses multiple instructional strategies to differentiate instruction and successfully communicates with every student while accommodating the student's learning needs.	The intern incorporates a variety of instructional strategies, but there is limited evidence that the intern effectively differentiates instruction and successfully communicates with every student while accommodating the student's learning needs.	The intern uses predominantly one form of communication. Instruction is not individualized for appropriate communication or differentiation of instruction, and intern does not successfully accommodate the learning needs of every student.	ME	PTE	FAN	ME	PTE	FAN

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		

7. Instructional Planning

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	ME	PTE	FAN	ME	PTE	FAN
CC-7 Intern implements individualized decision-making and instruction through the guidance of individualized goals and objectives. Instructional plans emphasize explicit modeling and efficient guided practice to assure skill acquisition and fluency through maintenance and generalization. Instructional plans are modified based on the on-going needs of the student. Intern works in a collaborative manner and provides for individualized transition plans as student transitions from various settings.	The incorporation of individualized decision making and instruction is clearly evident. Goals and objectives are consistently used to develop instructional plans. Instructional plans show strong evidence of explicit modeling and guided practice to assure acquisition and fluency. Instructional plans show strong evidence of modification based on student need. The intern plans for generalization of knowledge and skills across environments, setting, and life span. Intern is progressing in the area of collaborative but still need to practice. The intern works successfully in a collaborative manner.	There is some evidence of individualized decision making and instruction. Goals and objectives are used but not consistently used to develop instructional plans. Instructional plans show minimal evidence of explicit modeling and guided practice to assure acquisition and fluency. Instructional plans show evidence of modification based on student need but it needs to increase. Intern is progressing in the area of collaborative but still needs to practice.	**There is no evidence of individualized decision making and instruction. Goals and objectives do not drive instructional plans. Instructional plans do not show evidence of explicit modeling and guided practice to assure acquisition and fluency. Instructional plans do not show evidence of modification based on student need. Intern does not work in a collaborative manner.**						
EI-7 The Intern develops and implements Model EI programs that have been effective for individuals with EI across the life span. Model programming includes integrating academic instruction, affective education, and behavior management. Intern works to plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	The incorporation of individualized decision making and instruction is clearly evident. Goals and objectives include the integration of academic instruction, affective education, and behavior management. Behavior management includes individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	There is some evidence of the incorporation of individualized decision making and instruction is clearly evident. Goals and objectives include the integration of academic instruction, affective education, and behavior management. Behavior management includes individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	**There is no evidence of the incorporation of individualized decision making and instruction is clearly evident. Goals and objectives include the integration of academic instruction, affective education, and behavior management. Behavior management includes individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior**						

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
8. Assessment **CC-8** Intern understands the need to use multiple types of assessment information for educational decision making. Interns understand and practice the legal policies and ethical principles of measurement and assessment related to all education aspects of students with exceptional learning needs. Interns understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results as well as the appropriate use and limitations of various types of assessments. Interns conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Interns regularly monitor student progress in general and special curricula. Interns use appropriate technologies to support his/her assessments. Intern collaborates with families and other professionals involved in the assessment process.	There is clear evidence that the intern utilizes multiple types of assessment information to make educational decisions. Intern practices the legal policies and ethical principles of measurement and assessment. Intern has working knowledge of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Intern consistently conducts formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Intern monitors student progress in general and special curricula on a regular basis. Intern uses technologies to support his/her assessments. Intern collaborates with families and other professionals involved in the assessment process.	Intern uses minimal types of assessment information for making educational decisions. Intern practices the legal policies and ethical principles of measurement and assessment but needs to continue working in this area to reach mastery. Intern has working knowledge of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results but does not consistently apply this knowledge. Intern randomly conducts formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Intern monitors student progress in general and special curricula but not on a regular basis. Intern uses technologies to support his/her assessments but not on a consistent basis. Intern attempts to collaborate with families and other professionals involved in the assessment process but needs to more practice.	Intern does not use multiple types of assessment information for making educational decisions. Intern does not practice the legal policies and ethical principles of measurement and assessment. Intern clearly does not understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Intern does not conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Intern does not regularly monitor student progress in general and special curricula. Intern does not use appropriate technologies to support his/her assessments. Intern does not collaborate with families and other professionals involved in the assessment process.	ME	PTE	FAN	ME	PTE	FAN

EI-8 Intern prepares assessment reports for students with emotional impairments based on behavioral-ecological information and assesses appropriate and problematic social behaviors including intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional impairments	There is clear evidence that intern has working knowledge assessment for making educational decisions. Assessment reports are based on behavioral-ecological information with specific attention focused on intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional impairments.	Intern has working knowledge of laws and policies regarding referrals and use of multiple assessment information and there is minimal use of this for making educational decisions for students with emotional impairments. Assessment reports are somewhat based on behavioral-ecological information with specific attention focused on intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional impairments.	Intern minimally practices laws and policies regarding referral and placement of students with Emotional impairments and there is minimal use of this for making educational decisions for students with emotional impairments. Assessment reports are not based on behavioral-ecological information with specific attention focused on intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional impairments.	ME	PTE	FAN	ME	PTE	FAN

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
9. Professional and Ethical Practice **CC-9** Intern implements ethical and professional practice standards. Intern engages in professional activities and participates in learning communities for professional growth. Intern views himself/herself as a lifelong learner and regularly reflects and adjusts his/her practice accordingly.	Intern practices ethical and professional standards on a regular basis. Intern engages in professional activities that promote professional growth on a regular basis. Intern views himself/herself as a lifelong learner.	Intern practices ethical and professional standards but not on a regular basis. Intern intermittently engages in professional activities that promotes professional growth. Intern does not appear to view himself/herself as a lifelong learner.	Intern does not practice ethical or professional standards. Intern does not engage in professional activities that promotes professional growth. Intern does not view himself/herself as a lifelong learner.	ME	PTE	FAN	ME	PTE	FAN
EI-9 Intern is knowledgeable about professional organization, publications and their positions on key issues in the lives of individuals with emotional impairments. Intern engages in professional activities of organizations in the field of emotional impairments.	Intern practices ethical and professional standards on a regular basis. Intern engages in professional activities that promote professional growth on a regular basis.	Intern practices ethical and professional standards but not on a regular basis. Intern intermittently engages in professional activities that promotes professional growth	Intern does not practice ethical or professional standards. Intern does not engage in professional activities that promote professional growth.	ME	PTE	FAN	ME	PTE	FAN
10. Collaboration **CC-10** Intern routinely and effectively collaborates with colleagues, related service personnel, families and other appropriate personnel. Intern promotes and advocates the learning and well-being of his/her students. Intern is a resource to his/her colleagues in understanding the laws and policies relevant to the needs of student with exceptional learning needs.	Intern routinely and effectively collaborates with colleagues, related service personnel, families and other appropriate personnel. The Intern promotes and advocates for the learning and well-being of his/her students. On a regular basis the Intern is a resource to his/her colleagues in understanding the laws and policies relevant to the needs of student with exceptional learning needs.	Intern attempts to collaborate with colleagues, related service personnel, families and other appropriate personnel. There is little evidence of the Intern promoting or advocating for the learning and well-being of his/her students. On an irregular basis the Intern is a resource to his/her colleagues in understanding the laws and policies relevant to the needs of student with exceptional	Intern does not routinely collaborate with colleagues, related service personnel, families and other appropriate personnel. Intern does not promote or advocate the learning and well-being of his/her students. Intern does not serve as a resource to his/her colleagues in understanding the laws and policies relevant to the needs of student with exceptional learning needs.	ME	PTE	FAN	ME	PTE	FAN

EI-10 Intern routinely and effectively collaborates with colleagues, services, networks, organizations, related service personnel, families and other appropriate personnel to meet the needs of individuals with emotional impairments. Specific attention is paid to parent educational groups and the reintegration of individuals of emotional impairments.	Intern routinely and effectively collaborates with colleagues, services, networks, organizations, related service personnel, families and other appropriate personnel to meet the needs of individuals with emotional impairments. Specific attention is paid to parent educational groups and the reintegration of individuals of emotional impairments.	learning needs. There is minimal evidence of collaboration with colleagues, services, networks, organizations, related service personnel, families and other appropriate personnel to meet the needs of individuals with emotional impairments. Specific attention is paid to parent educational groups and the reintegration of individuals of emotional impairments.	Intern does not routinely collaborate with colleagues, services, networks, organizations, related service personnel, families and other appropriate personnel to meet the needs of individuals with emotional impairments. Specific attention is paid to parent educational groups and the reintegration of individuals of emotional impairments.						
				ME	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
Comments:									

INTERN'S Name: _____MENTOR'S Name: _____

Semester: _____ Program: _____

Please indicate the candidate's rating on each standard by using the following rating scale and checking the appropriate box

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
1. Foundations **CC-1** Demonstrates understanding of the evolving and changing field of special education based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse historical points of view and human issues that have historically influenced and continue to influence the field of special education	There is clear evidence that the pre-intern knows the subject matter and implements important principles and theory in his/her teaching. The intern uses this knowledge to construct his/her own personal understanding and philosophy of special education.	There is limited evidence of knowledge of subject matter. Intern's presentation of special education foundation appears to contain numerous inaccuracies and limited points of view but is improving daily.	There is no evidence of knowledge of subject matter; unable to give examples of important principles or theories. There is no evidence of personal philosophy based on historical points of view and current issues in special education.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
LD-1 Intern demonstrates knowledge of historical foundations, classical studies, and major contributors in the field of learning disabilities. Demonstrates understanding of philosophies, theories, models, and issues related to individuals with learning disabilities. Displays knowledge of the impact of legislation on the education of individuals with learning disabilities. Understands laws and policies regarding prereferral,	Intern knows the subject matter and implements important principles and theory in his/her teaching. The intern uses this knowledge to construct his/her own personal understanding and philosophy of special education.	There is limited evidence of knowledge of subject matter. Intern's presentation of special education foundation appears to contain numerous inaccuracies and limited points of view but is improving daily.	There is no evidence of knowledge of subject matter; unable to give examples of important principles or theories. There is no evidence of personal philosophy based on historical points of view and current issues in special education.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**

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| | referral, and placement procedures for individuals who may have learning disabilities and can discuss knowledge of current definitions and issues related to the identification of individuals with learning disabilities. | | | | | | | | | |

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
2. Development and Characteristics of Learners **CC-2** Treats students equitably and provides equitable access to the full curriculum by respecting individual difference sand adjusting practices accordingly	There is clear evidence that the intern incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern makes minimal attempts to incorporate multiple perspectives or accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information.	ME	PTE	FAN	ME	PTE	FAN
LD-2 Intern understands etiologies of learning disabilities and can discuss the neurobiological and medical factors that may impact the learning of individuals with learning disabilities. Understands the psychological, social, and emotional characteristics of individuals with learning disabilities.	There is clear evidence that the intern incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern makes minimal attempts to incorporate multiple perspectives or accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.	The intern incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information.	ME	PTE	FAN	ME	PTE	FAN
3. Individual Learning Differences			The intern uses predominantly	ME	PTE	FAN	ME	PTE	FAN

CC-3 Intern uses multiple methods to meet goals articulated for individual students and class instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	There is clear evidence that the intern effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student.	The intern incorporates a variety of instructional strategies, but there is limited evidence that the candidate effectively differentiates instruction and successfully accommodates the learning needs of every student.	one form of instruction, does not differentiate instruction, and does not successfully accommodate the learning needs of every student.						

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
				ME	PTE	FAN	ME	PTE	FAN
LD-3 Intern understands the impact of co-existing conditions and exceptionalities on individuals with learning disabilities. Intern uses knowledge of the effects of phonological awareness on the reading abilities of individuals with learning disabilities. Intern understands the impact learning disabilities may have on auditory and information processing skills.	There is clear evidence that the intern effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student with cognitive impairments/developmental disabilities.	There is clear evidence that the intern effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student with cognitive impairments/developmental disabilities.	The intern uses predominantly one form of instruction, does not differentiate instruction, and does not successfully accommodate the learning needs of every student with cognitive impairments/developmental disabilities.						
4. Instructional Strategies CC-4 Intern possesses a repertoire of evidence-based strategies and uses these strategies to promote positive learning results in general and special education curricula and to appropriately modify learning environment for students with exceptional learning needs. Interns emphasize the development, maintenance, and generalization of knowledge and skills across	The incorporation of evidence-based strategies in daily teaching is clearly evident. Intern clearly understands the need for and how to modify the learning environment for each student with exceptional learning needs. The intern plans for generalization of knowledge and skills across environments, setting, and	There is limited evidence of the use of evidence-based strategies to promote student learning. Intern is starting to impact student learning by modifying the learning environment to better meet the needs of each student with exceptional learning needs. Intern needs more practice in modification of learning environment and use of evidence	**There is no evidence of use of evidence based strategies to promote student learning nor is there evidence modification of the environment to meet individual student's learning needs.**	ME 	PTE 	FAN 	ME 	PTE 	FAN

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environments, settings, and life span.	life span.	based strategies.			
LD-4 Intern uses research-supported methods for academic and nonacademic instruction of individuals with learning disabilities. Use specialized methods for teaching basic skills and reading strategies within the content areas. Demonstrates use of specialized methods for teaching individuals to independently use cognitive processing to solve problems for increasing accuracy and proficiency in math calculations and applications. Intern uses methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.	The use of specialized materials in incorporating evidence-based strategies in daily teaching is clearly evident. Intern clearly understands the need for and how to modify the learning environment for each student with cognitive impairments/ developmental disabilities. The intern plans for generalization of knowledge and skills across environments, setting, and life span.	There is limited evidence of the use of specialized materials when using evidence-based strategies to promote student learning. Intern is starting to impact student learning by modifying the learning environment to better meet the needs of each student with cognitive impairments/ developmental disabilities. Needs re practice in using specialized materials when modifying of learning environment and use of evidence based strategies.	There is no evidence of use of specialized materials for individuals with cognitive impairments/developmental disabilities when using evidence based strategies to promote student learning nor is there evidence modification of the environment to meet individual student's learning needs.	**ME** **PTE** **FAN** (empty)	**ME** **PTE** **FAN** (empty)

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation	Mentor Evaluation
5. Learning Environments and Social Interactions **CC-5** Intern creates learning environments that foster cultural understanding, safety and emotional well-being, positive social interaction and active engagement for all students. Intern treats students equitably and provides equitable access to the full curriculum by respecting individual differences and adjusting practices	There is clear evidence that the intern incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum that is housed in a safe, positive social and emotional learning	The intern makes minimal attempts to create a safe, positive social and emotional learning environment for all students. The intern is slowly incorporating multiple perspectives and accurate information into addressing the multiple attributes of multicultural populations, in	The intern does not promote social and emotional safety among students. The intern does not understand how to create a safe and positive learning environment. The intern incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the	**ME** **PTE** **FAN** (empty)	**ME** **PTE** **FAN** (empty)

				Self Evaluation			Mentor Evaluation		

accordingly.	environment for all students.	order to provide a rich diverse curriculum.	candidate incorporates multiple perspectives and accurate information.						
				ME	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
LD-5 Intern uses approaches to create positive learning environments for individuals with learning disabilities. Teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults.	There is clear evidence that intern incorporates multiple perspectives, approaches including assistive technology, structures physical environment, and plans instruction to provide in various environments and placement settings using accurate information, in order to provide a rich diverse curriculum that is housed in a safe, positive social and emotional learning environment for students with cognitive impairments/ developmental disabilities.	The intern makes minimal attempts to create a safe, positive social and emotional learning environment for students with cognitive impairments./developmental disabilities. The intern is slowly incorporating multiple perspectives, assistive technology, structures physical environment Intern is learning to use accurate information, in order to provide a rich diverse curriculum to students with cognitive impairments/ developmental disabilities in community based and different placement settings.	The intern does not promote a safe positive social and emotional learning environment for students with cognitive impairments/ developmental disabilities. The intern does not know .how to use assistive technology, structure physical environment and plan instruction in various community based and different placement settings. There is no evidence that the candidate incorporates multiple perspectives and accurate information.						

CEC Content Standards	**ME** Clear, Consistent Evidence	**PTE** Limited Evidence	**FAN** Little or No Evidence	**Self Evaluation**			**Mentor Evaluation**		
6. Language **CC-6** Intern understands typical and atypical language development and uses multiple methods and strategies to meet goals articulated for individual students and class instruction to provide meaningful and challenging classroom learning. Intern is able to match his/her communication methods to each	There is clear evidence that the intern effectively uses multiple instructional strategies to differentiate instruction and successfully communicates with every student while accommodating the student's learning needs.	The intern incorporates a variety of instructional strategies, but there is limited evidence that the intern effectively differentiates instruction and successfully communicates with every student while accommodating the student's learning needs.	The intern uses predominantly one form of communication. Instruction is not individualized for appropriate communication or differentiation of instruction, and intern does not successfully accommodate the learning needs of every	**ME** / **PTE** / **FAN**			**ME** / **PTE** / **FAN**		

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student's language proficiency and cultural and linguistic differences.			student.	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**
LD-6 Intern understands typical language development and how that may differ for individuals with learning disabilities. Demonstrates understanding of the impact of language development and listening comprehension on academic and nonacademic learning of individuals with learning disabilities.	The intern effectively uses multiple instructional strategies to differentiate instruction and successfully communicates with every student with cognitive impairments/ developmental disabilities while accommodating the student's learning needs using augmentative communication systems.	The intern incorporates a variety of instructional strategies, but there is limited evidence that the intern effectively differentiates instruction and successfully communicates with every student with cognitive impairments/ developmental disabilities while accommodating the student's learning needs using augmentative communication systems.	The intern uses predominantly one form of communication with no augmentative communication systems. Instruction is not individualized for appropriate communication or differentiation of instruction, and intern does not successfully accommodate the learning needs of every student with cognitive impairments/developmental disabilities.						

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
7. Instructional Planning **CC-7** Intern implements individualized decision-making and instruction through the guidance of individualized goals and objectives. Instructional plans emphasize explicit modeling and efficient guided practice to assure skill acquisition and fluency through maintenance and generalization. Instructional plans are modified based on the on-going needs of the student. Intern works in a collaborative manner and provides	The incorporation of individualized decision making and instruction is clearly evident. Goals and objectives are consistently used to develop instructional plans. Instructional plans show strong evidence of explicit modeling and guided practice to assure acquisition and fluency. Instructional plans show strong evidence of modification based	There is some evidence of individualized decision making and instruction. Goals and objectives are used but not consistently used to develop instructional plans. Instructional plans show minimal evidence of explicit modeling and guided practice to assure acquisition and fluency. Instructional plans show evidence of modification	**There is no evidence of individualized decision making and instruction. Goals and objectives do not drive instructional plans. Instructional plans do not show evidence of explicit modeling and guided practice to assure acquisition and fluency. Instructional plans do not show evidence of modification based on**	**ME**	**PTE**	**FAN**	**ME**	**PTE**	**FAN**

				ME	PTE	FAN	ME	PTE	FAN
for individualized transition plans as student transitions from various settings.	on student need. The intern plans for generalization of knowledge and skills across environments, setting, and life span. Intern is progressing in the area of collaborative but still need to practice. The intern works successfully in a collaborative manner.	based on student need but it needs to increase. Intern is progressing in the area of collaborative but still needs to practice.	**student need. Intern does not work in a collaborative manner.**						
LD-7 The intern understands relationships among reading instruction methods and learning disabilities. Intern can identify sources of specialized curricula, materials, and resources for individuals with learning disabilities. Intern can access and implement interventions and services for children who may be at risk for learning disabilities.	The incorporation of individualized decision making and instruction is clearly evident. Goals and objectives planned involve relevant sensory stimulation, independent functional life skills, sexuality, and employment skills. The intern plans for generalization of knowledge and skills across environments, setting, and life span	There is some evidence of individualized decision making and instruction. Goals and objectives are used but do not consistently plan for sensory stimulation, independent functional life skills, sexuality, and employment skills. Intern is progressing in planning for generalization of knowledge and skills across environments, setting, and life span	**There is no evidence of individualized decision making and instruction. Goals and objectives do not drive instructional plans that incorporate sensory stimulation, independent functional life skills, sexuality, and employment skills. There is no plan for generalization of knowledge and skills across environments, setting, and life span**						

CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
8. Assessment **CC-8** Intern understands the need to use multiple types of assessment information for educational decision making. Interns understand and practice the legal policies and ethical principles of measurement and assessment related to all education aspects of students with exceptional learning needs. Interns understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results as well as the appropriate use and limitations of various types of assessments. Interns conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Interns regularly monitor student progress in general and special curricula. Interns use appropriate technologies to support his/her assessments. Intern collaborates with families and other professionals involved in the assessment process.	There is clear evidence that the intern utilizes multiple types of assessment information to make educational decisions. Intern practices the legal policies and ethical principles of measurement and assessment. Intern has working knowledge of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Intern consistently conducts formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Intern monitors student progress in general and special curricula on a regular basis. Intern uses technologies to support his/her assessments. Intern collaborates with families and other professionals involved in the assessment process.	Intern uses minimal types of assessment information for making educational decisions. Intern practices the legal policies and ethical principles of measurement and assessment but needs to continue working in this area to reach mastery. Intern has working knowledge of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results but does not consistently apply this knowledge. Intern randomly conducts formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Intern monitors student progress in general and special curricula but not on a regular basis. Intern uses technologies to support his/her assessments but not on a consistent basis. Intern attempts to collaborate with families and other professionals involved in the assessment process but needs to more practice.	Intern does not use multiple types of assessment information for making educational decisions. Intern does not practice the legal policies and ethical principles of measurement and assessment. Intern clearly does not understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Intern does not conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning environments for students with exceptional learning needs. Intern does not regularly monitor student progress in general and special curricula. Intern does not use appropriate technologies to support his/her assessments. Intern does not collaborate with families and other professionals involved in the assessment process.	ME	PTE	FAN	ME	PTE	FAN

LD-8 Intern can use and understand terminology and procedures used in the assessment of individuals with learning disabilities. Intern is aware of the factors that could lead to misidentification of individuals as having learning disabilities. Intern has knowledge of procedures to identify young children who may be at risk for learning disabilities.	There is clear evidence that intern has working knowledge of laws and policies regarding referrals and intern utilizes multiple types of assessment information that includes adaptive behavior assessment for making educational decisions. Intern has working knowledge of instructional assessment tools and methods and to selects appropriate tools and methods to accommodates the abilities and needs of individuals with cognitive impairments/ developmental disabilities. . There is clear evidence that intern has working knowledge of impact of environmental conditions and knowledge of specialized terminology used in the assessment of individuals with cognitive impairments/developmental disabilities, and consistently applies this knowledge to assess and promote environmental conditions to maximize performance.	Intern has working knowledge of laws and policies regarding referrals and use of multiple assessment information that also includes adaptive behavior but there is minimal use of this for making educational decisions for students with cognitive impairments/ developmental disabilities and needs to continue working in this area to reach mastery. Intern has working knowledge of instructional assessment tools and methods to accommodate the abilities and needs of individuals with cognitive impairments/ developmental disabilities but does not consistently apply this knowledge to select, adapt, and use the tools and methods. Intern has working knowledge of impact of environmental assessment conditions and specialized terminology used in the assessment of individuals with cognitive impairments/developmental disabilities but does not consistently apply this knowledge to assess and promote environmental conditions to maximize performance of individuals with cognitive impairments/developmental disabilities.	Intern does not practice laws and policies regarding referral and placement of students with cognitive impairments/ developmental disabilities and does not use multiple types of assessment information for making educational decisions that also includes adaptive behavior assessment information to make educational decisions. Intern clearly has no knowledge and does not select, adapt instructional assessment tools and methods to accommodate the abilities and needs of individuals with cognitive impairments/ developmental disabilities. Intern clearly does not understand impact of environmental assessment and use of specialized terminology in the assessment of individuals with cognitive impairments/ developmental disabilities. Intern does not use specialized terminology and/or promote environmental conditions to maximize performance of individuals with cognitive impairments/developmental disabilities.	ME	PTE	FAN	ME	PTE	FAN

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CEC Content Standards	ME Clear, Consistent Evidence	PTE Limited Evidence	FAN Little or No Evidence	Self Evaluation			Mentor Evaluation		
9. Professional and Ethical Practice **CC-9** Intern implements ethical and professional practice standards. Intern engages in professional activities and participates in learning communities for professional growth. Intern views himself/herself as a lifelong learner and regularly reflects and adjusts his/her practice accordingly.	Intern practices ethical and professional standards on a regular basis. Intern engages in professional activities that promote professional growth on a regular basis. Intern views himself/herself as a lifelong learner.	Intern practices ethical and professional standards but not on a regular basis. Intern intermittently engages in professional activities that promotes professional growth. Intern does not appear to view himself/herself as a lifelong learner.	Intern does not practice ethical or professional standards. Intern does not engage in professional activities that promotes professional growth. Intern does not view himself/herself as a lifelong learner.	ME	PTE	FAN	ME	PTE	FAN
LD-9 Intern understands the ethical responsibility to advocate for appropriate services for individuals with learning disabilities. Professional organizations and sources of information relevant to the field of learning disabilities. Use research findings and theories to guide practice	Intern practices ethical and professional standards on a regular basis. Intern engages in professional activities that promote professional growth on a regular basis.	Intern practices ethical and professional standards but not on a regular basis. Intern intermittently engages in professional activities that promotes professional growth	Intern does not practice ethical or professional standards. Intern does not engage in professional activities that promote professional growth.	ME	PTE	FAN	ME	PTE	FAN
10. Collaboration **CC-10** Intern routinely and effectively collaborates with colleagues, related service personnel, families and other appropriate personnel. Intern promotes and advocates the learning and well-being of his/her students. Intern is a resource to his/her colleagues in understanding the laws and policies relevant to the	Intern routinely and effectively collaborates with colleagues, related service personnel, families and other appropriate personnel. The Intern promotes and advocates for the learning and well-being of his/her students. On a regular basis the Intern is a resource to his/her colleagues in understanding the	Intern attempts to collaborate with colleagues, related service personnel, families and other appropriate personnel. There is little evidence of the Intern promoting or advocating for the learning and well-being of his/her students. On an irregular basis the Intern is a resource to his/her colleagues	Intern does not routinely collaborate with colleagues, related service personnel, families and other appropriate personnel. Intern does not promote or advocate the learning and well-being of his/her students. Intern does not serve as a resource to his/her colleagues in understanding the laws and	ME	PTE	FAN	ME	PTE	FAN

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needs of student with exceptional learning needs.	laws and policies relevant to the needs of student with exceptional learning needs.	in understanding the laws and policies relevant to the needs of student with exceptional learning needs.	policies relevant to the needs of student with exceptional learning needs.	ME	PTE	FAN	ME	PTE	FAN
LD-10 Intern can demonstrate the ability to co-plan and co-teach methods to strengthen content acquisition of individuals with learning disabilities. Interns can access and discuss a variety of services, networks, and organizations that provide support across the life span for individuals with learning disabilities.	Intern routinely and effectively collaborates with colleagues, related service personnel, families and other appropriate personnel to plan for transition to adulthood that encourages full community participation	There is minimal evidence of collaboration with colleagues, related service personnel, families and other appropriate personnel and minimal planning for transition to adulthood and full community participation	Intern does not routinely collaborate with colleagues, related service personnel, families and other appropriate personnel and no planning for transition to adulthood and full community participation						

Comments:					

Section VI Assessment #3

Assessment #3 – Impact on K – 12 Learning

Subsequent to the reviewers' feedback, we changed Assessment 3 to focus specifically on the impact on K – 12 learning associated with particular practica experiences. Our goal was to increase our documentation of our pre-interns' impact on K-12 learning. To do this, we developed a new rubric based on the Renaissance Teacher Work Sample we were previously using. We added specific criteria for each indicator on our scale (ME-Meets Expectations, PTE-Progressing toward Expectation-PTE, and Focused Attention Needed-FAN). This assessment will produce multiple measures in more than one course, and will address the CEC Knowledge and Skills in the Common Core as well as in the specific endorsement areas the student is studying (LD/EI or LD/CI). Further, to assure that we are measuring students' impact on K-12 students across the curriculum, we assigned a curriculum focus to specific practica, through which the assessments will occur:

SPED 3410 Practicum in Cognitive Impairments: Focus Area-Affective Education
Or
SPED 3710 Practicum in Emotional Impairments: Focus Area-Affective Education

SPED 4810 Practicum in Learning Disabilities: Focus Area-Writing and Content Areas

SPED 4040 Practicum in Assessment and Curriculum: Focus Area: Reading and Math

Thus, Assessment 3 will include multiple measures, on various aspects of the K – 12 curriculum, using a standard grading rubric. However, because we have only recently redesigned this assessment, we do not yet have data to report. We will have our first data set in December of 2007.

The revised rubric follows.

SPED _____ ; Impact on K-12 Student Learning

	Meets Expectation (ME) 10	Progressing Toward Expectation (PTE) 5	Focused Attention Needed (FAN) 0	Points
Contextual Factors ºKnowledge of community, school and classroom factors ºKnowledge of characteristics of students ºKnowledge of students' varied approaches to learning ºKnowledge of students' skills and prior learning ºImplications for instructional planning and assessment	The teacher displays a comprehensive understanding of how contextual factors influence learning goals, plan for instruction, and assessment	The teacher displays some understanding of how contextual factors influence learning goals, plan for instruction, and assessment	The teacher displays minimal, irrelevant, or biased knowledge of how contextual factors influence learning goals, plan for instruction, and assessment	/10
Learning Goal(s) ºSignificance, challenge, and variety ºClarity ºAppropriateness for student(s) ºAlignment with state standards	The teacher sets significant, challenging, varied, and appropriate learning goals	The teacher sets some significant, challenging, varied, and appropriate learning goals	The teacher minimally sets significant, challenging, varied, and appropriate learning goals	/10
Assessment Plan ºAlignment with learning goals and instruction ºClarity of criteria for performance ºMultiple modes and approaches ºTechnical soundness ºAdaptations based on individual need(s) of students	The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction	The teacher uses some multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction	The teacher minimally uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction	/10
Design for Instruction ºAlignment with learning goals ºLesson unit and structure ºUse of variety of instruction, activities, assignments, technology and resources ºUse of contextual information	The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.	The teacher designs some instruction for specific learning goals, student characteristics and needs, and learning contexts.	The teacher minimally designs instruction for specific learning goals, student characteristics and needs, and learning contexts.	/10
Instructional Decision Making ºSound professional practice ºAdjustments based on analysis of student learning	The teacher uses on-going analysis of student learning to make instructional decisions.	The teacher uses some on-going analysis of student learning to make instructional decisions.	The teacher minimally uses on-going analysis of student learning to make instructional decisions.	/10
Analysis of Student Learning ºClarity and accuracy of presentation ºAlignment with learning goals ºInterpretation of data ºEvidence of impact on student learning	The teacher uses assessment data to profile student learning and communicate information about student progress and achievement	The teacher uses some assessment data to profile student learning and communicate information about student progress and achievement	The teacher minimally uses assessment data to profile student learning and communicate information about student progress and achievement	/10
Reflection and Self-Evaluation ºInterpretation of student learning ºInsights on effective instruction and assessment ºAlignment among goals, instruction, and assessment ºImplications for future teaching ºImplications for professional development	The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.	The teacher is progressing toward finding the knowledge and skills to analyze the relationship between his or her instruction and student learning in order to improve teaching practice.	The teacher minimally analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.	/10
Clarity of Writing ºMechanics, punctuation, capitalization, verb tense agreement, complete sentences, singular/plural agreement ºParagraph development and written expression ºReference support (APA)	The teacher displays comprehensive skills in their clarity of writing	The teacher is progressing to displaying comprehensive skills in their clarity of writing	The teacher displays minimal skills in their clarity of writing	/10
Organization ºTitle page ºTable of contents, sections clearly defined ºProfessional graphing	The teacher displays thorough organization skills	The teacher displays some organization skills	The teacher displays minimal organization skills	/10
Research Based Strategies ºUse of research based strategies	The teacher uses research based strategies to meet individual student needs	The teacher uses some research based strategies to meet individual student needs	The teacher minimally uses research based strategies to meet individual student needs	/10

Comments:

/100

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Section VI Assessment #5

Assessment #5 – Direct Observation

In response to reviewers' concerns, we pulled our original Assessment #5 (Direct Assessment and Intervention) because we used this assessment in only one practicum and realized we could use Assessment #3 (Impact on K-12 Students) to meet the same standards and program objectives. We realized we needed a direct observation assessment that we could quantify. Therefore, we developed a direct observation assessment using our same scale (ME-Meets Expectations, PTE-Progressing toward Expectation, PTE, and Focused Attention Needed, FAN) and added specific criteria for each CEC Professional Standard (Common Core and Endorsement Area). This assessment will be used a minimum of two times in each practicum (pre-internship) (SPED 3310, SPED 3410 or 3710, SPED 4810, SPED 4040) and five times during each endorsement area internship. Because we have just redesigned this assessment, we do not yet have data to report. We will have our first data set in December of 2007.

Assessment #5 Direct Observation Form follows.

Western Michigan University
Department of Special Education and Literacy Studies
Direct Observation

Student Name: _____ Observation Date: _____ Course: SPED _____

Observer: _____ Observer Signature:_____ Student Signature:_____

*** **Planning** ***

1. **Provides access to the general education curriculum by successfully aligning IEP objectives and State Standards with instruction and assessment. (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Objectives and State Standards listed and embedded in the lesson.	Objectives and State Standard listed but not embedded in the lesson.	Objectives and State Standards not listed.		

2. **Develops lesson plans using research-based strategies (Universal Design, Concept Mapping, Differentiated Instruction, Multi-level Curriculum). (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Lesson plans have stated goals and objectives and there is evidence that research based strategies were used to develop the plans.	Lesson plans have stated goals and objectives but there are limited or no indications that research based strategies were used to develop the plans.	No lesson plans present, or lesson plan refers only to page numbers or chapters from books.		

3. **Plans the integrated use of technology. (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Technology is integrated into the lesson plan.	Technology is integrated into the lesson plan but at the surface level.	Technology is neither planned for nor integrated in the lesson (used as an add on to the lesson).		

4. **Plans for student diversity through accommodations and modifications for individual needs. (CEC 3)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Accommodations and modifications are incorporated throughout the entire lesson, during instruction, as well as for assignment completion.	Accommodations and modifications are incorporated only for assignment completion.	No accommodations or modifications are listed, or a generic accommodations/modifications checklist is used with no specific reference to students.		

*** Conducting Lessons ***

5.   Demonstrates congruence between the lesson plan and instruction while incorporating student responses to the lesson. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Lesson is implemented according to plan and teacher adjusts instruction based on student responses. Includes adjusting for student errors, augmenting instruction to insure student understanding and providing enrichment activities.	Lesson is implemented according to plan, but there is little if any response to student cues or adjustment to instruction based on those cues.	Implementation of the lesson does not follow the lesson plan or is only tangentially related to it.		

6.   Effectively uses technology and adaptive/assistive technology in the lesson and for reinforcement. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Technology is integrated into the lesson; teachers use technology for teaching and students for learning and completing assignments.	Technology is integrated into the lesson, but at the surface level. Used by teacher or students but not both.	Technology is not used during the lesson, or technology is used as an add-on to the lesson.		

7.   Provides explicit reinforcement to student responses. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher uses reinforcement and articulates the specific behavior or skill that is being reinforced.	Teacher uses reinforcement, but does not articulate the specific behavior or skill being reinforced.	Teacher does not provide reinforcement for correct responses.		

8.   Gains the attention of students, incorporates preview and review, connects new learning to previous learning, and connects use of learning strategies to content to be learned and students' previous learning. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Consistently gains students attention prior to instruction provides preview and review and connects new learning to previous learning or learning strategies to the content to be learned.	Typically gains students attention prior to instruction provides preview and review but only minimally connects new learning to previous learning or learning strategies to the content to be learned.	Does not gain the students' attention prior to teaching, does not provide preview or review, does not connect new learning to previous learning or learning strategies to the content to be learned.		

9. **Effectively paces instruction and promotes equity in student responses. (CEC 4)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher consistently maintains an effective pace of instruction and opportunities for every student to be engaged in the lesson are provided	Teacher typically adjusts pace of instruction to maintain student attention and opportunities for every student to be engaged in the lesson are provided.	Teacher's pace of instruction is too fast or too slow and opportunities for every student to be engaged in the lesson are not provided.		

10. **Correctly uses a variety of research-based instructional strategies (direct instruction, strategy instruction, systematic prompting task analysis, and multiple flexible grouping structures). (CEC 4)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher demonstrates effective implementation of at least four research-based strategies and there is a balance in the use of a variety of flexible grouping strategies.	Teacher demonstrates effective implementation of at least two research-based strategies and there is a balance between whole class/independent work and student collaborative or cooperative groups.	Teacher does not use research-based strategies effectively and does not involve the students in active, hands on learning; instruction is predominantly whole class and independent work.		

11. **Maintains active student engagement through meaningful and motivating lessons. (CEC 5)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher actively engages the students in the learning process by weaving the sharing of information with meaningful activities; teacher is animated and enthusiastic.	Teacher shares information with the students and then engages them in meaningful activities.	Teacher lectures or reads from the teacher's manual, never engaging the students in hands on activities; students remain passive recipients of teacher information.		

12. **Gives correct curriculum content while teaching. (CEC 7)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Naturally presents curriculum content clearly and accurately to students.	Teacher hesitates and needs to constantly refer to curriculum materials in order to present the content clearly and accurately.	Is unable to clearly and accurately explain curriculum content.		

*** <u>Assessment</u> ***

13. Embeds authentic assessment in lessons. (CEC 8)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Uses a combination of standard tests and multiple authentic assessments to adjust instruction and determine student learning.	Uses a form of authentic assessment to determine student errors and correct responses and adjusts the lesson accordingly.	Relies on end of lesson or unit test to assess learners.		

14. Provides immediate and appropriate correction to student errors and adjusts instruction accordingly. (CEC 4)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher stops instruction and asks the student how (s) he determined the response. Teacher adjusts instruction to include a formal error correction procedure to insure correct student understanding	Teacher stops instruction and gives the student a correct answer and explanation for why it is correct.	Does not stop or alter lesson when students make errors.		

*** Classroom Ecology and Behavior ***

15. Work area is clean and well organized. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Instructional area is uncluttered and organized. Materials for student use are readily available and student desks are arranged in a manner conducive to learning. There are clear pathways to and from vital areas in the room and teacher can see all students at all times.	Instructional area is uncluttered and organized; materials for student use are readily available, but student desks are not arranged in a manner conducive to learning.	Instructional is cluttered and disorganized; materials for students are not readily available, desks are not arranged in a manner conducive to learning, and classroom rules and consequences are not posted.		

16. Provides consistent routines and procedures for managing all class activities. (CEC 5)

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Consistent routines and procedures are posted and evident; routines and procedures flow smoothly, students clearly know what to do, and the teacher only intermittently has to intervene and redirect students. Students respond immediately to teacher. Classroom rules are posted.	Consistent routines and procedures are posted and evident; routines and procedures flow smoothly, students clearly know what to do, however, the teacher still has to monitor and re-direct students on a regular basis. Classroom rules are posted.	Consistent routines and procedures are not posted or evident; students clearly do not know expectations or how to follow through. Classroom rules are not posted.		

17. Facilitates positive social interactions among students. (CEC 5)

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Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Comments
The majority of student-to-student interactions are positive and show respect. Teacher rarely has to intervene to re-direct students.	Most of the student-to-student interactions are positive and show respect. Teacher frequently has to intervene to re-direct students.	Student to student conversation is inappropriate and shows lack of respect for one another and for adults. Teacher has to intervene continually to re-direct students and correct their behaviors.	

18. **Provides manageable positive behavior supports for all students, consistently applies rules and consequences, and models and reinforces appropriate behavior at all times. (CEC 5)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Provides limited positive reinforcement Consistently reinforces appropriate behavior and explicitly describes what the student is doing that merited the reinforcement. Rules are stated and consistently and fairly followed. Students with problem behaviors have written positive behavior support plans. Teacher "sets up" students for appropriate behavior through the use of systematic prompting procedures.	Typically reinforces appropriate behavior. Rules and consequences are posted and followed. Corrective action with students is more consistent and fair. Tone of voice and body language show respect for students. Circulates and maintains good proximity to all students, but especially those with problem behaviors. Classroom ecology is conducive to appropriate behavior.	Relies on punishment to control classroom behavior. No rules or consequences posted. Tone of voice and body language are harsh and indicate lack of respect for students. Corrective action with students is arbitrary and inconsistent.		

*** Collaboration ***

19. **Effectively manages para professionals and other support staff so that they are effectively involved in meaningful instruction. (CEC 10)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Para professionals spend all their time on instructional tasks and interactions with the students. Related services personnel are also working with other students along with the targeted student in an integrated fashion within the curriculum. In general education settings the para professional works collaboratively with both the general and special education teachers in teaching all students in multiple flexible groups.	Para professionals spend the majority of their time on instructional tasks and interactions with students. Related services personnel are working with the student in an integrated fashion within the curriculum. Teacher models appropriate instructional and behavior management strategies. All staff handle transitions smoothly without additional instructions being needed.	Para professionals spend the majority of their time talking or working on non-instructional tasks such as bulletin boards, cleaning, filing, or other paper work. Teacher stops instructional tasks to talk about non-instructional matters with the para professional or related services personnel, consistently asks they work with students in isolation from the rest of the group, or does not provide clear direction for transitions.		

20. **Implements correctly a variety of co-teaching models (complementary teaching, station teaching, parallel teaching, alternative teaching, shared teaching with multiple flexible groups) (CEC 10)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Teacher uses four or more co-teaching models.	Teacher uses two or more different co-teaching models.	Teacher only uses one teach and one drift model of co-teaching.		

*** <u>Professionalism</u> ***

21. **Communication, both written and oral, is clear, concise and grammatically accurate. (CEC 9)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Written and oral communication are free of errors and consistently conveyed in a clear fashion.	Written and oral communication contains occasional errors of structure and syntax, an occasional spelling error is noted in written work and message is typically clearly conveyed.	Written and oral communication is frequently incorrect in terms of basic structure and syntax, multiple spelling errors are noted in written work and the message is not clearly conveyed		

22. **Overall appearance and attitude (dress, comments, body language) are positive and indicates respect for students, parents, and colleagues. (CEC 9)**

Meets Expectation (ME)	Progressing Toward Expectation (PTE)	Focused Attention Needed (FAN)	Not Applicable	Comments
Clothing is neat, clean and appropriate. Body language is positive and indicates not only respect for students and colleagues but also pride in the profession. Verbal language is not only free of ridicule and sarcasm but also shows enthusiasm for both teaching and the subject matter and compassion for students, parents and colleagues	Clothing is neat, clean and appropriate. Body language is positive and shows respect for students, parents and colleagues. Verbal language is free of ridicule and sarcasm.	Teacher uses sarcastic language or language that ridicules students or colleagues. Clothing is dirty, disheveled, not neat and or inappropriate for the classroom. Teacher's affect demonstrates no enthusiasm for either teaching or the subject matter or compassion for students, parents or colleagues.		

Section VI Assessment #7

Assessment #7 – Behavior Change Project

When reviewing our SPA feedback, we agreed that we did not have a strong quantitative assessment in the area of Standard #5 Learning Environments and Social Interactions. Therefore, we added the Behavior Change Project that is used in SPED 3380 (Introduction to Classroom Management) for this assessment.

Because we have just added the assessment using the following rubric, we do not yet have data to report. We will have our first data set December of 2007.

The Assessment #7 Behavior Change Project Rubric follows.

Instructional Objective	Meets Expectation (ME)	Progressing Toward Expectations (PTE)	Focused Attention Needed (FAN)	Progress Evaluation			
				Draft	ME	PTE	FAN
1. Candidate systematically collects anecdotal data on a targeted behavior category for the purpose of identifying specific behaviors for intervention.	Candidate accurately defines (a) behavior(s) that can be reliably measured. **8 points**	Candidate identifies (a) behavior(s) for measurement but does not provide a reliable and observable definition of the behavior(s). **5 points**	Candidate describes the behavior situation but does not identify specific behaviors to target for measurement. **2 points**	1 2 3			
2. Candidate states rationale for why he or she targeted a specific inappropriate behavior to decrease and an appropriate behavior to increase. (1/2 - 1 page)	Candidate describes the function of both the inappropriate and appropriate behaviors based on a functional analysis and provides a logical explanation as to the value of the appropriate behavior he or she selected. **10 points**	Candidate describes the function of both the inappropriate and appropriate behaviors based on a functional assessment but does not state the value of the appropriate behavior that serves the same function. **7 points**	Candidate describes the inappropriate behavior but not its function and/or does not state an appropriate behavior. **3 points**	1 2 3			
3. Candidate applies research to practice in selection and design of an observation system to collect specific measurable behavioral data.	Candidate describes a behavior observation system including the selection of an appropriate observation technique as well as the methodology for data collection based upon class discussion and professional literature **10 points**	Candidate uses discussions from class as well as professional literature to identify and justify a behavioral observation method but does not provide a description of the technique for data collected. **7 points**	Candidate uses discussions from class that were focused on behavioral observation but does not describe a methodology appropriate for collection of accurate and reliable data. **2 points**	1 2 3			
4. Candidate applies research to practice in the design of an intervention to either decrease inappropriate behavior or increase appropriate behavior. (1/2 - 1 page)	Candidate uses three research articles related to the targeted behavior and three research articles related to the intervention. **7 points**	Candidate uses professional literature related to the targeted behavior and the related intervention that are not research based. **4 points**	Candidate uses discussions from class that were related to either the intervention or the inappropriate behavior. **2 points**	1 2 3			
5. Candidate collects and graphs Baseline data on the targeted behavior.	Candidate has at least 5 baseline data points and at least 5 intervention data points on a computer generated graph whose X or Y axes or Title are correctly stated. **10 points**	Candidate has at least 5 baseline data on a computer generated graph whose X or Y axes or Title are incorrectly stated or data is presented incorrectly. **5 points**	Candidate has fewer than 5 Baseline Data points or labeling on graph is missing or not accurate. **3 points**	1 2 3			
6. Candidate correctly interprets baseline data.	Candidate correctly interprets baseline data in a narrative format using level and slope information and includes a reflection on data pattern.	Candidate correctly interprets baseline data in a narrative format using level and slope information. **6 points**	Candidate correctly interprets baseline data in a narrative form without specific references to level or slope. **3**	1 2 3			

Instructional Objective	Meets Expectation (ME)	Progressing Toward Expectations (PTE)	Focused Attention Needed (FAN)	Progress Evaluation
	10 points		**points**	
7. Candidate reflects on feedback from the instructor from previous components of the application paper. (1 – 2 pages)	Previously graded components are turned in and Candidate reflects on what he or she changed in his or her intervention process as a result of feedback and what he or she would do differently next time a positive behavior support plan is developed. **10 points**	Previously graded components are turned in and Candidate reflects on either changes he or she made in the intervention process as a result of feedback or what he or she would do differently next time a positive behavior support plan is developed. **6 points**	Previously graded components are turned in with no reflections. **1 point**	Draft ME PTE FAN 1 2 3
* 7a Candidate explains why reflection wasn't necessary.	Candidate provides a logical explanation as to why no changes were made in the positive behavior support plan as it was developed. **10 points**	Candidate provides a poor explanation as to why no changes were made in the positive behavior support plan as it was developed. **6 points**	Candidate does not provide a rationale as to why no changes were made in the positive behavior support plan as it was developed. **0 point**	Draft ME PTE FAN 1 2 3
8. Candidate writes a logical and coherent paper.	Paper is written in a logical and coherent manner with few to no errors in paragraph construction, sentence formation, and mechanics. **10 points**	Paper is written in a logical and coherent manner with numerous errors in paragraph construction, sentence formation, and mechanics. **6 points**	Paper is poorly organized with multiple errors in paragraph construction, sentence formation, and mechanics. **3 points**	Draft ME PTE FAN 1 2 3