

**ED-SPED 467/468 Professional Year III:
Teaching Experience in Special Education**

**Department of Special Education and
Early Childhood Studies**

College of Education

Boise State University

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Vision Statement: Boise State University College of Education

The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to enhance the lives of individuals in a diverse global society.

Mission Statement: Boise State University College of Education

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.

Conceptual Framework

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Defining Reflective Practice

While reflective thinking dates to ancient times, discussions of reflective practice continue to be associated with the work of John Dewey. In whatever way reflective practice is defined, Dewey recognized its power when he wrote:

...education upon its intellectual side, is vitally concerned with cultivating the attitude of reflective thinking, preserving it where it already exists, and changing looser methods of thought into stricter ones whenever possible. Of course, education is not exhausted in its intellectual aspect; there are practical attitudes of efficiency to be formed, moral dispositions to be strengthened and developed, aesthetic appreciations to be cultivated.

Reflective practice requires professionals to step back from themselves and the situation to examine all aspects of the teaching/learning act, including essential dispositions. It implies that they use an empirical, analytical review of their teaching and that they employ a moral and ethical framework to guide their analysis and modification of teaching behavior.

Description and Purpose of ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education

Student teachers enrolled in ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education are typically at the senior level in their programs, and have been admitted to Teacher Education and have upper division status. They have elected to pursue certification in Special Education, and many are pursuing certification in general education (elementary or secondary) concurrently. They have either completed or are concurrently enrolled in all required special education and related professional education courses required for certification. In addition, most student teachers in this teaching experience will have completed previous field experiences in the schools.

The purpose of ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education is to facilitate the synthesis of previously acquired professional knowledge, skills, and dispositions in pre-service special education teachers. At the completion of this experience, these individuals will have demonstrated professional skills consistent with the expectations of competent beginning special educators.

Student teachers enrolled in ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education are to follow the same workday schedule as their mentor teacher. Student teachers will be involved in all tasks essential to the role of the special educator, including prereferral intervention, assessment, IEP development, instruction, behavior management, and collaboration with parents and colleagues.

In this work student teachers will:

- Profile the school and the students on the mentor teacher's caseload (Appendix C).
- Develop daily instructional plans that show a clear relationship to both general education curriculum standards and to students' IEP goals and include assessment measures of daily progress (Appendix D).

They will also complete three school-based projects:

- A work sample targeting instruction of one or more students according to their IEP (Appendix E);
- A case study that follows a student from prereferral intervention through IEP development (Appendix G), and
- A functional behavioral assessment and intervention plan (Appendix H).

Each of these three projects will culminate in a report. In addition, student teachers will:

- Select and complete two or more supplemental activities that capitalize on unique aspects of the special education program(s) at the school (Appendix J).

Role of the Mentor Teacher

The mentor teacher should assist the student teacher to complete the requirements of ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education by doing the following:

- Provide an orientation to the school, the general and special education programs it provides, and general expectations held of teachers and students.
- Provide building or district documents that will assist the student teacher in understanding expectations and procedures for students and faculty (e.g., discipline policies, faculty handbook).
- Review the assignments the student teacher will be completing in ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education.
- Assist the student teacher in identifying and collecting information about students who will be the focus of the required projects and activities.
- Provide the student teacher with access to curriculum guides used in the general education classroom, to IEPs for students that the student teacher will assume instructional responsibility for, to instructional materials used to meet individual needs, and to assessment tools used to identify students and to measure student progress.
- Work with the university liaison to clarify expectations for developing instructional plans in a manner that satisfies both building and university requirements.

At the end of the experience the mentor teacher will be asked to complete an evaluation of the student teacher's performance (Appendix I). Additionally, as of Spring 2008, the Office of Teacher Education is also requesting that a second electronic evaluation entitled *Professional Year: Intern/Student Teacher Assessment* be completed. That document can be found at <http://surveypro.boisestate.edu/ProYear/Content/>

For more information about the responsibilities of the mentor teacher, please consult Appendix B.

Standards for Initial Certification

The Teacher Education Programs in the College of Education at Boise State University incorporates the Standards for Initial Certification of Professional School Personnel of the Idaho State Board of Education. Further information on these standards is available on the Idaho Department of Education's Certification web site <http://www.sde.idaho.gov/>

Standards for ED-SPED 467 Professional Year III: Teaching Experience in Special Education

Activities designed to measure the student teacher's attainment of the standards are indicated following each standard from the *Idaho Standards for Initial Certification of Professional School Personnel* (http://www.sde.idaho.gov/TeacherCertification/docs/NBPTS/StandardsBookFinal0406_001.pdf).

Standard 1: Knowledge of Subject Matter

P2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes. (SPED)

Assessments: Instructional Plans, Work Sample, Functional Behavior Assessment and Intervention Plan, Mentor Teacher Evaluation.

Standard 2: Knowledge of Human Development and Learning

P1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs. (CORE)

P1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities. (SPED)

Assessments: Student Profiles, Instructional Plans, Work Sample, Case Study, Functional Behavior Assessment and Intervention Plan, Supplemental Activities, Mentor Teacher Evaluation.

Standard 3: Modifying Instruction for Individual Needs

D1. The teacher acknowledges his or her responsibility to ensure that all students learn and is open to expertise that supports student learning (e.g., the school counselor, school psychologist, community professionals). (CORE)

P1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds. (CORE)

P2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs. (CORE)

P6. The teacher persists in helping all students achieve success. (CORE)

P1. The teacher individualizes instruction to support student learning and behavior in various settings. (SPED)

Assessments: School and Student Profiles, Instructional Plans, Work Sample, Case Study, Functional Behavior Assessment and Intervention Plan, Mentor Teacher Evaluation.

Standard 4: Multiple Instructional Strategies

P1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings. (SPED)

Assessments: Instructional Plans, Work Sample, Mentor Teacher Evaluation.

Standard 5: Classroom Motivation and Management Skills

P5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals. (CORE)

P4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities. (SPED)

P5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student. (SPED)

Assessments: Student Profiles, Instructional Plans, Functional Behavior Assessment and Intervention Plan, Mentor Teacher Evaluation.

Standard 7: Instructional Planning Skills

P1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes. (CORE)

P2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students. (CORE)

K3. The teacher understands the general education curriculum and state standards developed for student achievement. (SPED)

P1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members. (SPED)

P3. The teacher evaluates and links the student's skill development to the general education curriculum. (SPED)

Assessments: Instructional Plans, Work Sample, Case Study, Mentor Teacher Evaluation.

Standard 8: Assessment of Student Learning

P1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum. (SPED)

P3. The teacher gathers background information regarding academic, medical, and social history. (SPED)

P4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds. (SPED)

Assessments: Work Sample, Case Study, Functional Behavior Assessment and Intervention Plan, Mentor Teacher Evaluation.

Principle 9: Professional Commitment and Responsibility

D3. The teacher is committed to ongoing reflection, assessment, and learning as a process. (CORE)

P3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research). (CORE)

P4. The teacher uses self-reflection as a means of improving instruction. (CORE)

Assessments: Instructional Plans, Work Sample, Functional Behavior Assessment and Intervention Plan, Mentor Teacher Evaluation.

Standard 10: Partnerships

P7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments. (SPED)

Assessments: Student Profiles, Instructional Plans, Case Study, Mentor Teacher Evaluation.

Standards for ED-SPED 468 Professional Year III: Teaching Experience in Special Education

Standard 1: Knowledge of Subject Matter

P3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community. (CORE)

Assessments: Instructional Plans, Work Sample, Supplemental Activities, Mentor Teacher Evaluation.

Standard 2: Knowledge of Human Development and Learning

P1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs. (CORE)

P3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate. (CORE)

P1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities. (SPED)

Assessments: Student Profiles, Instructional Plans, Work Sample, Case Study, Functional Behavior Assessment and Intervention Plan, Supplemental Activities, Mentor Teacher Evaluation.

Standard 3: Modifying Instruction for Individual Needs

D1. The teacher acknowledges his or her responsibility to ensure that all students learn and is open to expertise that supports student learning (e.g., the school counselor, school psychologist, community professionals). (CORE)

P1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds. (CORE)

P2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs. (CORE)

P3. The teacher accesses appropriate services or resources to meet students' needs. (CORE)

P6. The teacher persists in helping all students achieve success. (CORE)

Assessments: School and Student Profiles, Instructional Plans, Work Sample, Case Study, Functional Behavior Assessment and Intervention Plan, Supplemental Activities, Mentor Teacher Evaluation.

Standard 4: Multiple Instructional Strategies

P1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (CORE)

P2. The teacher uses multiple teaching and learning strategies to engage students in learning. (CORE)

Assessments: Instructional Plans, Work Sample, Mentor Teacher Evaluation.

Standard 6: Communication Skills

P2. The teacher adjusts communication so that it is age and individually appropriate. (CORE)

Assessments: Student Profiles, Instructional Plans, Work Sample, Supplemental Activities, Mentor Teacher Evaluation.

Standard 7: Instructional Planning Skills

P1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes. (CORE)

P2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students. (CORE)

P5. The teacher develops instructional plans based on student assessment and performance data. (CORE)

P7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs. (CORE)

Assessments: Instructional Plans, Work Sample, Case Study, Supplemental Activities, Mentor Teacher Evaluation.

Standard 8: Assessment of Student Learning

P1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies. (CORE)

P3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies. (CORE)

P6. The teacher monitors student assessment data and adjusts instruction accordingly. (CORE)

P7. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others. (CORE)

Assessments: Work Sample, Case Study, Functional Behavior Assessment and Intervention Plan, Mentor Teacher Evaluation.

Grading Procedures

ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education is a seven-credit pass/fail course. To receive a passing grade the student teacher must provide evidence of:

- Professionalism in attendance, punctuality, and behavior.
- Acceptable report on School and Student Profile.
- Acceptable written Instructional Plans.
- Acceptable report on Work Sample Project.
- Acceptable report on Case Study Project.
- Acceptable report on Functional Behavior Assessment and Intervention Plan Project.
- Acceptable report on Supplemental Activities.
- Acceptable evaluation by the mentor teacher.
- Acceptable evaluation by the university liaison.

It is the responsibility of the university liaison to determine a final grade for ED-SPED 467/468. To receive a passing grade for this course the student teacher must have completed all of the components at an acceptable or proficient level. Please refer to the appendices for more information about how these requirements will be evaluated.

Appendix A: Glossary

Partnership: The relationship among Boise State University's College of Education, Boise State University's Colleges of Arts & Sciences and Social Sciences & Public Affairs, and local school districts. This collaborative effort exists to achieve several goals:

- Increase school performance and achievement of children and youth.
- Prepare preservice teachers.
- Initiate on-going professional development of university and school personnel.
- Initiate inquiry and reflection into teaching and learning.

Partners: Faculty and administrators at Boise State University and pre-kindergarten through 12th grade Partner Schools who work collaboratively to achieve the partnership goals.

Partner School: A pre-kindergarten through 12th grade school that is selected to work collaboratively with Boise State University faculty members to achieve the partnership goals.

Children and Youth: Students in pre-kindergarten through 12th grade.

Student teachers: Boise State University preservice teacher candidates in their final professional year.

Mentor Teachers: Teachers in the pre-kindergarten through 12th grade schools who mentor student teachers.

School Personnel: Teachers, administrators, and any other certificated or classified staff working in a Partner School.

Boise State University Faculty: Employees of Boise State University who hold the rank of instructor, assistant professor, associate professor, or full professor and who contribute to the education of preservice teacher candidates. These individuals may be assigned to the Colleges of Education, Arts and Sciences, or Social Sciences and Public Affairs.

Boise State University Liaisons: Boise State University faculty members who are assigned to a Partner School for the purpose of carrying out the goals of the partnership. This represents a significant proportion of the faculty load, generally requiring one day a week at the Partner School.

Appendix B: ED-SPED 467/468 Professional Year III Personnel Guidelines

Guidelines for the student teacher

Student teachers are associate members of the school faculty and are expected to behave in professional ways. They are expected to make a positive impact on students and faculty, to be prompt and dependable, and to demonstrate qualities of a professional educator. It is the responsibility of the student teacher to keep in mind the expected educational outcomes of the field experience. The following suggestions are aimed at guiding the behavior of the student teacher during this experience:

- Read the information that has been given to you (field guides, schedules, etc.) Make notes and ask questions about parts you do not understand. Become familiar with the policies and procedures of the mentor teacher.
- Demonstrate a willingness to assume responsibility from the beginning. At the beginning of the experience it is the responsibility of the student teacher to communicate his/her need to complete requirements with the mentor teacher. Specific due dates need to be discussed, and a schedule that works with the plans of the mentor teachers needs to be finalized. Any issues that would present the student teacher from completing his/her assignments need to be discussed with the university liaison.
- Take initiative and volunteer to work with students other than the assigned students by listening to students read, helping them with spelling or writing, using reference materials, and working at computers, and getting involved with creative projects.
- Demonstrate consistent professionalism through dress, behavior, and ethical practice.
- Attendance and punctuality are part of professionalism. Absence without notification is unacceptable. Any time missed because of illness or emergency must be made up at the convenience of the mentor teacher. Circumstances that prevent the student teacher from fulfilling his/her field experience need to be brought to the attention of the university liaison immediately.
- Always be prepared. Demonstrate a high degree of thorough, organized, consistent planning.
- Reach out to others for ideas, resources, and assistance in the successful completion of your assignments.
- Show a sense of loyalty to your school and to the university.
- Attend appropriate seminars and orientation meetings.
- Recognize that the special education program is the ultimate responsibility of the mentor teacher, and that any variation from standard procedures should be discussed in advance with the teacher.
- Commit to creating a positive experience for yourself, your students, and your mentor teacher.
- Maintain good health and safety practices.

Guidelines for the Mentor Teacher

In addition to the specific responsibilities outlined earlier, the mentor teacher should assist the student teacher by doing the following:

- Help the student teacher feel welcome and inform the students and staff about the role of the student teacher.
- Provide time to talk to the student teacher about teaching practices and student needs.
- Observe the student teacher as he/she teaches, and provide oral and written feedback about strengths and areas for growth.
- Model best practices in special education as an example for the student teacher.
- Be informed of the name and schedule of the assigned university liaison with whom to communicate when needed.
- Have high expectations of professionalism for the student teacher. This includes the following:
 - punctuality and consistency in attendance.
 - appropriate behavior with students.
 - well-planned activities.
 - ability to maintain confidentiality.
 - appropriate dress.

Guidelines for the University Liaison

The university liaison is a Boise State University College of Education faculty member or adjunct who maintains a relationship with a designated partner school. The university liaison represents the College of Education in direct supervision of student teachers. Expectations in this role are as follows:

- Act as a support to student teachers and building staff.
- Oversee the completion of required activities and assignments.
- Assist in linking coursework goals and activities with the field experience.
- Monitor student teachers' experience on a weekly basis.
- Trouble shoot with student teachers and with mentor teachers, if the need arises.
- Document monitoring efforts and particular concerns.
- Facilitate the process of formative assessment and summative evaluation of the performance of the student teacher.
- Meet as needed with mentor teachers and the building principal to coordinate efforts of the partnership program.
- When possible, contribute to P-12 student achievement in ways that are mutually agreed upon by teachers and principals in the partner school.
- When possible, participate in professional development opportunities designed to facilitate or improve the partnership relationship.
- When possible, develop and carry out a plan for improvement-oriented inquiry that is mutually agreed upon between the partner school and the university liaison.

Guidelines for the School Principal

The school principal can support the professional development of the student teacher by doing the following:

- Accept as a major professional commitment the significance of student teaching in the preparation of teachers.

- Assist in the selection of qualified, experienced, and professionally committed mentor teachers who are willing to provide meaningful experiences in their classrooms to student teachers.
- Prior to the start of each semester, communicate with the Director of Teacher Education in the College of Education at Boise State University concerning the number of student teacher placements possible in the school and the appropriate times they could be used.
- Arrange with student teachers, in their first contact, a time to discuss school expectations of their behavior and professional demeanor.
- Provide an attendance sign-in notebook and require the student teachers to sign in, including the time of arrival and departure, on each day they are in the school.
- Check periodically with the mentor teacher regarding the efficacy of the experience and the assignment.
- Report any problems to the university liaison or the Director of Teacher Education.

Appendix C: School and Student Profiles

- I. School Characteristics** (complete if you are new to the school, and use additional space if needed).
- What makes this school unique? (For example, you might note size, location, demographics, emphasis on arts, charter school, year-round, high proportion of English Language Learners, etc.)
 - Describe the students who attend the school. (For example, note the percentage of free or reduced lunch, socioeconomics of population, bussing from outside boundaries, racial breakdown, etc.)
 - Describe special supports and programs available to the students in the school (e.g., after school tutoring, career counseling, testing center, ELL classrooms, peer tutors, work release, etc.).
 - Describe the special education programs available to students on IEPs in the school (e.g., in-class cooperative teaching, community-based programs, Excel classroom for students with emotional disorders, extended resource, etc.).
 - Describe the school's philosophy about inclusion.
 - Describe support staff and their roles that are available to meet the needs of students and teachers (e.g., on campus police officers or SRO, ELL teachers, Parent Teacher Association, principal, behaviorist, social worker, etc.)

II. Student Characteristics (all students on the mentor teacher’s caseload):

- Number of students on the caseload: _____
- Approximate age range and/or grade level of students on the caseload: _____
- Number of boys: _____ Number of girls: _____
- Ethnicities that are represented among the students on the caseload (check all that apply):

_____ American Indian/Alaskan Native	_____ Hispanic
_____ Asian	_____ Black, not Hispanic
_____ Pacific Islander	_____ White, not Hispanic
_____ Filipino	_____ Multiracial
_____ Other _____	

- Number of students who are English proficient on the caseload: _____

English Language Learners _____

- Resources that are available to assist you with students in the caseload who are English Language Learners:

- Special needs that are identified among the students on the caseload (indicate the primary diagnosis used for each to qualify for special education services):

_____ Autism	_____ Learning disability
_____ Cognitive impairment	_____ Multiple disabilities
_____ Deaf-Blindness	_____ Orthopedic impairment
_____ Deafness	_____ Speech/language impairment: Language
_____ Developmental delay	_____ Speech/language impairment: Speech
_____ Emotional disturbance	_____ Traumatic brain injury
_____ Health impairment	_____ Visual impairment including blindness
_____ Hearing impairment	_____ Noncategorical eligibility
_____ Giftedness	

- Resources that are available to assist you in meeting the special needs of the students on the caseload (e.g., speech language pathologist, psychologist, adaptive PE teacher, para-educator, transition specialist, audiologist, technology specialist, etc.):

Appendix D: Instructional Plans

You are expected to develop daily instructional plans for students you are assigned. These plans should provide guidance on how important instructional outcomes for students will be accomplished. Plans must:

- Be written.
- Be prepared in advance.
- Show a clear relationship to general education curriculum standards.
- Explicitly document individualized special educational services.
- Show a clear relationship to students' IEP goals.
- Collect data to indicate daily academic progress.
- Be specific and clear enough for you, the mentor teacher, the university liaison, and/or other professionals to know what and how instruction will be provided.

Specific formats for documenting instructional plans are left to the discretion of the mentor teacher and the university liaison. In general, plans must satisfy any requirements established by the building administrators, and they must describe activities, materials, and the instructional and assessment strategies that are used.

In creating instructional plans, you should show evidence of the incorporation of best practices in instruction and assessment. Best practices in instruction are ideally those that have empirical evidence of their effectiveness with students with disabilities. You are encouraged to apply what you have learned in your teacher preparation coursework as you develop instruction and select instructional materials and activities. At a minimum, cognitive learning should be guided by the six principles of universal design for learning (UDL):

- Big Ideas.
- Conspicuous Strategies.
- Mediated Scaffolding.
- Strategic Integration.
- Primed Background Knowledge.
- Judicious Review.

Best practices in assessment are driven by the imperatives that (a) assessment information is collected to address specific purposes, especially instructional decision-making, and (b) assessment information is to be used to benefit the student. You are encouraged to collect and make use of existing assessment information, and to justify instructional plans by referring to individual students' current performance level(s) and instructional goals, as established by reliable, valid data.

Plans should be recorded, collected, and organized in a way that permits efficient, clear communication to the mentor teacher, university liaison, principal, and other parties with a need to access instructional plans.

Written instructional plans will be evaluated for (a) advanced preparation, (b) linkage to assessment information and to best practices, and (c) evidence of a clear relationship to both general education curriculum standards and to individual students' IEP goals.

Appendix E: Work Sample Project and Scoring Rubric

As part of ED-SPED 467 Professional Year III: Teaching Experience in Special Education, you will carry out a work sample project that demonstrates your skill in designing instruction that results in learning for students with disabilities. This work sample project is a unit of instruction developed to address a significant learning goal of one or more students on the mentor teacher's caseload, designed to last for three to five weeks.

The Work Sample Project may be carried out in any instructional setting that the targeted student(s) participates in as part of the IEP plan for addressing the targeted learning goal (e.g., a general education classroom that includes students with disabilities, or a pull-out program for students with learning needs, a community-based program for students with vocational, transitional, or functional goals). The targeted goal must be specific and measurable. The goal can be written to fit the requirements of the assignment.

In doing this work sample project you should work with the mentor teacher and the university liaison to translate the following general requirements into a meaningful project for both you and the student(s). Organization is very important for this assignment. Separate the sections into clear headings as listed below, and make sure to read the Work Sample Rubric (Appendix F) to make sure that you have included all of the details.

Student Profile: Describe the target student(s) and other students who participate in the instructional context with the target student(s). Include the following characteristics, as appropriate (Standards 2, 3, 8, 9).

- General readiness and achievement (present levels of performance).
- Interests.
- Learning profile (strengths and weaknesses).
- Unique characteristics.
- Time spent in general education settings.
- Other relevant information, including future plans.

Instructional Goal(s): Identify the goal(s) that your unit will address. Include in your description the following information, as appropriate (Standards 1, 2, 3, 7).

- Specific IEP goals set for each individual target student(s). (These must be measurable; e.g., *Carlos will improve his writing skills by writing a 300 word essay with 3 or fewer grammatical errors*, or *Sara will complete 8 out of 10, 2 digit addition problems with borrowing*.)
- General goals set for other students who participate in the setting.
- Connection to general education curriculum standards.
- Other relevant information.

Instructional Context: Describe the context in which the targeted learning goal is addressed. Include in your description the following components, as appropriate (Standards 3, 7, 10).

- Location of services.
- Service providers and their roles.
- Instructional materials and programs.
- Other relevant information.

Pre-Assessment: Gather information about the target student(s)' current knowledge and/or skills in relationship to the instructional goal(s). Include the following types of information, as appropriate (Standards 1, 3, 8, 9).

- Existing, formal achievement scores that are relevant and current.
- Informal or curriculum-based assessment information that is relevant and current.
- Other relevant information.

Note that existing assessment information may come from a variety of sources, including state or district mandated assessment and general education teachers. If necessary, select or create and then administer a curriculum-based assessment tool that provides information not otherwise available. Summarize what you have learned about the target student(s)' current knowledge and/or skills in relationship to the instructional goal(s).

Make sure the score measures the instructional goal and is concrete and clear. The post assessment will be very similar, measuring the same academic level. For example, the pretest might be 20 spelling words at level 3.3, with the posttest 20 different words at the same level.

Instructional Plans: Following the general guidelines for instructional plans in Appendix D, develop plans for the three-five week unit of instruction. Your plans should demonstrate how the individual needs of the target student(s) are addressed. If other students participate in the instructional context, describe how instruction is differentiated to address the needs of all students. You can use the same instructional plans that were written for Appendix D as long as they fit all of the requirements for the assignments (Standards 1, 2, 3, 4, 7).

Post Assessment: Gather information about the effects of your instructional plan on the target student(s)' knowledge and/or skills in relationship to the instructional goal(s). The assessment tool you select for this task should allow you to measure progress in student learning from the pre-assessment phase, and it should allow you to attribute learning to your instructional plans (Standards 1, 3, 8, 9).

Reflection Paper: Write a concise summary (two pages) analyzing the effectiveness of your plans on student learning. This paper should include (but not be limited to) reflections on the following topics.

- What does your pre- and post-assessment data tell you about student learning?
- To what extent were the learning goals accomplished?
- What are the next instructional steps that need to take place for the target student(s)?
- What are the most successful aspects of your instructional plans, and why?
- What would you do differently if you had it to do again, and why?
- What have you learned about instruction and assessment of students with disabilities?

Summary: To complete this **Work Sample Project** assignment you will hand in to your liaison the documentation related to each component of the project.

- Student profile.
- Instructional goal(s).
- Instructional context.
- Pre-assessment.
- Instructional plans.
- Post-assessment.
- Reflection paper.

The reflection paper and other documents should be crafted with attention to standards for written communication expected of professional educators (Standards 1, 3, 8, 9).

Work Sample Project Scoring Rubric

Component and Standards	Unsatisfactory (0) One or more characteristics below are present	Meets Expectations (1) One or more characteristics below are present	Exceeds Expectations (2) All characteristics below are present	Score
Student Profile (Standards 2, 3, 8, 9)	Profile is incomplete and /or reflects inadequate understanding of characteristics relevant to instruction.	Profile is complete and contains general information about each student; reflects adequate understanding of characteristics relevant to instruction.	Profile is complete and contains specific information about each student; reflects thorough understanding of characteristics relevant to instruction.	
Instructional Goal(s) (Standards 1, 2, 3, 7)	Description is incomplete and/or reflects inadequate understanding of IEP goals and/or general education curriculum standards.	Description is complete but general; reflects adequate understanding of IEP goals and general education curriculum standards.	Description is complete and specific; reflects thorough understanding of IEP goals and general education curriculum standards.	
Instructional Context (Standards 3, 7, 10)	Description is incomplete and/or reflects inadequate understanding of instructional context.	Description is complete but general; reflects adequate understanding of instructional context.	Description is complete and specific; reflects thorough understanding of instructional context.	
Pre-Assessment (Standards 1, 3, 8, 9)	Assessment information is not current and/or not relevant to the instructional goal(s); and/or fails to provide direction to the instructional plans.	Assessment information is current and mostly relevant to the instructional goal(s); provides general direction to the instructional plans.	Assessment information is current and clearly relevant to the instructional goal(s); provides specific direction to the instructional plans.	
Instructional Plans (Standards 1, 2, 3, 4, 7)	Plans unrelated to instructional goals; plans do not match pre-assessment information; plans reflect inadequate understanding of best practices in instruction.	Plans generally relate to instructional goals; plans are partially based on pre-assessment information; plans reflect adequate understanding of best practices in instruction.	Plans clearly relate to instructional goals; plans are clearly based on pre-assessment information; plans reflect thorough understanding of best practices in instruction.	
Post-Assessment (Standards 1, 3, 8, 9)	Assessment information is unrelated to instructional goal(s), and/or fails to permit interpretation of student progress, and/or fails to permit interpretation of instructional effectiveness.	Assessment information is generally related to instructional goal(s), permits general interpretation of student progress, and permits general interpretation of instructional effectiveness.	Assessment information is clearly related to instructional goal(s), permits clear interpretation of student progress, and permits clear interpretation of instructional effectiveness.	
Reflection Paper (Standards 1, 2, 3, 4, 7, 8, 9)	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection is missing or minimal; interpretation of student progress and/or instructional effectiveness contains many or major inaccuracies.	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights; interpretation of student progress and instructional effectiveness contains few or minor inaccuracies.	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking; accurate interpretation of student progress and instructional effectiveness.	
Written Expression	Many mechanical errors; errors detract from meaning and readability.	Several mechanical errors; errors do not detract from meaning and readability.	Strong command of standard written English with few mechanical errors.	
Total Score				

Appendix F: Case Study Project: Prereferral to IEP Development

In this experience you will complete a variety of special education activities related to the development of an initial IEP for a student found eligible for special education. As much as possible, the following activities should be completed with the same student.

A. Prereferral.

For this first part of the case study, you should take the lead in responding to a prereferral submitted by a general educator. Specifically, you should do the following.

1. Consistent with the policies and practices at your school, review the prereferral form submitted by the general educator, with you participating either as a partner to the general educator or as part of a larger support team.
2. With the general educator, jointly develop and implement prereferral strategies. Your report should note (a) what strategies were developed, (b) why those strategies were identified, (c) the length of time the strategies were implemented, and (d) the success or lack thereof of these interventions, supported by classroom data.

B. Referral and Evaluation Team Meeting.

(Note: If the prereferral strategies above were successful, this next step should be initiated with a different student referred for evaluation.)

For this part of the case study, you should take the lead in the referral process at your school. Specifically, consistent with the policies and practices at your school, review the referral form submitted by the general educator, and take the lead in facilitating the discussion of this referral at your schools' evaluation committee meeting.

C. Formal Assessment

Consistent with the policies and procedures at your school, and in consultation with your mentor teacher, you should assume the typical formal assessment responsibilities for students referred to special education that the special educator is typically responsible for. Your work and subsequent report should be organized as follows.

- Identify a student who has been referred for an initial special education evaluation (preferably the same student from the above assignments.) If this is impossible, then a student ready for a three-year re-evaluation may be selected.
- Gather background information: reason for referral, interventions that have been tried, existing assessment data, health history, and similar information pertaining to the student.
- With the mentor teacher, identify the academic tests that are to be administered (this could include, but is not limited to the following: WJ-III, WIAT-II, Brigance, Woodcock Reading Mastery, Keymath, etc.).
- Administer, score and interpret test(s).
- Prepare a summary report of the interpretation of the assessment results. Your report should be written so that a parent can understand the information. Include copies of the test protocols with your report.

D. IEP Development.

- Based on the results, identify the student's strengths and areas of need suitable for an IEP.
- Based on the student's strengths and areas of need, develop a draft of the goals and objectives you might recommend. Draft goals and objectives must be (a) appropriate for the student and (b) reference the general education curriculum/standards.
- Recommend a proposed program of special education and related services.
- Recommend a proposed placement, balancing FAPE and the least restrictive environment.

E. Facilitation of the IEP meeting.

Consistent with the policies and procedures at your school, and in consultation with your mentor teacher, you should assume the typical responsibilities of the special educator in facilitating the student's IEP meeting. Write a one to two page report on this work, noting (a) which parts of the meeting you handled especially well, and (b) what you do differently next time, and why.

Appendix G: Functional Behavioral Assessment, Behavior Intervention Plan, and Scoring Rubrics

In collaboration with your mentor teacher, you should first identify a student who is demonstrating behavior challenges. A student profile is a tool that can be used initially to get to know the student that you will be working with. As you work on this project, please remember that it is important that your finished project be helpful to your mentor teacher.

There are many ways that teachers complete Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP). For purposes of this project you should use the forms at the end of this Appendix. Additional information is also available at:

<http://www.sde.state.id.us/SpecialEducation/manual.asp>

Your project will be graded using the rubrics outlined in at the end of this Appendix.

Functional Behavior Analysis (FBA)

In this project you will complete a student profile before beginning the Functional Behavior Assessment (FBA). A functional behavior assessment has five problem-solving components with clearly defined outcomes that require educators to be observant and to consider the world from the student's perspective. The five problem-solving components in behavior assessment are as follows.

1. Define the problem. A FBA is a process for gathering and recording information that can be used to develop a theory about why the behavior occurs or recurs. Thorough assessment through a FBA maximizes the effectiveness and efficiency of the subsequent Behavior Intervention Plan. In defining the problem you should choose one behavior to focus on, perhaps the one behavior that is causing the biggest disruption. It is important that you do not combine several distinct behaviors into one overall vague behavior (e.g., not "He has an attitude"). Describing the behavior in observable and measurable terms is critical so that all staff members who work with the student understand and target the same behavior.

Example: Jeff taps his peers repeatedly with an open hand which is aimed at their arm. The amount of force is enough to startle and annoy the student but not enough to cause pain. As he is tapping he is also yelling in a loud voice words such as, "I hate this."

2. Identify specific events, situations and times. The purpose of this second step is to help you look for patterns that will indicate what appears to set off the problem behavior. An Antecedent-Behavior-Consequence (ABC) observation may be useful to record data at this point. Other assessment methods such as interviews or checklists can also provide necessary data. You should seek to answer key questions about when the behavior usually occurs and usually does not occur, such as, "Who is present while the behavior is occurring?", "What is going on at the time?", etc. You must include your data collection records in your report. Observations should be conducted across different settings, personnel, time of day, and situations. Sometimes patterns of behaviors take time to be established. You should be prepared to spend a week or more collecting and recording data.

Example: Jeff's behavior tends to occur more often in the mornings. Jeff has difficulty with math especially when independent work is required and math is taught first thing after the last morning bell. Data shows that Jeff mostly uses his problem behavior with male peers.

3. Gather relevant information. In developing your FBA you should consider such potential factors as medical, physical, and social issues; eating, diet, and sleep routines; substance abuse history; stressful events; and past interventions (perhaps extending back several years). This information might be gathered through interviews with general education teachers, paraeducators, psychologists, counselors, guardians, peers, and other service providers. You might also review cumulative files, observation notes, and profiles. Issues may be revealed that have contributed to the occurrence of the behavior. Multiple sources of information are required for this assignment and must be noted in the FBA portion of the report.

4. Identify consequences. Consequences refer to those events that follow the problem behavior, and may be maintaining (reinforcing) that undesirable behavior. In this step you will examine what consequence(s) may be increasing the likelihood that the student will perform the behavior again under similar circumstances. This helps you determine the function of the behavior.

Usually a challenging behavior serves a purpose for the student, such as gaining power over someone, escaping a difficult task, gaining attention, or obtaining an item. Identifying the function of a behavior is complex because there can be more than one, or the function of a behavior can change depending on antecedents and consequences. If after analysis you are still unsure of the correct function, you might either gather more information, or simply proceed with your best guess and make adjustments to your plan as needed. In addition, during this step you should also define what the **desired** behavior is, and examine the availability of reinforcement for that desired behavior.

Example: Through an ABC (Antecedent-Behavior-Consequence) analysis it was determined that Jeff tapped his peers because he was frustrated when his independent seat work was too difficult for him. When his behavior escalated his teacher removed him from the situation and he was able to avoid completing the work.

5. Develop a theory. A theory is a "best guess" about the purpose the behavior has for the student, and is based on the data that was collected earlier. This would include one or more summary (or hypothesis) statements as to why the student engages in the problem behavior. This statement allows you to simplify and narrow down main antecedents and consequences of the target behavior which will help to write a successful BIP. Often a visual representation (i.e., a behavioral graph showing the relationship between the behavior and the theorized antecedents and/or consequences) makes this theorized relationship more clearly understood.

Example: Especially on days when Jeff is tired and hasn't gotten enough sleep (condition) he gets easily frustrated (internal event) so that when he's given a task that is difficult (precipitating event) he taps and yells at his peers (behavior). When he's removed from the situation, which allows Jeff to avoid the task (consequence), the tapping and yelling is maintained.

This then leads to developing predictions based on the theorized relationships.

Examples:

- *If Jeff is put on an earlier bedtime routine, he will get more sleep and the tapping/yelling should decrease.*
- *If Jeff is given less difficult independent work then the tapping/yelling should decrease.*
- *If Jeff is not allowed to avoid work by tapping/yelling, then tapping/yelling should decrease.*
- *If Jeff is able to communicate when work is difficult in an appropriate manner and the teacher adapts the work, then tapping/yelling should decrease.*
- *If Jeff is taught to ask for a break before he gets frustrated, then tapping/yelling should decrease.*

Behavior Intervention Plan (BIP)

A behavioral intervention plan is comprised of practical and specific strategies designed to increase or reduce a definable set or pattern of behaviors exhibited by a student. These strategies address preventative techniques, teaching replacement behaviors, and thoughtful use of planned consequences, alternative reactions to the behavior of concern. The BIP is written based on the information gathered from the FBA and consists of positive intervention strategies and supports to address the behavior and needs of the student.

A **BIP** includes the following:

1. Definition of the target behavior. You should begin by reviewing the FBA, especially the detailed definition of the problem behavior. Then you should develop (a) a measurable goal stated in observable terms, using action verbs; and (b) identify the data collection system that will be used to measure progress.

Example: Jeff taps and yells at his peers an average of three times per day or 15 times per week. Jeff will decrease the amount of tapping and yelling by 50% in the next month and 100% in the next three months. This will be monitored using a frequency tally sheet three times a week by all staff members in contact with Jeff during a school day.

2. Plan of prevention. Next you should develop a number of possible changes that you might make in the student's environment that might reduce the problem behavior. To do this you should review the identified events, times, situations, or other factors that you identified as possibly related to and potentially eliciting the undesired behavior in the second step of the FBA., and then consider how these might be changed.

Examples:

- *Work with parents to begin a bedtime routine of 15 minutes earlier.*
- *Require Jeff to do a smaller amount of difficult math work.*
- *Revise the seating chart so that Jeff is sitting by peers that are less threatening to him.*
- *Use proximity control with a paraeducator during math.*

3. Plan to teach. As part of a BIP you should consider teaching the student another behavior or skill that will compete with the problem behavior, and can accomplish the student's desired outcomes in a more appropriate way. You should be detailed and specific when describing the alternative desired behavior you plan to teach.

Examples:

- *Teach Jeff to communicate when his work is too difficult by using the phrase, "This is hard, can you help?" When he uses the phrase in a correct way the teacher complies, and Jeff receives a star that he can redeem for extra free time at the end of the day. This can be taught by using cue cards that are accessible, with the cue cards gradually faded out.*
- *Teach Jeff to ask for a break. (A break consists of Jeff being allowed to get out of his seat to sharpen his pencil across the room and come back to his work.) Jeff can ask for a break every 15 minutes of work. Use a visual timer to keep track of the break in 15 min. increments. This alternative skill can be taught by having a mature peer model the desired behavior.*

4. Plan of response. You should consider and develop strategies that staff can use when the problem behavior occurs. It is important that all staff understand and use these procedures consistently. Reactions and consequences must reinforce appropriate behavior, and not reinforce undesired behavior(s). This is easier to accomplish if you understand the function of the problem behavior.

Example: Jeff must not be allowed to avoid work by using inappropriate behavior. When Jeff taps and yells, staff will move between the peer and Jeff, make eye contact and ask, "Do you need to ask for a break?" If Jeff asks appropriately then he is allowed to take a break, but he must come back to his work. If he refuses then he sits at an isolated desk and a paraeducator gives prompts in order for Jeff to complete his work.

5. Crisis management. If an emergency situation occurs that requires the immediate use of crisis management procedures to protect the student or others from harm, staff must notify the student's parent, and provide a written description of the situation to the school administrator. For the purpose of this assignment, even if the behavior is minor, a crisis management plan must be developed and ready to implement.

Example: If Jeff begins screaming for more than 30 seconds, or begins hitting others, the following four step plan will be put into place. First, Jeff will be removed from the classroom and taken to a designated quiet space. Second, Jeff will stay there for ten minutes to allow his behavioral and emotional level to calm. Third, Jeff's parents will be called to have Jeff picked up from school. Fourth, the behavior plan will be re-evaluated, with appropriate changes implemented.

6. Data collection. You must have an objective data collection system in place to monitor progress and determine the direction of change. The data help determine if the original theorized function of the behavior is correct. In addition, visual representation (e.g., a behavioral graph) of the collected data can more clearly illustrate the effectiveness of the intervention, and should be included. (For the purpose of this project, if there is not enough time to collect data, at a minimum you should include a blank data collection system that can be used subsequently by school staff.)

7. Review date. Timelines can help you keep to a schedule and make important changes to the plan as appropriate. After a predetermined period of time after the plan has been put into motion, you should evaluate its success by considering (a) how successful the plan was in preventing the problem behavior or increasing new appropriate behaviors, and (b) considering how successful the staff members were in implementing the plan consistently and correctly.

Functional Behavior Assessment (FBA)

FBA date:

Student name: District ID: State ID:

Grade: Sex: Native language: Ethnicity:

Birth date: Age: District: School:

1. DESCRIPTION OF PROBLEM BEHAVIOR. (What is the inappropriate or unacceptable behavior to be targeted for intervention? Be specific about who was involved and what happened before, during, and after the event.)

2. DOCUMENT THE PATTERN OF BEHAVIOR. (Frequency, intensity, duration, environmental factors, and context in which the behavior occurred.)

3. HISTORY. (E.g., what circumstances make the behavior more likely to occur, including such concerns as medical or physical conditions, substance abuse issues, stressful events in the student's life.)

Functional Behavior Assessment Scoring Rubric

	Unacceptable (0)	Acceptable (3)	Proficient (5)	Score
Student Profile	Profile is incomplete or reflects inadequate understanding.	Profile is complete and contains general information about student; reflects adequate understanding of characteristics.	Profile is complete; contains specific information about student; reflects thorough understanding of characteristics.	
FBA: Define the Problem	Specific behavior(s) of concern are not identified in observable terms, or several behaviors are combined into a general target behavior.	Specific behavior(s) of concern are identified but not in observable terms.	Specific behaviors of concern are defined in observable terms; one target behavior is chosen as a focus for the FBA and BIP	
Identify Specific Events, Situations, Times	No baseline data is provided, or there are no observations of the student, or the information generated does not assist in identifying patterns.	Limited baseline data is provided, with observations conducted across circumstances.	Substantial baseline data is provided using objective measures (e.g., frequency, duration, intensity), and direct observations have been conducted across relevant circumstances, and other assessments are conducted as needed to determine broader variables affecting the student's behavior.	
Gather Relevant Information	Records have not been reviewed or have been minimally reviewed, or interviews have not been conducted or only partially conducted.	Minimal to adequate record review, and functional assessment interviews have been conducted with personnel.	Comprehensive record review, and functional assessment interviews conducted with more than one person who interact with the student in different settings and activities.	
Identify Consequences	Patterns identified lack information on probable reinforcing consequences.	Tentative patterns identified on probable reinforcing consequences.	Specific patterns identified on probable reinforcing consequences.	
Develop a Theory	No summary statement; or summary statement lacks information that is clear, concise, and accurate based on data; or no graph is provided.	Patterns are summarized into written summary statements, and predictions are present but not thorough, and/or graph is incomplete and/or not easily understood.	Patterns are summarized into written summary statements (hypothesis) that are clear, concise and accurate based on data, and predictions are thoroughly written based on the summary statements, and graph is complete and easily understood.	
Written Expression	Many mechanical errors; errors detract from meaning and readability.	Several mechanical errors; errors do not detract from meaning and readability.	Strong command of standard written English with few mechanical errors.	
Total Score				

Behavior Intervention Plan Scoring Rubric

	Unacceptable (0)	Acceptable (3)	Proficient (5)	Score
Definition of the Target Behavior Data Collection System	Specific goal behaviors are not identified, or no data collection system is provided.	Specific goal behaviors of concern are adequately identified, and adequate data collection system is provided.	Specific goal behaviors of concern are precisely identified, and comprehensive data collection system is provided.	
Plan of Prevention	Minimal description with little possible modifications to the social or physical environment that may minimize problem behavior.	Adequate description with several possible modifications to the social or physical environment that may minimize problem behavior.	Extensive description with many thoughtful possible modifications to the social or physical environment that may minimize problem behavior.	
Plan to Teach	Minimal or no identification of specific behaviors (skills) to be taught and/or reinforced that will achieve the same function as the problem behavior and allow the student to cope more effectively with their circumstances.	Adequate identification of specific behaviors (skills) to be taught and/or reinforced that will achieve the same function as the problem behavior and allow the student to cope more effectively with their circumstances.	Comprehensive identification of specific behaviors (skills) to be taught and/or reinforced that will achieve the same function as the problem behavior and allow the student to cope more effectively with their circumstances.	
Plan of Response	Strategies for managing consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior are limited or absent.	Strategies for managing consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior are present though minimal.	Strategies are detailed for managing consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior.	
Crisis Management	Crisis management procedures and criteria for their use are not provided.	Crisis management procedures and criteria for their use are minimally provided.	Crisis management procedures and criteria for their use are comprehensively provided.	
Data Collection	There is no or limited data collection/monitoring system in place, or no behavioral graph is provided.	There is a minimal data collection/monitoring system in place, and a basic behavioral graph is provided, but these are incomplete and/or not understood.	There is a comprehensive data collection/monitoring system in place, and a basic behavioral graph is provided that are complete and well-understood.	
Monitoring and Review	Little or no evaluation of the effectiveness of the BIP.	Adequate evaluation of the BIP, including timelines at appropriate intervals and minimal reflection on needed changes.	Comprehensive and thorough review of the BIP has been conducted, including appropriate timelines, reflection on both positive and negative outcomes, and evaluation of the correctness of the FBA/BIP and what components (if any) should be changed.	
Written Expression	Many mechanical errors; errors detract from meaning and readability.	Several mechanical errors; errors do not detract from meaning and readability.	Strong command of standard written English with few mechanical errors.	
Total Score				

Appendix H: Supplemental Activities

With the advice of your mentor teacher and/or university liaison, you should choose and carry out **at least two** of the three activities. You should choose two that are appropriate for your unique professional interests and for the special education programs in your school.

For each activity, write a short description of what you did and a reflection about what you learned (1-2 pages). Then have your university liaison date and initial the activities as soon as you have completed them to his or her satisfaction. You may choose your own activity as long as it extends your learning and it has been approved by your mentor teacher and university liaison. Some placements have unique characteristics that warrant research and reflection which could be used as a creative activity for this assignment.

Assistive Technology

Date/Initials	Activity	Standard Source & Indicator
	Using the Assistive Technology Checklist (Form 6) in Part III of <i>Assistive Technology in the Schools: A Guide for Idaho Educators</i> , inventory the assistive technology supports readily available in the building.	The teacher knows the sources of specialized materials, equipment, and assistive technology for students with disabilities. (Special Education Specialist P5 K1).
	Select a student who might benefit from low-tech supports. Evaluate the student's needs by completing relevant portions of the Student Information Guide (Form 4) in Part III of <i>Assistive Technology in the Schools: A Guide for Idaho Educators</i> . Share what you found with the mentor teacher.	The teacher creates an accessible learning environment through the use of assistive technology. (Special Education Foundation P5 P2)
	Shadow a student who uses assistive technology for a half day. Using the Environmental Observation Guide (Form 5) in Part III of <i>Assistive Technology in the Schools: A Guide for Idaho Educators</i> . Note how effective the technology seems to be and potential changes that might improve the student's functioning. Share what you found with the mentor teacher.	The teacher develops and uses a technology plan based on assistive technology assessment (Special Education Generalist P8 P3). The teacher uses assistive devices and services to meet the needs of students with disabilities. (Special Education Generalist P8 P4).
	Observe a multi-disciplinary team conduct an assessment of a student's assistive technology needs. Interview a team member to find out the process for assessment, acquisition, acquisition, and evaluation. Compare what you find out to the quality indicators listed in Part III of <i>Assistive Technology in the Schools: A Guide for Idaho Educators</i> .	The teacher participates in and assists students in the selection and implementation of augmentative and alternative communication devices. (Special Education Specialist P4 P4).

Students with Severe Disabilities

Date/Initials	Activity	Standard Source & Indicator
	<p>For those students at your school who might be considered to have a “severe disability,” describe the nature and extent of any inclusion programs these students participate in. If inclusion of these students is limited or nonexistent, speculate why you believe the school provides services this way. Do you agree or disagree with the school’s programs for these students? Why?</p>	<p>The teacher designs, implements, and evaluates instructional programs that enhance a student’s social participation in the family, the school, and community activities. (Special Education Generalist P4 P1)</p>
	<p>Select one or more students who have instructional needs in the area of social skills or adaptive/self-help skills. Carry out a task analysis for a targeted skill selected for the student(s). Describe how the skill will be generalized across contexts. Discuss the techniques used to teach the targeted skill.</p>	<p>The teacher uses research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory strategies, and concrete/manipulative techniques. (Special Education Generalist, P2 P2).</p>
	<p>With the help of your mentor teacher, identify a student who has a low incidence disability or syndrome, or a student who has a special health care need or medication. Access information about the student’s special characteristics and/or needs. Reflect upon how the characteristics and needs influence the student’s educational and social experiences in the school. Share the information with someone who can benefit from your research (e.g., an educator, administrator, and/or family member).</p>	<p>The teacher accesses and uses information about characteristics and appropriate supports and services for students with low incidence disabilities and syndromes (e.g., Angelman’s and Autism). (Special Education Generalist Foundation P3 P1).</p>

	<p>Select a student who has physical challenges. Investigate the specialized equipment used by the student at home and at school. Investigate the techniques for transferring, lifting, positioning, and/or seating the equipment. Observe the student as he/she uses the specialized equipment and as caregivers assist the student in using the equipment.</p>	<p>The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities. (Special Education Foundation P3 P3)</p> <p>The teacher uses techniques of physical positioning and appropriate adaptive equipment, while managing student physical and health needs to facilitate participation in academic and social environments. (Special Education Specialist P7 P2)</p>
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Adolescents with Disabilities

Date/Initials	Activity	Standard Source & Indicator
	<p>Observe or, preferably, participate in transition planning for a student during the annual IEP meeting. Note the age of the student and compare what transpired with (a) the age-based requirements outlined in the most recent edition of the <i>Idaho Special Education Manual</i>, (b) the description of best practices from the manual, and (c) the activities that should be carried out during the IEP process according to the manual.</p>	<p>The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings. (Special Education Generalist P7 P1)</p> <p>The teacher develops opportunities for career exploration and skill development in community-based settings. (Special Education Generalist P7 P2)</p>
	<p>Spend a day shadowing special educators and students engaged in community-based experiences, employment experiences, and/or adult-living activities. Interview the special educator to determine what specialized knowledge and skills are required to carry out the job role effectively. Interview one or more students to find out (a) what goals they have set for themselves, and (b) their views on their learning experiences.</p>	<p>The teacher is knowledgeable about curricula and instruction in self-advocacy and life skills relevant to personal living and participation in school, the community, and employment. (Special Education Foundations P7 K2)</p>
	<p>Investigate the curricula and instructional practices used to develop self-advocacy and self-determination skills in adolescents with disabilities. Review one or more IEPs to determine how this curriculum area is addressed in goals and benchmarks. Observe interactions and instruction that address the IEP goals in this area.</p>	<p>The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, and other school and community personnel in integrating students with disabilities into various learning environments. (Special Education Foundation P10 P5)</p>
	<p>With the help of your mentor teacher, identify a student who is about to complete his/her public school experience. Make arrangements to interview the student and his/her parent(s), separately, if possible. Find out each party's goals and plans for the students future, their dreams, and their nightmares.</p>	

Alternative activity

In some situations you and your mentor teacher may conclude that it would be more advantageous to you and your professional development to substitute an alternative project for one of the three listed above. In such cases please consult with the university liaison.

Date/Initials	Activity	Standard Source & Indicator
	Work with your Mentor Teacher and your University Liaison to develop a meaningful activity that extends your learning.	Work with your University Liaison to identify the standard(s) that relate to the activity you have developed.

Appendix I: Evaluation Form for Student Teachers

ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education

The following evaluation form is to be independently completed by the student teacher, the mentor teacher, and the university liaison. The evaluations will be shared in a three-way conference at the end of the Teaching Experience in Special Education.

For the mentor teacher: Thank you for providing an opportunity for a Boise State University student teacher to work with students in your program. It is important for prospective special educators to have many opportunities to work with students with disabilities and other professionals who support their learning and growth. Your assistance in this valuable educational process is greatly appreciated. We value your perspective regarding the student teacher's knowledge and skills. Please complete the following form. Then either give it to the university liaison or mail it to Boise State University, Department of Special Education, 1910 University Drive, Boise, ID 83725-1725.

Please also complete the electronic evaluation form entitled *Professional Year: Intern/Student Teacher Assessment* available at <http://surveypro.boisestate.edu/ProYear/Content/> Thank you!

Student teacher _____ Student Number _____

Year/Semester _____ School _____

Evaluator _____ Position _____

Evaluator(s): please read the sample indicators for determining the overall level of performance (*Unacceptable, Acceptable, Target*) for each of the ten standards. Then in the final column please record the rating that you believe most accurately represents the student teacher's level of performance at the end of the teaching experience. Please remember that the indicators listed in each column are simply suggestions about the way student teachers might demonstrate their attainment of standards. You may consider other aspects of the standard to justify a rating for an student teacher. Finally, please provide a brief summary and recommendation at the end of this evaluation.

Standard	Unsatisfactory (0)	Meets Expectations (1)	Exceeds Expectations (2)	Your Rating
1. Subject Matter	<ul style="list-style-type: none"> • Presents information that is inaccurate and/or not relevant to students. • Fails to demonstrate the application of theories and educational models in special education practice, even when prompted. 	<ul style="list-style-type: none"> • Presents information that is accurate and relevant. • Demonstrates the application of theories and educational models in special education practice, occasionally and when prompted. 	<ul style="list-style-type: none"> • Presents information that is accurate, relevant, and well-organized and reflects deep understanding of subject matter. • Demonstrates the application of theories and educational models in special education practice, consistently and without prompting . 	

2. Human Development and Learning	<ul style="list-style-type: none"> • Fails to present instruction appropriate for emotional, social, and cognitive developmental status of student(s). 	<ul style="list-style-type: none"> • Typically presents instruction appropriate for emotional, social, and cognitive developmental status of student(s). 	<ul style="list-style-type: none"> • Consistently presents instruction highly appropriate for emotional, social, and cognitive developmental status of student(s). 	
3. Adapting Instruction	<ul style="list-style-type: none"> • Fails to make adaptations in curriculum and instruction consistent with individual student learning characteristics. 	<ul style="list-style-type: none"> • Typically makes adaptations in curriculum and instruction consistent with individual student learning characteristics. 	<ul style="list-style-type: none"> • Identifies and designs curriculum and instruction appropriate to individual student learning characteristics that reduces gaps in achievement compared to peers. 	
4. Multiple Instructional Strategies	<ul style="list-style-type: none"> • Fails to structure appropriate interventions to enhance skills for students with severe disabilities. 	<ul style="list-style-type: none"> • Structures basic interventions to enhance skills for students with severe disabilities. 	<ul style="list-style-type: none"> • Structure extensive interventions to enhance skills for students with severe disabilities 	
5. Classroom Motivation and Management Skills	<ul style="list-style-type: none"> • Fails to create an accessible learning environment through the use of assistive technology. • Fails to conduct functional behavior assessments and develop positive behavior supports. 	<ul style="list-style-type: none"> • Creates a moderately accessible learning environment through the use of assistive technology. • Conducts functional behavior assessments and develops positive behavior supports. 	<ul style="list-style-type: none"> • Demonstrates the ability to create an appropriate accessible learning environment through the use of assistive technology. • Conducts functional behavior assessments, develops positive behavior supports, and implements intervention consistent with the needs of the student and team. 	
6. Communication Skills	<ul style="list-style-type: none"> • Fails to use a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments. • Does not evidence knowledge of AAC. 	<ul style="list-style-type: none"> • Uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments. • Evidences basic knowledge of AAC. 	<ul style="list-style-type: none"> • Consistently demonstrates use of a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments. • Evidences extensive knowledge of AAC. 	

<p>7. Instructional Planning Skills</p>	<ul style="list-style-type: none"> As an individual and a member of a team, seldom uses basic knowledge of learner characteristics and curriculum to select and create appropriate learning experiences for students. Fails to consider the need to use strategies for facilitating maintenance and generalization of skills. Seldom evaluates and links the student's skill development to the general education curriculum. 	<ul style="list-style-type: none"> As an individual and a member of a team, typically uses basic knowledge of learner characteristics and curriculum to select and create appropriate learning experiences for students. Uses strategies for facilitating maintenance and generalization of skills across learning environments. Typically evaluates and links the student's skill development to the general education curriculum. 	<ul style="list-style-type: none"> As an individual and a member of a team, consistently uses advanced knowledge of learner characteristics and curriculum to select and create appropriate learning experiences for students. Develops schedules for systematically monitoring maintenance and generalization of skills across learning environments and uses results of monitoring to improve student learning. Consistently and comprehensively evaluates and links the student's skill development to the general education curriculum. 	
<p>8. Assessment of Student Learning</p>	<ul style="list-style-type: none"> Fails to use informal and formal assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally and linguistically diverse backgrounds. Is unable to conduct functional evaluations of students with severe disabilities. 	<ul style="list-style-type: none"> Typically uses informal and formal assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally and linguistically diverse backgrounds. Conducts basic functional evaluations of students with severe disabilities. 	<ul style="list-style-type: none"> Consistently and effectively uses informal and formal assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally and linguistically diverse backgrounds. Conducts comprehensive, functional evaluations of students with severe disabilities. 	
<p>9. Professional Commitment and responsibility</p>	<ul style="list-style-type: none"> Fails to seek out opportunities to further professional development (e.g., self-reflection, professional literature, workshops and conferences, solicitation of feedback). 	<ul style="list-style-type: none"> Seeks out opportunities to further professional development (e.g., self-reflection, professional literature, workshops and conferences, solicitation of feedback). 	<ul style="list-style-type: none"> Consistently and comprehensively seeks out all opportunities to further professional development (e.g., self-reflection, professional literature, workshops and conferences, solicitation of feedback). 	

<p>10. Partnerships</p>	<ul style="list-style-type: none"> • Fails to involve the student and family in setting instructional goals and charting progress. • Fails to observe appropriate special education rules and regulations. • Fails to accept feedback from others involved with the student and/or is unable to integrate that information into planning for the student. 	<ul style="list-style-type: none"> • Typically seeks to involve the student and family in setting instructional goals and charting progress. • Observes appropriate special education rules and regulations. • Frequently collaborates with colleagues and parents to develop an appropriate learning environment for students. 	<ul style="list-style-type: none"> • Consistently and effectively involves the student and family in setting instructional goals and charting progress, using generated information to assist in setting instructional goals and charting progress. • Observes both the spirit as well as the letter of special education rules and regulations. • Consistently collaborates with colleagues and parents to develop an appropriate learning environment for students. 	
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Summary and Recommendation:

Candidate Signature Date

Mentor Teacher Signature Date

University Liaison Signature Date

Appendix J: Scoring Rubric for Final Grade

ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education

All items must be judged Acceptable or Proficient for a passing grade

	Unsatisfactory (0)	Meets Expectations (1)	Exceeds Expectations (2)	Score
Attendance, punctuality	Absent more than two days; frequently arrives late or leaves early.	Absent no more than two days during the student teaching block, and only for illness or emergency; almost always arrives on time and stays through the end of the contracted work day.	No absences; always arrives on time and stays through the end of the contracted work day. Participates in extracurricular events and activities expected by the Mentor Teacher.	
Required Activities (School and Student Profile; Instructional Plans)	One or both activities incomplete; vague, inadequate understanding is evident.	Both activities completed; general, adequate understanding is evident.	Both activities completed; specific, thorough understanding is evident.	
Work Sample Project (refer to Appendix F)	Two or more unacceptable scores.	No more than one unacceptable score; mostly acceptable scores.	No unacceptable scores; mostly proficient scores.	
Case Study Project: Prereferral to IEP Development	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection is missing or minimal; And/or Many mechanical errors; errors detract from meaning and readability.	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights; And/or Several mechanical errors; errors do not detract from meaning and readability.	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking; And Strong command of standard written English with few mechanical errors.	
Functional Behavior Assessment and Intervention Plan Project (refer to Appendix I)	Two or more unacceptable scores.	No more than one unacceptable score; mostly acceptable scores.	No unacceptable scores; mostly proficient scores.	
Supplemental Activities	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection is missing or minimal; And/or Many mechanical errors; errors detract from meaning and readability.	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights; And/or Several mechanical errors; errors do not detract from meaning and readability.	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking; And Strong command of standard written English with 0-2 mechanical errors.	
Evaluation by Mentor Teacher	One or more items marked "unsatisfactory."	More than half of the items rated "basic"; no items marked "unsatisfactory."	More than half of the items rated "proficient"; no items marked "unsatisfactory."	
Evaluation by University Liaison	One or more items marked "unsatisfactory."	More than half of the items rated "basic"; no items marked "unsatisfactory"	More than half of the items rated "proficient"; no items marked "unsatisfactory."	
Total Score				

Final Grade:

Appendix K: Suggested Calendar of Required Activities

ED-SPED 467/468 Professional Year III: Teaching Experience in Special Education

Student Teacher Responsibilities	Date Completed	
<ul style="list-style-type: none"> ◆ Prepare a three ring binder for collecting and organizing documents related to your student teaching experiences, activities, and assignments. ◆ Meet with mentor teacher and university liaison to review expectations. ◆ With your mentor teacher, make plans to attend MDT and IEP meetings. ◆ Expand this calendar to include a detailed schedule for managing the required activities and assignments. ◆ Discuss building and/or district requirements for lesson plans. ◆ Complete the School and Student Profiles. ◆ With your mentor teacher, select a student for the case study assignment. ◆ With your mentor teacher, select a student for the FBA assignment. ◆ Shadow your mentor teacher and assist with instruction as directed. ◆ Other: ◆ Other: 	Week 1	<ul style="list-style-type: none"> Appendix B Appendix C Appendix D Appendix G Appendix H
<ul style="list-style-type: none"> ◆ Begin taking over instructional planning responsibilities. ◆ Begin Work Sample Project with your mentor teacher by reviewing requirements, selecting a unit of instruction, and selecting target student(s). ◆ Case study task(s): ◆ FBA task(s): ◆ Other: ◆ Other: 	Week 2	<ul style="list-style-type: none"> Appendix D Appendix E Appendix F Appendix G
<ul style="list-style-type: none"> ◆ Work Sample task(s) ◆ Case Study task(s): ◆ FBA task(s): ◆ Complete Supplemental Activity #1 and hand in to university liaison. ◆ Other: ◆ Other: 	Week 3	<ul style="list-style-type: none"> Appendix E Appendix G Appendix H Appendix I

<ul style="list-style-type: none"> ◆ Work Sample task(s) ◆ Case Study task(s): ◆ FBA task(s): ◆ Other: ◆ Other: 	Week 4	<ul style="list-style-type: none"> Appendix D Appendix E Appendix G Appendix H 	
<ul style="list-style-type: none"> ◆ Work Sample task(s) ◆ Case Study task(s): ◆ FBA task(s): ◆ Set up and participate in a Three-Way Observation/Conference with mentor Teacher and university Liaison. ◆ Other: ◆ Other: 	Week 5	<ul style="list-style-type: none"> Appendix E Appendix G Appendix H Appendix I 	
<ul style="list-style-type: none"> ◆ Work Sample task(s) ◆ Case Study task(s): ◆ FBA task(s): ◆ Complete Supplemental Activity #2 and hand in to university liaison. ◆ Other: ◆ Other: 	Week 6	<ul style="list-style-type: none"> Appendix D Appendix E Appendix G Appendix H 	
<ul style="list-style-type: none"> ◆ Hand in Work Sample to university liaison. ◆ Hand in Case Study to university liaison. ◆ Hand in FBA to university liaison. ◆ Set up and participate in a final three-way evaluation with mentor teacher and university liaison. ◆ Other: ◆ Other: 	Week 7	<ul style="list-style-type: none"> Appendix E & F Appendix G Appendix J Appendix K Appendix H 	