

**Field Guide for ED-SPED 459**  
**Professional Year I 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 459 Professional Year I in Special Education

Students enrolled in ED-SPED 459 are typically at the senior level in their programs, have been admitted to Teacher Education, and have upper division status. They have elected to pursue certification in Special Education, and are pursuing certification in Elementary Education 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 students in this teaching experience will have completed previous field experiences in the schools.

The purpose of ED-SPED 459 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 be prepared to enter their student teaching semester.

Interns enrolled in ED-SPED 459 are to spend one full day per week in a school (following the same work day schedule as their Mentor Teacher). Most of the time will be spent in a special education setting where students eligible for special education services are receiving specially designed instruction. Some time will also be spent in general education classrooms, specials classes (e.g., Music, P.E.), and other school settings (e.g., lunchroom, playground). Interns will complete 90 to 100 hours in K-8 classrooms with students with disabilities, and participate in seminars as scheduled. They will also complete the following school-based projects:

- School and Student Profiles (Appendix C)
- Shadow Student (Appendix D)
- School-Wide Interventions (Appendix E)
- Parent Interview (Appendix F)
- Teacher Scheduling Interview (Appendix G)
- Progress Monitoring Activity (Appendix H)

## Role of the Mentor Teacher

The Mentor Teacher should assist the intern to complete the requirements of ED-SPED 459 by doing the following:

- Review the assignments the intern will be completing in ED-SPED 459.
- Provide an orientation to the school, the general and special education programs it provides, and general expectations of faculty and students.

- Provide building or district documents that will assist the intern in understanding expectations and procedures for faculty and students (e.g., discipline policy, faculty handbook).
- Assist the intern in identifying and collecting information required to complete the identified projects and activities.
- Provide the intern access to IEPs for students to whom the intern will provide instruction, to the relevant curriculum guides and instructional materials, and to assessment instruments and progress monitoring materials.
- Work with the University Liaison to clarify expectations for developing instructional plans in a manner that satisfies both school and university requirements.

At the end of the field experience, the Mentor Teacher will be asked to complete an evaluation of the intern's performance (see Appendix J).

For more information regarding responsibilities of the Mentor Teacher, please consult Personnel Guidelines (Appendix B).

## Standards for Initial Certification

The Teacher Education Programs in the College of Education at Boise State University incorporate the Standards for Initial Certification of Professional School Personnel, approved by the Idaho State Board of Education in 2005. For further information, contact the Idaho Department of Education's Certification web site:

[http://www.sde.idaho.gov/certification/documents/StandardsBookFinal0406\\_001.pdf](http://www.sde.idaho.gov/certification/documents/StandardsBookFinal0406_001.pdf)

## Standards for ED-SPED 459 Professional Year I in Special Education

Activities designed to measure the intern's attainment of the standards are indicated following each standard.

### ***Standard 1: Knowledge of Subject Matter***

P1. The teacher demonstrates the application of theories and research-based models in special education practice. (SPED)

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

Assessments: School-wide Interventions Report, Shadow Student, Progress Monitoring Activity, 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: Progress Monitoring Activity, Mentor Teacher Evaluation

### ***Standard 3: Modifying Instruction for Individual Needs***

K1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities. (SPED)

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: Progress Monitoring Activity, 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)

Assessments: Progress Monitoring Activity, Mentor Teacher Evaluation

### ***Standard 5: Classroom Motivation and Management Skills***

P1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors. (SPED)

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: Progress Monitoring Activity, Mentor Teacher Evaluation

***Standard 6: Communication Skills***

P1. The teacher is a thoughtful and responsive listener. (CORE)

P3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking. (CORE)

P5. The teacher demonstrates the ability to communicate effectively orally and in writing. (CORE)

Assessments: Parent Interview/Discussion, Teacher Interview/Discussion, Mentor Teacher Evaluation

***Standard 7: Instructional Planning Skills***

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)

P4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals. (SPED)

Assessments: Progress Monitoring Activity, Mentor Teacher Evaluation

***Standard 8: Assessment of Student Learning***

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)

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

Assessments: Progress Monitoring Activity, Mentor Teacher Evaluation

***Standard 9: Professional Commitment and Responsibility***

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: Progress Monitoring Activity, 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: Parent Interview, Teacher Interview, Mentor Teacher Evaluation

## Grading Procedures

ED-SPED 459 is a two-credit pass/fail course. To receive a passing grade, the intern must provide evidence of:

- Professionalism in attendance and punctuality
- Acceptable performance on School and Student Profile
- Acceptable performance on Shadow Student Activity
- Acceptable performance on School-wide Interventions Report
- Acceptable performance on Parent Interview
- Acceptable performance on Teacher Scheduling Interview
- Acceptable Instructional Plans
- Acceptable performance on Progress Monitoring Activity
- Acceptable Evaluation by Mentor Teacher and/or University Liaison

It is the responsibility of the University Liaison to determine the final grade for ED-SPED 459. To receive a passing grade for this course, the intern must have completed all of the components at an acceptable or proficient level. Please refer to Appendices C-H for more information regarding 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 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.

**Interns:** Boise State University preservice teacher candidates in one of the four early field experiences, usually Sophomores and Juniors.

**Mentor Teachers:** Teachers in the pre-kindergarten through 12th grade schools who mentor preservice teacher candidates.

**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 & Sciences, or Social Sciences & 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 their faculty load, generally requiring one day a week at the Partner School.

## Appendix B: Personnel Guidelines

### Guidelines for the Intern

Interns 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 intern to keep in mind the expected educational outcomes of the Field Experience. The following suggestions are aimed at guiding the behavior of the intern 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 intern 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 intern 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, working at computers, and getting involved with creative projects.
- Demonstrate professionalism through dress, behavior, and ethical practice.
- Attendance and punctuality are part of professionalism. Absence with 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 intern 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 on page 5, the Mentor Teacher should assist the intern by doing the following:

- Help the intern feel welcome and inform the students and staff about the role of the intern.
- Provide time to talk to the intern about teaching practices and student needs.
- Observe the intern 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 intern.
- Be informed of the name and schedule of the University Liaison in the building with whom to communicate when needed.
- Have high expectations of professionalism for the intern. 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 the intern. Expectations in this role are as follows:

- Act as a support to interns and building staff.
- Oversee the completion of required activities and assignments.
- Assist in linking coursework goals and activities with the field experience.
- Monitor intern's experience on a weekly basis.
- Trouble shoot with intern 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 intern.
- 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 intern 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 interns.
- Prior to the start of each semester, communicate with the Director of Teacher Education in the College of Education at Boise State University the number of intern placements possible in the school and the appropriate times they could be used.
- Arrange with interns, 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 interns 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

- a. Describe the organization and structure of the school's academic programs.
- b. Describe the students who attend the school.
- c. Describe all of the special supports and programs available to the students in the school (e.g., after school tutoring, career counseling).
- d. Describe the special education programs available to students on IEPs in the school (e.g., in-class co-teaching, community-based programs).
- e. Describe the school's philosophy about inclusion.
- f. Describe all of the support staff available to meet the needs of students and teachers.

### II. Student Characteristics (all students on the Mentor Teacher's caseload):

- a. Number of students on the caseload.
- b. Approximate age range and/or grade level of students on the caseload.
- c. Number of males: \_\_\_\_\_ Number of females: \_\_\_\_\_
- d. Ethnicities that are represented among the students on the caseload (check all that apply):

<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Hispanic
<input type="checkbox"/> Asian	<input type="checkbox"/> Black, not Hispanic
<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> White, not Hispanic
<input type="checkbox"/> Filipino	<input type="checkbox"/> Multiracial
<input type="checkbox"/> Other: _____	

- e. Number of students on the caseload who are:
 

<input type="checkbox"/> English proficient	<input type="checkbox"/> English Language Learners
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- f. Resources that are available to assist you with students on the caseload who are English Language Learners:

- g. Special needs that are identified among the students on the caseload (indicate number of students so identified):

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

- h. Resources that are available to assist you in meeting the needs of the students in the caseload:

## Appendix D: Required Activity: Shadow Student

Schools consist of many sub-environments, for example, the classrooms, hallways, lunchroom, and restrooms. The behavioral expectations vary across these environments, as do the explicitness of the expectations and the consistency with which they are enforced. The behaviors that students display also vary across these environments. Students' behaviors may differ across various environments, yet always fall within the range of appropriate behavior, or students may exhibit very appropriate behavior in some environments and very inappropriate behavior in others. This assignment will provide you with an opportunity to observe a student across several sub-environments, identify the behavioral expectations in each, and complete a descriptive record of the student's behaviors in each sub-environment.

You must observe the same student in a minimum of two classrooms (e.g., special education classroom, general education classroom, art classroom) for at least 30 minutes in each classroom, and a minimum of two non-instructional settings (e.g., lunchroom, playground, hallway) for a minimum of 15 minutes (cumulative, i.e., may observe 3 times in the hallway to total 15 minutes) in each setting. Complete the attached Sub-environment Observation Record form for each environment. Throughout the observation, keep a running record of:

- The activity (e.g., teacher is modeling solving math problems, students are independently writing in journals, class is walking to lunch)
- What the target student is doing (e.g., attending to teacher instruction, talking to peer, walking quietly)
- Whether or not the student's behavior appears appropriate given the circumstance
- Response of peers (e.g., ignored, laughed)
- Response of adult (e.g., ignored, verbally redirected, laughed)

Using the information you collect in each setting and the prompts below, respond to the following.

### Analysis/Interpretation

- I. Identify the rules/behavioral expectations for each setting. You can gather this information by hearing the teacher verbally state rules/expectations, asking individual students to state the rules/behavioral expectations, examining the environment for written postings of rules/expectations, and identifying school-wide rules/expectations. Are the rules/expectations explicit in each setting? Identify commonalities and differences in rules/expectations across the settings.
- II. Analyze the descriptive data you collected across environments. Was the behavior of the student you observed generally consistent within environments (i.e., mostly appropriate or mostly inappropriate within the same setting)? Was it generally consistent across environments (i.e., mostly appropriate or mostly inappropriate across settings)?

- III. How did the student's behavior differ across environments (i.e., how did the student modify his/her behavior to meet varying expectations)?
- IV. How did the consequences (i.e., how adults and peers responded) support following the stated rules/expectations?
- V. Discuss how you think the explicitness of rules/expectations impacted the student's behaviors across the settings in which you observed.

By the due date provided by your supervisor, turn in (a) Sub-environment Observation Records, and (b) written responses to the Analysis/Interpretation prompts.

Student:  
Date:

Setting:  
Beginning Time:

Observer:  
Ending Time:

Sub-environment Observation Record

Activity	Student's behavior	Appropriate?	Consequence – peers	Consequence - adult
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure		
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure		

## Grading Rubric: Shadow Student

	<b>Unsatisfactory (0)</b> One or more characteristics below are present	<b>Meets Expectations (1)</b> One or more characteristics below are present	<b>Exceeds Expectations (2)</b> All characteristics below are present	<b>Score</b>
Direct Observation	Observed in fewer than 2 classrooms <i>or</i> for less than 30 minutes each classroom <i>and/or</i> observed in fewer than 2 non-instructional settings <i>or</i> for at less than 15 minutes each setting	Observed same student in 2 classrooms for at least 30 minutes each classroom <i>and</i> observed 2 non-instructional settings for at least 15 minutes each setting	Observed same student in more than 2 classrooms for at least 30 minutes each classroom <i>and</i> observed more than 2 non-instructional settings for at least 15 minutes each setting	
Observation Records	Some sections of observation record form not completed for required number of observations <i>and/or</i> does not provide enough detail for reader to interpret	All sections of observation record form completed for required number of observations <i>and</i> most entries provide enough detail for reader to interpret	All sections of observation record form completed for at least required number of observations <i>and</i> all entries provide enough detail for reader to interpret	
Data Analysis/ Interpretation	No response to some prompts <i>and/or</i> most interpretations and conclusions were not clearly supported by the information provided in the observation records	Included response to all prompts <i>and</i> most interpretations and conclusions are clearly supported by the information provided in the observation records	Included response to all prompts <i>and</i> all interpretations and conclusions are clearly supported by the information provided in the observation records	
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	
<b>Total Score</b>				

## Appendix E: Required Activity: School-Wide Interventions

Many schools have implemented school-wide approaches to provide consistent behavioral and academic support to all students. These approaches may be identified by terms such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI). Using various resources available in your school (for example, the school handbook/website, principal, teachers, school psychologist), respond to the following.

### I. Behavioral expectations

- a. If the school is implementing a school-wide PBIS program:
  - i. Describe the initial and on-going training provided to staff and how new staff are trained
  - ii. Describe initial and on-going instruction for students and how the instruction differs across grade levels
  - iii. Identify the consequences for appropriate and inappropriate behavior (including hierarchies of consequences)
- b. If the school is not implementing a school-wide PBIS program:
  - i. Identify any school-wide rules and describe how staff and students are informed of the rules
  - ii. Describe the consequences for following the rules (including hierarchies of consequences)
  - iii. Describe the consequences for breaking the rules (including hierarchies of consequences)
  - iv. Compare and contrast the school-wide rules and the classroom rules for two classrooms

### II. Academic expectations

- a. If the school is using an RTI approach:
  - i. Describe the initial and on-going training provided to staff
  - ii. Describe the specific activities that occur at each of the tiers, including:
    1. Assessments administered
    2. Decision rules regarding assessment results
    3. Identification of individual interventions
    4. Progress monitoring procedures
- b. If the school is not using an RTI approach:
  - i. Describe the initial and on-going training provided to staff regarding pre-referral interventions
  - ii. Describe the specific activities that occur prior to a referral to special education (provide specific examples as appropriate), including
    1. Identification of students not making adequate progress (i.e., what are the indicators of less-than-adequate progress?)
    2. Identification of specific pre-referral interventions for specific academic problems (i.e., how do school personnel identify appropriate interventions for a given student?)
    3. Identify the school personnel involved and describe their roles
    4. Describe how the decision is made to move from pre-referral interventions to a referral for special education evaluation

By the due date provided by your supervisor, turn in a written paper that follows the format above.

### Scoring Rubric: School-wide Interventions

	<b>Unsatisfactory (0)</b> One or more characteristics below are present	<b>Meets Expectations (1)</b> One or more characteristics below are present	<b>Exceeds Expectations (2)</b> All characteristics below are present	<b>Score</b>
Behavioral Expectations	Evidence that student accessed fewer than 2 sources to gather information <i>and/or</i> did not respond to all relevant prompts <i>and/or</i> failed to provide enough information for reader to understand basic elements of school's behavioral expectations	Evidence that student accessed at least 2 sources to gather information <i>and</i> responded to all relevant prompts <i>and</i> provided enough information for reader to understand basic elements of school's behavioral expectations	Evidence that student accessed several sources to gather information <i>and</i> responded to all relevant prompts <i>and</i> provided enough information for reader to obtain a detailed understanding of school's behavioral expectations	
Academic Expectations	Evidence that student accessed fewer than 2 sources to gather information <i>and/or</i> did not respond to all relevant prompts <i>and/or</i> failed to provide enough information for reader to understand basic elements of school's academic expectations	Evidence that student accessed at least 2 sources to gather information <i>and</i> responded to all relevant prompts <i>and</i> provided enough information for reader to understand basic elements of school's academic expectations	Evidence that student accessed several sources to gather information <i>and</i> responded to all relevant prompts <i>and</i> provided enough information for reader to obtain a detailed understanding of school's academic expectations	
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	
<b>Total Score</b>				

## Appendix F: Required Activity: Parent Interview

From the beginning of special education legislation, parent involvement in the education of their child with a disability has been required. This activity will provide an opportunity for you to talk with the parent of a child with a disability about his/her experiences with the special education system.

With your mentor's assistance, identify a parent willing to meet with you. Establish a time that is convenient for the parent and reserve an appropriate place at your school to conduct the interview. It should take approximately 30 minutes. After establishing rapport with the parent, ask the following questions, and feel free to ask appropriate follow-up questions.

1. What disability has your child been identified with and how old was he/she when it was identified?
2. Describe what has worked well for you and your child in the special education system.
3. Are there any changes that might make the special education system work even better?
4. Describe what has worked well for you and your child in the general education system.
5. Are there any changes that might make the general education system work even better?
6. Describe your involvement as a member of your child's IEP team. Are you comfortable with this level of involvement or would you like to be more involved/less involved?
7. What are three things you would like beginning special education teachers to know about working with parents?

By the due date provided by your supervisor and using your notes from the interview, write a paper that follows the format above and be prepared to participate in a class discussion focusing on the parent interview assignment.

## Scoring Rubric: Parent Interview

	<b>Unsatisfactory (0)</b> One or more characteristics below are present	<b>Meets Expectations (1)</b> One or more characteristics below are present	<b>Exceeds Expectations (2)</b> All characteristics below are present	<b>Score</b>
Interview Report	Responses are not provided for all interview questions <i>and/or</i> are not objective (i.e., student interjects own judgment)	Responses are provided for all interview questions <i>and</i> are mostly presented in an objective manner (i.e., student presents parent's responses without interjecting personal judgment)	Responses are provided for all interview questions <i>and</i> are objective (i.e., student presents parent's responses without interjecting personal judgment); parent's voice clearly comes across in the interview report	
Discussion	Student did not contribute to the class by offering ideas <i>and/or</i> asking questions <i>and/or</i> was unable to reference interview notes to support his/her own points during discussion <i>and/or</i> to respond to points made by others	Student contributed to the class by occasionally answering questions, offering ideas, and asking questions during discussion and most contributions were appropriate and relevant; student was able to support some of his/her own points during class discussion <i>and/or</i> to respond to points made by others by referencing interview notes	Student actively contributed to the class by frequently answering questions, offering ideas, and asking relevant questions during discussion; contributions were appropriate and relevant; student was able to support comments by referencing interview notes and was able to synthesize the information to support his/her points during the class discussion and to respond to points made by others	
<b>Total Score</b>				

## Appendix G: Required Activity: Teacher Scheduling Interview

One of the more challenging tasks a special education teacher has to master is creating daily and weekly schedules for him/herself, paraprofessionals, and students. This activity will provide an opportunity for you to interview your mentor teacher to identify how he/she approaches this task.

Identify a specific time to interview your mentor teacher. The purpose of this interview is to gain an understanding of your mentor's approach to scheduling. Specifically, ask your mentor about the following:

1. In addition to yourself, how many adults must you create schedules for?
2. What aspects of your daily schedule are you free to determine and what aspects are dictated by school policy/general education schedule?
3. How do you determine when to schedule yourself and paraprofessionals into the special education room and when to schedule staff into general education classrooms?
4. How do you schedule your students into the special education room? Is it done on an individual basis or by grade level?
5. What aspects of the general education schedule do you need to work around?
6. Are you and/or your paraprofessionals responsible for supervision during non-instructional times (e.g., bus lines, lunch, recess)?
7. What adjustments have you made to the overall schedule since this school year began?
8. Describe how you begin creating the schedule at the beginning of the school year – where do you begin and what are the steps?
9. How does getting a new student mid-year affect your overall schedule?
10. What advice would you give a beginning special education teacher regarding scheduling?

By the due date provided by your supervisor and using your notes from the interview, write a paper that follows the format above and be prepared to participate in a class discussion focusing on the teacher interview assignment.

## Scoring Rubric: Teacher Interview - Scheduling

	<b>Unsatisfactory (0)</b> One or more characteristics below are present	<b>Meets Expectations (1)</b> One or more characteristics below are present	<b>Exceeds Expectations (2)</b> All characteristics below are present	<b>Score</b>
Interview Report	Responses are not provided for all interview questions <i>and/or</i> lack sufficient detail to be of use to a beginning teacher	Responses are provided for all interview questions <i>and</i> most responses are detailed enough for the student to apply them to his/her classroom as appropriate	Responses are provided for all interview questions <i>and</i> are detailed enough to provide clear guidance to a beginning teacher	
Discussion	Student did not contribute to the class by offering ideas <i>and/or</i> asking questions <i>and/or</i> was unable to reference interview notes to support his/her own points during discussion <i>and/or</i> to respond to points made by others	Student contributed to the class by occasionally answering questions, offering ideas, and asking questions during discussion and most contributions were appropriate and relevant; student was able to support some of his/her own points during class discussion <i>and/or</i> to respond to points made by others by referencing interview notes	Student actively contributed to the class by frequently answering questions, offering ideas, and asking relevant questions during discussion; contributions were appropriate and relevant; student was able to support comments by referencing interview notes and was able to synthesize the information to support his/her points during the class discussion and to respond to points made by others	
<b>Total Score</b>				

## Appendix H: Required Activity: Progress Monitoring

Progress monitoring is a critical component of the instructional cycle. The purpose of progress monitoring is to identify the effectiveness of the instruction. It is critical to frequently monitor progress toward expected outcomes. Measures capable of detecting small amounts of change are necessary in order to identify as soon as possible whether or not the student is making adequate progress toward academic or behavioral goals.

With your mentor's assistance, you will identify a student or small group of students and select an academic area to target for this activity. Begin this activity early in the semester, as you will need to collect data for a minimum of ten weeks. You will provide the instruction once a week, but will coordinate your lessons with your mentor who will provide the instruction on the days you are not in the classroom. Complete the following steps:

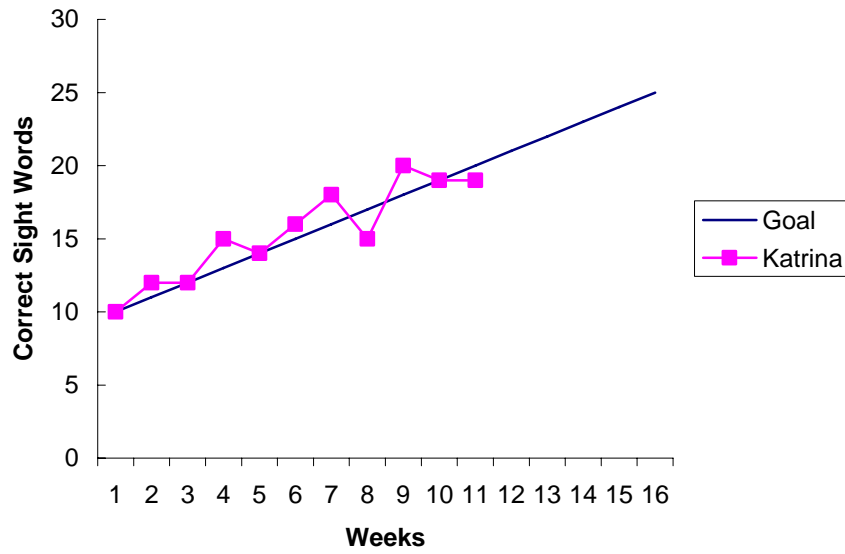
- With your mentor's assistance, identify the students and the target skill
- Gather and analyze assessment data to determine current skill levels
- Identify the skill level expected at the end of the semester
  - For example:
    - Reads 2<sup>nd</sup> grade passages at 75 words correct per minute with 97% accuracy
    - 30 digits correct on 3<sup>rd</sup> grade CBM computation probe
    - Read first 100 Fry Instant Words with 95% accuracy
- Select or create a progress monitoring system and obtain supervisor's approval to ensure you are collecting relevant data that are sensitive enough to be a meaningful measure of progress
- In collaboration with your mentor teacher, develop lesson plans and deliver instruction
- Collect progress monitoring data at least once per week
- Graph progress monitoring data (see Figure 1)
- Analyze data weekly to determine if progress is adequate and complete the Decision Making Form (see Figures 2, 3, and 4)
  - Identify one important problem and describe the changes you will make in order to solve the problem. Be *very specific* in your description of the problem and the changes you propose. The problem should describe something about the student's *academic or behavioral performance* that needs improvement. The changes should describe specific changes *you* will make in your teaching, management, and/or environment. (See Figures 3 and 4 for examples.)
- If progress is less than adequate, identify and implement instructional changes
- Identify with a vertical line on your graph when instructional changes are implemented
- Continue this process throughout the semester

Graphs and completed decision making forms should be available for your supervisor during each observation and at seminars as requested.

At the end of this activity, write a *reflection paper* (3-5 pages) that addresses, but is not limited, to the following:

- Describe the growth your student made, both in academic and social behaviors. Specifically, what can the student do now that he/she could not do at the beginning of the semester?
- What instructional decisions did you make based on the progress monitoring data you collected? What were the results of these decisions?
- How did you use the data you collected to share the student's progress (e.g., with the student, your mentor teacher, the student's parents)?
- Is the student's progress adequate? What suggestions do you have to maintain or increase the student's progress over the next semester?
- When you design a progress monitoring system for another group of students, what will you do the same? What changes will you make?
- Discuss the most important thing you learned by implementing this progress monitoring activity.

Figure 1. Sample progress monitoring graph.



*Figure 2.* Decision making form.

Decision Making Form

Describe concern:

Additional information:

Possible changes:

Instruction:

Management

Describe plan and evaluation criteria:

Date of implementation:

Results of implementation:

(Date of results:                    )

\_\_\_ Results satisfactory

\_\_\_ Results not satisfactory

Figure 3. Decision making form example.

### Decision Making Form Example 1

**Describe concern:** *Megan is making decoding errors such as “filed” for “filled” and “stared” for “starred.” She also misses comprehension questions involving sequencing.*

**Additional information:** *Megan gets her comprehension pages done quickly, but not accurately. She is usually the first one done, but is making several errors.*

**Possible changes:**

**Instruction:** *Provide Megan with more instruction on the decoding rules for these words and more individual turns on them. Also provide more practice on sequencing story events.*

**Management:** *Base access to after work activity on **completing work accurately** not just completing work. Also, provide verbal praise for **accurate** work.*

**Describe plan and evaluation criteria:** *I will review decoding rules with entire group and make sure Megan gets more individual turns. I will be sure to use the full error correction procedure each time. I will explain to group that access to the after work activity is based on 90% or better on the work pages, not just completing the pages. I will provide verbal praise for accurate responses. Criteria: Megan will have 3 or fewer decoding errors per day and complete work pages with at least 90% accuracy.*

**Date of implementation:** 10/01/07

Results of implementation: *The extra practice with Megan really paid off! Her decoding errors decreased to 2 or fewer per day for the week and she got at least 90% on all work pages this week. As a matter of fact, no one in the group got less than 90% all week!*

**(Date of results:** 10/18/07)

Results satisfactory

Results not satisfactory

Figure 4. Decision making form example.

### Decision Making Form Example 2

**Describe concern:** *Marshall is very inattentive in class. He exhibits off-task behaviors by leaning back in his chair, not following along, playing with his pencil, and looking around.*

**Additional information:** *Before, my concerns were having Marshall get his work done within the reading period. However, his on-task behavior during seat work has continually increased, so my focus is not so much on completing his work as it will be on trying to keep him on-task during instruction.*

**Possible changes:**

**Instruction:** *Marshall needs to be given more individual turns to ensure he is following along. Marshall needs to sit on the end instead of in front of me because he says he is crowded when students are on both sides of him.*

**Management:** *I need to give Marshall more verbal praise when he is on-task. I need to explain to him the specific behaviors I am looking for. I will offer reinforcement for the entire group if everyone is on-task. I will give “you-me” points for on-task behavior.*

**Describe plan and evaluation criteria:** *I will describe the behaviors I am looking for and then give “you-me” points for on-task behavior. Criterion: Marshall needs to be on-task and get points 90% of opportunities.*

**Date of implementation:** 10/04/07

**Results of implementation:** *Marshall was awesome as I gave “you-me” points for on-task behavior. They were given to the entire group, so students were monitoring each other. We defined the behaviors I was looking for and when those behaviors were exhibited, then the students received a point. Marshall was only off-task twice in the entire period. He finished his work quickly and accurately. He was awesome.*

**(Date of results:** 10/11/07)

Results satisfactory

Results not satisfactory

## Grading Rubric: Progress Monitoring

	<b>Unsatisfactory (0)</b> One or more characteristics below are present	<b>Meets Expectations (1)</b> One or more characteristics below are present	<b>Exceeds Expectations (2)</b> All characteristics below are present	<b>Score</b>
Progress Monitoring System	System was not approved by supervisor <i>and/or</i> system was not implemented with adequate fidelity	System was designed with supervisor's support <i>and</i> implemented as intended or with planned changes that increased its effectiveness	System was designed by student and approved by supervisor <i>and</i> implemented as intended or with planned changes that increased its effectiveness	
Data Collection and Graphs	Data are collected and graphed for only a few weeks <i>and/or</i> decision making form is completed for only a few weeks	Data are collected and graphed nearly every week <i>and</i> decision making form is completed nearly every week	Data are collected and graphed every week <i>and</i> decision making form is completed every week	
Interpretation	Much of the information provided is not relevant <i>and/or</i> most proposed changes do not appear to be based on data	Most of the information provided is relevant <i>and</i> most proposed changes are reasonable responses to the data	Adequate information is provided and all proposed changes are clearly responsive to the data	
Reflection	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection <i>and/or</i> synthesis is missing or minimal <b>And/or</b> Many mechanical errors; errors detract from meaning and readability	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights and some synthesis of coursework <b>And/or</b> Several mechanical errors; errors do not detract from meaning and readability	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking and synthesis of coursework <b>And</b> Strong command of standard written English with no more than 2 mechanical errors	
<b>Total Score</b>				

## Instructional Plans

Interns are expected to develop daily instructional plans for students they are assigned to work with. 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
- show a clear relationship to students' IEP goals
- be specific and clear enough for the Intern, 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, Interns 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. Information about best practices is studied in the courses listed on p. 4 of this document. Information may also be acquired in professional development activities provided during the student teaching experience. Interns are encouraged to apply what they have learned as they 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. Interns are encouraged to collect and make use of existing assessment information, and to justify their 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 Intern, Mentor Teacher, University Liaison, Principal, and other parties with a need to access instructional plans.

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

## Appendix I: Suggested Calendar of Required Activities ED-SPED 459 Professional Year I in Special Education

**Confirm all dates with course instructor  
Attend all scheduled seminars**

Week	Activities	Date Completed
1	<ul style="list-style-type: none"> <li>▪ Download and read field guide</li> <li>▪ Meet with instructor on campus to review expectations</li> <li>▪ Meet with Mentor Teacher to review expectations               <ul style="list-style-type: none"> <li>▪ Discuss building/district requirements for lesson plans</li> <li>▪ Discuss field guide/assignments</li> </ul> </li> <li>▪ Complete School and Student Profiles</li> <li>▪ With Mentor Teacher's guidance:               <ul style="list-style-type: none"> <li>▪ Identify parent to interview</li> <li>▪ Identify student to shadow</li> <li>▪ Identify student/s for progress monitoring activity</li> <li>▪ Identify time to interview Mentor Teacher</li> <li>▪ Identify sources for School-wide Interventions activity</li> </ul> </li> <li>▪ Shadow Mentor Teacher and assist with instruction as directed</li> </ul>	
2	<ul style="list-style-type: none"> <li>▪ Schedule:               <ul style="list-style-type: none"> <li>▪ Parent Interview</li> <li>▪ Teacher interview</li> </ul> </li> <li>▪ Begin conducting observations for Student Shadow activity</li> <li>▪ Shadow Mentor Teacher and assist with instruction as directed</li> </ul>	
3	<ul style="list-style-type: none"> <li>▪ Complete observations for Student Shadow activity</li> <li>▪ Begin progress monitoring activity               <ul style="list-style-type: none"> <li>▪ Identify target skill/s</li> <li>▪ Begin to gather assessment data (existing data as well as data you collect)</li> </ul> </li> <li>▪ Shadow Mentor Teacher and assist with instruction as directed</li> </ul>	
4	<ul style="list-style-type: none"> <li>▪ Complete Parent Interview</li> <li>▪ Complete Teacher Interview</li> <li>▪ Begin School-wide Interventions activity</li> <li>▪ Progress monitoring activity               <ul style="list-style-type: none"> <li>▪ Complete assessment gathering</li> <li>▪ Analyze data to identify current skills</li> <li>▪ Identify target performance criteria</li> <li>▪ Identify progress monitoring system/obtain instructor approval</li> </ul> </li> <li>▪ Begin taking over instructional planning responsibilities</li> </ul>	
5	<ul style="list-style-type: none"> <li>▪ Continue instructional planning responsibilities as assigned</li> <li>▪ Schedule 3-way observation/conference</li> <li>▪ Continue School-wide Interventions activity</li> <li>▪ Progress monitoring activity               <ul style="list-style-type: none"> <li>▪ Begin providing instruction/collecting progress monitoring data</li> <li>▪ Complete Decision Making Form weekly</li> </ul> </li> <li>▪ Complete School-wide Interventions Activity</li> </ul>	

6	<ul style="list-style-type: none"> <li>▪ Three-way observation/conference</li> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Continue progress monitoring activity</li> </ul>	
7	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Continue progress monitoring activity</li> </ul>	
8	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Continue progress monitoring activity</li> </ul>	
9	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Continue progress monitoring activity</li> </ul>	
10	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Continue progress monitoring activity</li> </ul>	
11	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Continue progress monitoring activity</li> </ul>	
12	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Schedule 3-way observation/conference</li> <li>▪ Continue progress monitoring activity</li> </ul>	
13	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Three-way observation/conference</li> <li>▪ Continue progress monitoring activity</li> </ul>	
14	<ul style="list-style-type: none"> <li>▪ Continue instructional planning activities as assigned</li> <li>▪ Complete progress monitoring activity</li> <li>▪ Review and sign evaluation</li> </ul>	



## Appendix K: Evaluation Form

### ED-SPED 459 Professional Year I in Special Education

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

Intern: \_\_\_\_\_ Student number: \_\_\_\_\_

Year/Semester: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Please read the sample indicators for determining the overall level of performance (*Unsatisfactory, Meets Expectations, Exceeds Expectations*) for each of the ten standards. Then, in the final column, please record the rating that you believe most accurately represents the intern's level of performance at the end of the semester. Please remember that the Indicators listed in each column are simply suggestions about the way interns might demonstrate their attainment of standards. You may consider other aspects of the standards to justify a rating for an intern. Finally, please provide a brief summary and any additional comments at the end of this evaluation.

Standard	Unsatisfactory (0)	Meets Expectations (1)	Exceeds Expectations (2)	Rating
Subject Matter	<ul style="list-style-type: none"> <li>▪ Presents information that is inaccurate and/or irrelevant to students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presents information that is accurate and relevant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently presents information that is accurate, relevant, and well-organized; reflects a deep understanding of subject matter</li> <li>▪ Demonstrates the application of theories and educational models in special education practice consistently and without prompting</li> </ul>	
Human Development and Learning	<ul style="list-style-type: none"> <li>▪ Fails to present instruction appropriate for emotional, social, and cognitive developmental status of students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically presents instruction appropriate for emotional, social, and cognitive developmental status of students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently presents instruction highly appropriate for emotional, social, and cognitive developmental status of students</li> </ul>	
Modifying Instruction	<ul style="list-style-type: none"> <li>▪ Fails to make adaptations in curriculum and instruction consistent with individual student learning characteristics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically makes adaptations in curriculum and instruction consistent with individual student learning characteristics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and designs curriculum and instruction appropriate to individual student learning characteristics that reduces gaps in achievement compared to peers</li> </ul>	

Multiple Instructional Strategies	<ul style="list-style-type: none"> <li>▪ Fails to identify and implement appropriate interventions to enhance skills for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and implements basic interventions to enhance skills for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and implements extensive interventions to enhance skills for students with disabilities</li> </ul>	
Classroom Motivation and Management	<ul style="list-style-type: none"> <li>▪ Fails to implement classroom and school-wide management plans</li> <li>▪ Fails to provide identified consequences following appropriate student behavior and following problem behaviors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically implements classroom and school-wide management plans</li> <li>▪ Typically provides identified consequences following appropriate student behavior and following problem behaviors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently implements classroom and school-wide management plans</li> <li>▪ Consistently provides identified consequences following appropriate student behavior and following problem behaviors and independently identifies additional appropriate consequences</li> <li>▪ Consistently uses low key management strategies (e.g., proximity) to preempt more serious problem behaviors</li> </ul>	
Communication	<ul style="list-style-type: none"> <li>▪ Fails to modify communication techniques for audience (e.g., student, parent) and/or context (e.g., playground, formal conference) and/or</li> <li>▪ Written and oral communication frequently contain grammatical/mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically modifies communication techniques for audience (e.g., student, parent) and/or context (e.g., playground, formal conference) resulting in respectful, productive interactions</li> <li>▪ Written and oral communication contain few grammatical/mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently modifies communication techniques for audience (e.g., student, parent) and/or context (e.g., playground, formal conference) resulting in respectful, productive interactions</li> <li>▪ Written and oral communication are free from grammatical/mechanical errors</li> </ul>	
Instructional Planning	<ul style="list-style-type: none"> <li>▪ Fails to collect and/or use assessment and progress monitoring information</li> <li>▪ Fails to consider the need to use strategies for facilitating maintenance and generalization of skills</li> <li>▪ Seldom evaluates and links the student's skill development to the general education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically collects and uses assessment and progress monitoring information</li> <li>▪ Uses strategies for facilitating maintenance and generalization of skills</li> <li>▪ Typically evaluates and links the student's skill development to the general education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently collects and uses assessment and progress monitoring information</li> <li>▪ Develops schedules for systematically monitoring maintenance and generalization of skills across learning environments and uses results of monitoring to improve student learning</li> <li>▪ Consistently and comprehensively evaluates and links the student's skill development to the general education curriculum</li> </ul>	

<p>Assessment of Student Learning</p>	<ul style="list-style-type: none"> <li>▪ Fails to use assessment information, including progress monitoring data, to make instructional decisions</li> <li>▪ Fails to share student’s progress with relevant individuals (e.g., student, teachers, parents)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically uses assessment information, including progress monitoring data, to make instructional decisions</li> <li>▪ Frequently shares student’s progress with relevant individuals (e.g., student, teachers, parents)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently uses assessment information, including progress monitoring data, to make instructional decisions</li> <li>▪ Develops and implements a schedule to share student’s progress with relevant individuals (e.g., student, teachers, parents)</li> <li>▪ Involves student in recording and sharing assessment data, as appropriate</li> </ul>	
<p>Professional Commitment and Responsibility</p>	<ul style="list-style-type: none"> <li>▪ Fails to seek out opportunities to further professional development (e.g., self-reflection, professional literature, workshops and conferences, solicitation of feedback)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seeks out opportunities to further professional development (e.g., self-reflection, professional literature, workshops and conferences, solicitation of feedback)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently and comprehensively seeks out all opportunities to further professional development (e.g., self-reflection, professional literature, workshops and conferences, solicitation of feedback)</li> </ul>	
<p>Partnerships</p>	<ul style="list-style-type: none"> <li>▪ Fails to involve the student and family in setting instructional goals and charting progress</li> <li>▪ Fails to accept feedback from others involved with the student and/or is unable to integrate that information into planning for the student</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically seeks to involve the student and family in setting instructional goals and charting progress</li> <li>▪ Frequently collaborates with colleagues and parents to develop an appropriate learning environment for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Consistently collaborates with colleagues and parents to develop an appropriate learning environment for students</li> </ul>	

**Summary and Comments:**

**Signatures:**

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Mentor Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**University Liaison:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix L: Scoring Rubric for Final Grade in ED-SPED 459 Professional Year I in Special Education

	<b>Unsatisfactory (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>	<b>Score</b>
<b>Attendance/Punctuality</b>	Less than 100 hours; more than 2 tardies/absences	100 hours; no more than 2 tardies/absences	100 or more hours; no tardies/absences	
<b>Shadow Student</b>	One or more items marked <i>unsatisfactory</i>	At least 3 items marked <i>meets expectations</i> ; no items marked <i>unsatisfactory</i>	Two or more items marked <i>exceeds expectations</i> ; no items marked <i>unsatisfactory</i>	
<b>School-wide Interventions</b>	One or more items marked <i>unsatisfactory</i>	At least 2 items marked <i>meets expectations</i> ; no items marked <i>unsatisfactory</i>	Two or more items marked <i>exceeds expectations</i> ; no items marked <i>unsatisfactory</i>	
<b>Parent Interview</b>	One or more items marked <i>unsatisfactory</i>	Both items marked <i>meets expectations</i>	Both items marked <i>exceeds expectations</i>	
<b>Teacher Interview</b>	One or more items marked <i>unsatisfactory</i>	Both items marked <i>meets expectations</i>	Both items marked <i>exceeds expectations</i>	
<b>Progress monitoring activity</b>	One or more items marked <i>unsatisfactory</i>	At least 3 items marked <i>meets expectations</i> ; no items marked <i>unsatisfactory</i>	Two or more items marked <i>exceeds expectations</i> ; no items marked <i>unsatisfactory</i>	
<b>Evaluation by Mentor Teacher</b>	One or more items marked <i>unsatisfactory</i>	More than half of the items rated <i>meets expectations</i> ; no items marked <i>unsatisfactory</i>	More than half of the items rated <i>exceeds expectations</i> ; no items marked <i>unsatisfactory</i>	

Final Grade: