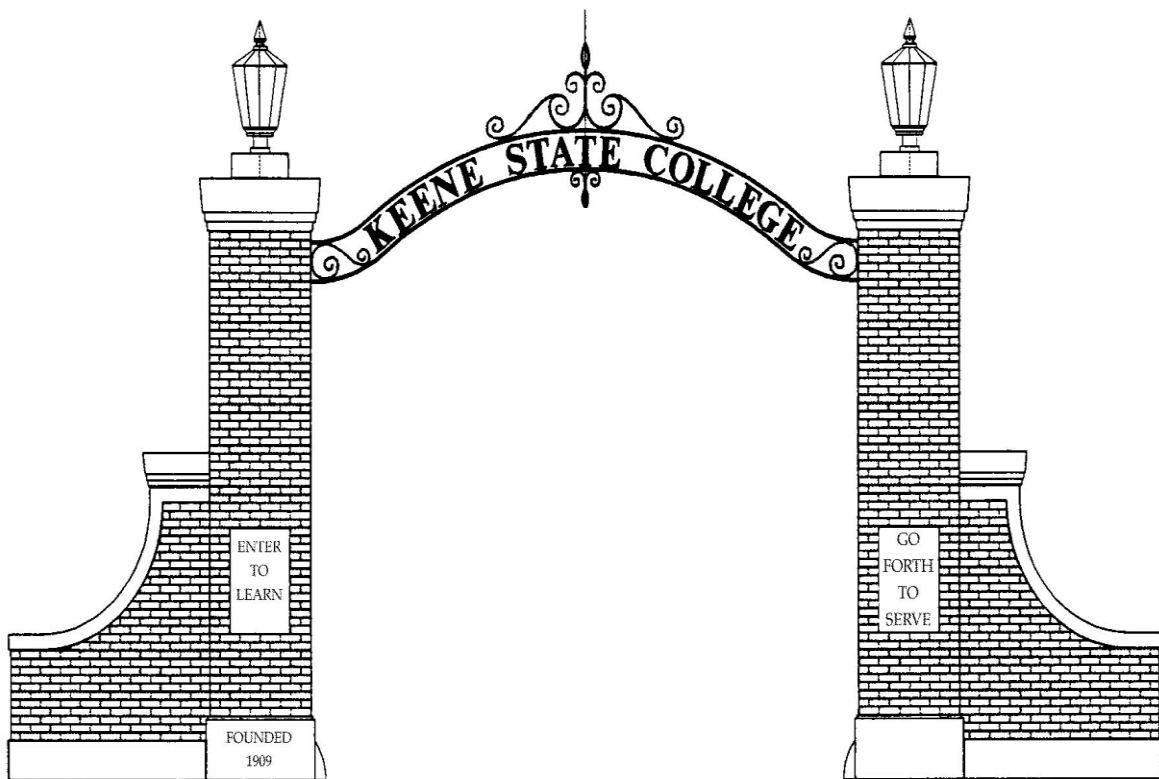


Student Teaching Handbook

Special Education

2011-2012



Teacher Education Office
Keene State College
Keene, New Hampshire 03435-2900
603-358-2286

SPECIAL EDUCATION

STUDENT TEACHING HANDBOOK

Dear Student Teachers and Cooperating Professionals,

The handbook is designed as a guide to the student teaching experience for both college students and cooperating professionals. The intent is to define the demands and expectations of the student teaching experience. The handbook addresses information on establishing working relationships, the goals of student teaching, and the student teaching requirements as well as links to detailed descriptions of the assignments and the rubrics. It serves as a basis upon which to build collaborative relationships and create meaningful professional learning opportunities.

If any questions arise during the semester please contact me at Keene State College at (603) 358-2297 (work) or (978) 386-5394 (home). Or, you may email me, egleckel@keene.edu.

I look forward to working with all of you.

Sincerely,

Evie K. Gleckel, Ed. D.

Keene State College
229 Main St.
Keene, NH 03435

STUDENT TEACHER HANDBOOK
GUIDELINES FOR SPECIAL EDUCATION

TABLE OF CONTENTS

Introduction
Establish Working Relationships

Initial Meeting
Co-Planning
Solo Week
Supervision (Informal & Formal)
Supplemental Seminars

Goals

Objectives

Student Teaching Requirements

Lesson Plans
Special Education Process/ IEP
Functional Behavior Assessment & Behavior Intervention Plan
Plan to Support Student Access to General Education
Reflections
Program/ Professional Portfolio

Additional Information on Assignments

Lesson Plan
Document the Special Education Process – Develop & Write an IEP
Facilitation of Meeting Guidelines & Rubric
Functional Behavior Assessment & Behavior Intervention Plan
Plan to Access the General Education Guidelines & Rubric
Program/ Professional Portfolio

Introduction

Student teaching is the opportunity for pre-service teachers to engage in the ongoing activities of special education programs. Keene State College recognizes that the structure, instructional focuses, and service delivery of special education programs vary within and across schools. We also realize that elementary and secondary special education service delivery models have commonalities as well as differences. It is important for pre-service teachers to learn how programs have evolved, find out the ways decisions are made, and wrestle with the benefits and drawbacks of instruction and program design.

In order to make student teaching a substantive learning experience, KSC students are encouraged to establish working relationships with cooperating professionals, ones in which they feel comfortable:

- raising questions
- taking initiative and creating many opportunities to teach
- becoming a part of the setting and school
- assuming the different aspects of the role of the special educator
- sharing self-reflections and listening to constructive feedback

KSC expects student teachers to be actively involved in all aspects of the role of special educator in their placements; serving as evaluators, planners, instructors, collaborators/ team members, and program coordinators and meeting the **CEC Standards**. Active participation invites student teachers to experience the frenetic nature of the role and its corresponding demands; taking on as much of the range of professional responsibilities as is feasible. It is through this intensive field-based experience, that pre-service teachers build on their preparation as general education teachers (defined by the **Danielson model**), gain a perspective of every day life with students in schools, get a practical understanding of the organization, management, and services offered under the auspices of special education; view different practices to support inclusion and implementation of IDEA; and develop their own professional styles, priorities, and identities.

Establish Working Relationships – Co-Planning, Solo Week, and Supervision

Initial Meeting: For both the student teacher and cooperating teacher, setting aside time to meet regularly is a way to promote a working relationship. The first meeting sets the stage for getting to know each other by jointly reviewing the goals and requirements of student teaching and sharing individual expectations for the experience. This is an opportunity for student teachers to share their working portfolios and goals developed during their practicum semester. Opening the lines of communication helps to create a comfortable, collaborative relationship. During the initial meeting the cooperating teacher familiarizes the student teacher with the ways the special education program serves identified students, fits in the organization and activity of the school, and works with general education teachers and paraprofessionals. This is also a time for identifying some of the structures, rules, procedures, and management systems that are used in working with students. You may think of this meeting as establishing a collaborative action plan for working together by reviewing the timeline ([link to Timeline](#)), identifying expectations and responsibilities, and setting times for supervision and feedback and identifying dates for the solo week.

Co-Planning: Developing a collective set of expectations leads to more specific planning. The suggested **timeline** offers a way to tentatively figure out how the student teacher will work in the setting, fulfill requirements, determine adjustments that make sense given the placement, and schedule solo week will occur. The timeline is a tool from which to talk, do long-range planning so all expectations are met, and discuss how student teacher involvement will evolve as the days unfold.

Treating subsequent meeting times as a combination of planning and supervision will help keep lines of communication open. It is important to have time to refine expectations, set the course for lessons/ units, sketch out responsibilities, map out specific activities and needed materials, and discuss student progress and responsiveness to instruction and interventions. During planning sessions, the cooperating teacher may informally talk about the student teacher's intentions and/ or ask to see formal lesson plans. Please click on [lesson plan structure](#) and [rubric](#) for more information.

In addition to working directly with students, it is also important to schedule opportunities for the student teacher to observe, participate, and reflect on meetings. These may include conferences with parents, collaborations with colleagues, pre-referral/ RTI/ PBIS meetings, IEP meetings or planning sessions with paraprofessionals. In many cases, the cooperating teachers will want to conduct the meetings themselves. However, it would be productive for student teachers to gain some experience in the planning and possibly facilitating one. Please click on guidelines for [Facilitation of a Meeting](#) to see recommendations.

Solo Week: As a result of planning together, the cooperating teacher and student teacher agree on how to increase responsibilities during the placement, building to solo week. What solo week looks like reflects the design of the special education program. The goal is for the student teacher to assume as many aspects of the role of special educator as possible. This may involve taking the lead for teaching individuals, small groups, or whole classes, working with paraprofessionals assigned to students or general education settings, co-teaching with the cooperating professional or classroom teachers. The solo week may also include case managing students, conferring with those on the special education team, facilitating and/ or participating in meetings (ex. pre-referral, IEP, progress). Some of the activities may be spread out rather than solely occurring during the designated week as a result of the program's schedule. Please consider solo week as the culmination of experience and preparation for the student teacher to take a position in the field.

Supervision: Supervision is the process of sharing both informal and formal feedback about the ways the student teacher works in the program with students, cooperating teacher, and other faculty and paraprofessionals. Conversation during planning sessions or quick check-ins following lessons may focus on how the student teacher saw the lesson or questions that arose. The cooperating teacher may offer pointers. These are opportunities to discuss the focus and structure of lessons, setting behavioral and academic expectations, clarity of directions, strategies and materials chosen, approaches to correcting students or responding to misbehavior, grouping strategies, etc. Other more subtle aspects of teaching may be addressed in an effort to support the student teacher to tweak competencies. It is important for these informal exchanges to be a give and take, asking the student teacher to reflect (How did the students perform with reference to the stated objectives? What was effective about your teaching? What could you have done differently?), share strengths and areas in need of improvement, and pose questions in conjunction with the cooperating teacher offering constructive criticism and congratulations.

Formal Supervision: The cooperating teacher and site supervisor will conduct formal observations as well as record informal observations of the student teacher throughout the experience. The cooperating teacher and supervisor may choose to use the [Student Teacher Observation Tool](#), which is a rubric for rating implementation of individual lessons. *If there are concerns about the student teacher's performance review, it is important to contact the Teacher Education Office.*

Mid-way through the placement, it is important to formally sit down together and discuss the student teacher, cooperating teacher, site supervisor's evaluation of performance, using the [SPED Student Teaching Competency Rating Form](#). This form provides a way to communicate about the student teacher's progress and set goals for the remainder of the placement. This tool is designed to examine performance across the roles of the special educator and provide benchmarks regarding performance. The same tool/ form is used at the end of the semester to examine growth and areas for continued professional development and is submitted on [Tk20](#). *If there are any questions concerning Tk20 please contact the Teacher Education Office.*

Supplemental Seminars

Student teaching builds on methods and practicum experiences and is the culminating activity in the preparation journey to becoming a professional. Being on-site every day for full days, allows students continuity to gain further insights, have more extensive experiences, and sharpen competencies. The realities of work with students in schools also prompt questions and interest in re-visiting some earlier course content. Three late afternoon – early evening sessions are scheduled during the semester to give the cohort of student teachers opportunities to come together to share their experiences, discuss instructional approaches being

used, process practices related to service delivery, and engage in cooperative problem solving around questions and challenges (pertaining to students, IEPs, service delivery, etc.) that arise. In addition to giving student teachers talk-time, there are specific topics covered during seminars, which include:

- collaborating, problem solving, and co-teaching with general educators,
- working with paraprofessionals,
- adopting RTI thinking and practices: pre-referral/ tiered responses to student challenges/ interventions
- developing and designing professional portfolio

Goals Student Teaching

The ultimate goal of student teaching is preparation for taking a position as a special educator. The general goal is *to enhance competence in all aspects of the role of the special educator; serving as an evaluator, planner, instructor, collaborator/ team member, and program coordinator; developing the related thinking, decision making, problem solving, and practices*. The general goals along with the **CEC Standards** give direction for the student teaching:

To gain experience as an **evaluator** by adopting strategies for assessing student needs in the area(s) of concern and documenting student progress and responsiveness to interventions

To develop competence as a **planner**, designing constructive IEPs, lessons, and learning experiences to support student growth in the area(s) of concern

To acquire facility as an **instructor**, working directly with students in a variety of situations

To connect the demands placed on special educators with the general education program and families, finding opportunities to serve as **collaborator**

To acquire perspective on and methods for being a **program coordinator**, overseeing services, managing individual cases, and supervising the activities of paraprofessionals

To commit to being a **reflective practitioner**, holding a mirror up to oneself

These are further defined through the **Special Education Student Teaching Competency Rating Form**, which is used for mid and final evaluations and self-assessments of the student teacher.

Student Teaching Requirements

Requirements for student teaching are designed to reflect key tasks for which special educators are responsible. An annotated list of assignments appears in this section. Please click on links for detailed descriptions of the assignments and for the corresponding rubrics. The materials serve as guidelines to support student teachers' demonstrating their competence as special educators. The products from the assignments are to be included in whole or part in the **Program/ Professional Portfolio**. Cooperating professionals may modify guidelines for assignments to make them consistent with practices and/ or paper work used in the setting. The KSC Special Education Faculty Liaison (instructor of EDUC 420) will be available to advise students and cooperating professionals about the following requirements:

1) Create and Implement **Lesson Plans** to Support Student Progress (rubric)

Written lesson plans provide a clear set of objectives, instructional approaches and materials, procedures for engaging students, and tools for evaluating progress. They target specific skill development, provide direct instruction and modeling (*I do it*), allow for guided practice (*We do it*), include a progression of activities, and offer opportunities to use the skills in context (*You do it*). Implementation of lessons brings the ideas to life and involves students in an introduction to the lesson, in which attention is secured, rules

are reviewed, prior knowledge is activated, and the focus for lesson is explained and made relevant. The body of the lesson then consists of presenting definitions, explanations, and opportunities to systematically try out the use of skills in isolation and context. The student teacher is responsible for keeping student(s) attention, posing engaging questions, presenting clear directions for tasks/ activities, providing prompts, picking up on cues of confusion, offering corrections, and guiding them toward successful understanding. Throughout the lesson, the student teacher is responsible for actively eliciting responses, providing feedback, and transitioning between tasks. During the closing of the lesson, it is time to review what is taught and transition to next assignments or activities. Tracking student progress throughout the lesson and designing a system to document what gains students make over time are important aspects of lesson planning.

2) **Document the Special Education Process/ IEP** (rubric)

To the extent possible, the student teacher is asked to participate in the special education process by working with parents/ caregivers and professionals both informally and formally through the team. They are to:

- a) Develop **Know - Want – How/ ASSESSMENT PLAN** that responds to referral or re-evaluation questions of the team
- b) Collect, Chart, & Analyze Assessment Data
- c) Report Assessment Data in narrative and listed formats - Profile and Present Levels of Performance
- d) Design Curriculum, Plan Instruction, & Identify Program Components
 - Articulate Goals, Objectives, Monitoring Strategies
 - Identify Teaching Approaches, Modifications, & Service Delivery
 - *During this process, it may be opportune for the student teacher to engage in **Facilitation of a Meeting**.*

3) Conduct a **Functional Behavior Assessment** and Design a **Behavior Intervention Plan**

Collect and analyze three to four anecdotal records, making sure to use objective language, identify the sequence of events, and the type of requirements made of the student. Chart and analyze the data, using an antecedent-behavior-consequence (ABC) format or *Behavior Pathway* (PBIS) to help examine what the student is doing and what contributes to or escalates the behavior. Generate hypotheses to account for challenging behaviors with respect to the function the behavior serves, the context(s) in which it occurs, the ways others respond, and what the student gets as a result. Observational data may be supplemented by conferring with the student, cooperating teacher, and classroom teacher working with her/him. Using the data, design a behavior intervention plan that addresses the function the behavior(s) serve, situations in which it occurs, triggers that precipitate it, and responses the student receives. The approach should be a mix of pro-active and instructional techniques, different ways to respond to behavior(s), and ideas for interventions. Consider including ways to modify teacher behavior, adjust the context for learning, teach replacement behaviors and specific social skills, and involve the student in being responsible for own behavior. *Schools may use their own formats for completing behavior plans.*

4) Create a **Plan to Support Student Access to General Education**

There are a number of reasons to collaborate with a classroom teacher. The student teacher may be working with a student in and/ or out of the classroom. The student may have an IEP or may be someone being considered for referral for special education evaluation (pre-referral). Even though the IEP does include recommendations for modifications, it is important to work with the classroom teacher to translate those ideas into daily practice. Similarly, the classroom teacher may welcome some ideas for interventions prior to referral. Work with the classroom teacher to identify strategies to adjust instructional materials, assignments, or responsibilities in order to enhance the quality of student involvement in the learning situation. This is an opportunity to collaborate with a classroom teacher and hone skills in modifying expectations and adjusting lesson and environmental demands and may offer a time for **Facilitation of a Meeting**.

5) Take Time for Reflections

Holding up a mirror to examine what feels comfortable, what is effective, and what are persistent challenges or questions is key to professional growth as a special educator. While you will be given feedback from your cooperating teacher and/or site supervisor, your own honest and thoughtful introspection about what worked for you and your students, what the outcomes of lessons were, and what you might do differently will be critical to your continuous improvement. Conducting periodic self-evaluations may take the form of: (1) written commentaries at the conclusions of your lesson plan; (2) journal entries, (3) written responses to observations and suggestions made by the cooperating teacher or site supervisor, or (4) completion of self-evaluation forms. Making formal reflections will also support developing narratives for your professional portfolio.

6) Organize Program/ Professional Portfolio

Document professional growth as a result of the student teaching experiences, adding to the portfolio developed during practicum/ methods in special education. There are a number of documents that emerge from the student teaching requirements that provide evidence of your professional growth to this point. In addition, you may choose: *excerpts from journals, photographs, audio or video tapes of your teaching, observational data or collected, assessment plans and data collected, letters from students or cooperating professionals, samples of students' work, assessment tools developed to monitor and track student progress*. You may choose to extend the work you have already done or re-organize in a way that makes sense at the end of your student teaching. It is also helpful to continue to use *The Role Model* (practicum handout) and **CEC Standards** as points of reference to help you organize your portfolio, create a table of contents that gives a cohesive framework for your materials, and articulate narrative to justify inclusion of item

Lesson Planning

Lesson planning is the opportunity to take responsibility for preparing and implementing instruction according to student needs. It is recommended that you maintain a folder of the lessons you plan and implement in order to make them available to your cooperating professional and site supervisor and to keep them for personal records. Three lesson plans will be formally evaluated. The following narrative and outline offer guidelines for articulating lesson plans.

The lesson plan helps you to organize your thinking about what you are teaching, how you are going to approach instruction and involve students, and the setting you will create to deliver instruction. The effectiveness of lesson plans rests on your fully understanding the skill(s) or concept(s) being taught and the ways it is relevant to the lives of students you are teaching. Lesson planning involves:

- 1) direct instruction - the explanations, illustrations, and modeling of specific skills or concepts;
- 2) activities - the opportunities in which you involve students in building on prior knowledge and experiences, learning, exploring, and responding to teacher questions and instructional materials (guided and independent practice); and
- 3) context or structures - the expectations, rules, procedures for participation, and instructional arrangements (groupings of students, independent, qualities of teacher direction).

Lessons revolve around teaching a specific skill(s) or concept(s). As you prepare for the lesson, it is important to name the skill(s) or concept(s) and state the purpose(s) for teaching and learning it, conveying how and when it is used. A lesson might be designed to introduce, practice, review, and/ or evaluate where students are relative to skill/ concept acquisition and mastery. Regardless of the stage of learning, it is important to identify what you expect students will gain from the lesson, how they will use the skill(s)/ information/ concept(s) as a result of the experience, and what criteria will be used to judge student performance. A clearly stated objective(s) conveys these expectations.

The lesson objective(s) is at the core of planning. Recognizing *where the students are at* relative to the lesson objective guides how you will focus the introductory segment; structure and sequence learning experiences, tasks, and activities; design prompts and modifications to support student participation and success; and identify tools for evaluating progress. As you develop a lesson, it is therefore important to figure out how it builds on prior learning, thinking, and skills. Take into consideration what competencies are prerequisite to participating effectively in planned instruction and activity. Also,

figure out what materials invite and/ or reflect student interests, what procedures keep students involved, and how the pace is moderated to insure participation and understanding is part of your planning. Vary the types of interactions (teacher directed, peer-peer, small and large group) to support student attending and understanding. *A lesson may “feel good” and students may have fun, but the measure of its effectiveness is what students got from it.* Incorporating ways to evaluate what students learn as a result of the lesson gives feedback about its effect.

Questions to Guide Writing Lesson Plans

Each component of the lesson plan is further defined below and accompanied by guideline questions. You may choose to devise your own formats for writing a lesson plan, organizing the specified components in a way that makes sense for you. Or, you may choose to use the form included in this handbook on page 28 (note that more space is required than presented). *Supplemental handouts will be provided in class.*

1. **Instructional Objective:** state the expected outcomes of the lesson; identifying *what* the student will do/ learn/ master, under what conditions (when, how, given specific materials, etc.), and at what criterion (standards used to judge the student’s proficiency preferably stated in qualitative terms though percentages, frequency, or scores *may* work). Consider how your focus is connected to the NH Curriculum Frameworks or the general education curriculum.
 - What skills/ information will the student acquire as a result of instruction?
 - What will the student do as a result of the lesson? How will the student be expected to demonstrate what is learned?
 - Against what criteria is student performance judged (accuracy, qualities, rate)? What are the standards that will be used to determine whether the student understands?
2. **Rationale:** justify teaching the particular lesson to the student(s) in ways that makes sense for him/ her/ them.
 - Why are you teaching this lesson to these students at this point in time?
 - Of what (immediate) value does the experience have for the student?
 - How is this lesson connected to students’ interests and strengths?
 - How does this lesson connect to students’ IEPs?
3. **Resources/ Materials/ Supplies/ Space:** indicate the strategies, media, methods and assistive technology to be used during the lesson and the physical layout of the instructional setting.
 - What materials are needed to illustrate or demonstrate the skill? What materials give students opportunity to practice and be involved?
 - How will physical space be arranged (ex. seating, your placement) to maximize student participation in the lesson?
 - What cultural, linguistic, and gender differences do you need to consider in the development and selection of content, strategies, approaches and resources.
 - What types of assistive technology devices and tools could enhance access for students participating in this lesson?
4. **Procedures:** make an annotated outline for executing the lesson, specifying the sequence of talk and activity. Write out key phrases, specific questions to be posed, directions for task/ activity in which the teacher and student(s) are involved. Script the sequence of events to give the lesson a beginning, middle, and end.
 - How will the lesson be organized? What is going to take place?

Rules and Expectations: define what behaviors and performance are expected and are not acceptable and what consequences and error correction procedures will be used in response to rule infractions and student errors.

- What are the rules for the particular lesson and how will they be stated for the students? What behaviors are acceptable/ unacceptable during the lesson? Write out how you will state them to the students (be positive). How do these shift as the activities change?
- How do students get teacher attention, help, etc.? What strategies will you use to get student attention? What type(s) of feedback, rewards will be used during the lesson?
- What behavioral/ social/ attending issues might you anticipate in this situation? How will you intervene with students (ex. proximity control, positive statements, restating rules, use of an agenda, contingency statements, logical consequences)? How will you respond to inappropriate behavior (what will you say and do?)?

Introduction/ Anticipatory Set: identify cues for gaining student attention and interest, ways to communicate the goal of the lesson and relevance for student, and strategies for engaging in a meaningful review of past learning/ activation of prior knowledge.

- What will you say to initiate the lesson? How will prior learning be reviewed? What will you use to "hook" students into the lesson and sustain interest? How will the lesson be made relevant and exciting for the student and engage him/ her?
- How will the targeted skill be introduced? How will you label the skill being taught, define it and related terms, and justify its use for the student?

Body: list the step-by-step approach to presenting information, techniques for active engagement, and the sequence of activity; identifying how the skill/ concept to be learned is modeled (*I do it*), specific questions to pose, the types of prompts and correction procedures to use during guided practice (*We do it*) and independent practice (*You do it*). Describe ways to check for understanding.

- How do you incorporate *I do it*, *We do it*, *You do it*? How are modeling, demonstration, guided and independent practice included in the lesson? What does this mean in terms of teacher talk? How will directions to tasks be stated or presented? How will transitions between tasks/ activities be structured?
- What types of communication and language issues will you consider as you prepare definitions, directions, questions?
- What materials or activities correspond with the *I do it*, *We do it*, *You do it* segments?
- How will students participate during the lesson? How will you keep track of student understanding during the lesson as you move from one step to the next? How will they be actively involved?

Conclusion: describe ways to provide positive feedback to students, review work completed and progress made, bring closure to the lesson, preview next lesson, and transition to next activity.

- How will you summarize information presented? How will you involve students in thinking about what they learned? How will you bring closure to the lesson? How will you transition to the next activity?

5. **Assessment**: state ways to evaluate student understanding and progress throughout the lesson.

- How is student progress documented during the lesson?
- What will you ask students to do to demonstrate understanding of skills/ concepts? How will you record these data (ex. chart, collection of work sample)?

6. **Anticipated Problems**: consider possible factors (ex. attention, confusion, difficulty with materials) that may interfere with participation in the lesson. It is helpful to consider prerequisite skills and figure out what to do if you discover the student is missing one or more of them. You may incorporate ideas for modifications in the context of the body of the lesson plan and behavioral interventions under the rules and expectations.

- What types of performance challenges might the student experience?
- How will you prepare for these anticipated concerns?

7. **Reflection of lesson effectiveness**: describe the execution of the lesson and offer constructive criticism of what transpired. The effectiveness of the lesson should be judged in terms of what students have gained from the experience and the ways in which you connected with students and conveyed intended content and directed planned activities.

- How did the lesson go? What went well, felt comfortable, was effective?
- Were objectives met? What documentation do you have that students learned the targeted skills at the intended level? What was the evidence?
- To what degree were selected content, strategies, approaches, resources/ methods, materials, and use of space effective?
- How did student(s) attend, participate, and respond? How did language development and communication skills and cultural, linguistic, and gender considerations affect the lesson? How might you adjust the lesson next time to address these needs?
- What do you feel you did during the lesson to contribute to its effectiveness and/ or challenges? What did you do to communicate with students and engage them in activity? How prepared did you feel? What was effective and challenging? What might you do differently next time?

Documenting the Special Education Process

Writing an IEP

This assignment is designed to give student teachers direct experience with the series of tasks that lead to and include writing an effective IEP. Student teachers are required to complete and write up the process, participating in meetings and discussions when it is feasible. By documenting each step, you demonstrate the thinking and problem solving you used to plan and conduct assessments, listen to input from colleagues and parents/ caregivers, and participate in decisions that lead to writing the IEP. As part of this experience, you may have the opportunity to participate in and possibly co-facilitate related meetings. There is a guideline for facilitating meetings that is part of this assignment.

The descriptions particular to each step involved in documenting the special education process are defined in *Collaborative Individualized Education Process: RSVP to IDEA*, which defines the IEP process as a product of a process and a way of thinking. Student teaching gives you the opportunity to examine the realities of schools and how the process looks in terms of paper work and meetings, and through the eyes of your cooperating professional. Refer to RSVP as one resource for specific guidelines when analyzing a student's file, raising assessment questions, selecting assessment strategies, collecting data for the IEP, and writing each component required in the document. Your cooperating teacher may have other resources.

The documentation of the special education process will include:

Stage I: Raise Concern and Evaluate Responsiveness to Interventions

(Depending on whether you are privy to pre-referral efforts or not, you may work through these steps as part of initial assessments of the student)

Stage II: Plan Assessment (construct a systematic approach to assessment/ KWH Plan)

- Step 1: Start with What Know** - Organize the information you gathered about the student from her/ his file and your interview with your cooperating teacher. Present the description of the learner (strengths, problem/ concern) in the K (know) column of the assessment plan.
- Step 2: Determine What Want to Learn** - Generate a list questions to direct assessment. Place them in the W (want to learn) column of the assessment plan.
- Step 3: Propose How to Find Out** - Identify strategies for gathering assessment data. Include the approaches in the H (how find out) column of the assessment plan.
- Step 4: Map Out Schedule** - Identify times for conducting assessments.

Stage III: Collect, Chart & Analyze Assessment Data

- Step 1: Develop assessment tools** - Figure out what materials you need to implement your proposed assessment plan. Pull materials together.
- Step 2: Prepare to Conduct Assessments** - Create and maintain file folder(s) to keep assessment instruments, answer forms, analysis charts, and student work organized.
- Step 3: Conduct Assessments** - Collect data.
- Step 4: Chart & analyze student performance and products** - Analyze each data source individually and write up - attach a brief summary of what each assessment strategy indicates.

Stage IV & V: Collate Data, Plan Instruction and Write the IEP

(You may have the opportunity to participate in the IEP meeting, which is what Stage IV describes)

Describe the student in the area(s) of concern.

- Step 1: Record integration of assessment data** - Integrate the data into narrative descriptions of the student:
 - a) profile/ learning style, the student's approach to learning, participating, responding to the demands of instruction as well as interests and sense of self; and
 - b) present levels of performance, identifying the student's skills in academic and social area(s).

Develop the elements of the educational plan/ program.

Step 2: Present the design of the individualized curriculum - Use assessment data as the basis for constructing an individualized curriculum framework. Write goals and objectives and monitoring and evaluation strategies.

Step 3: Write the plan for instruction - Identify direct instruction approaches to address the area of concern and those modifications that promote access to the general education curriculum.

Step 4: Define the individualized program components - Design the matrix of services.

Facilitation of Meeting

It would be nice for student teachers to have the opportunity to observe a number of meetings and eventually lead or co-lead a meeting with colleagues and/ or parents/ guardians. Student teachers may be involved in different types of meetings: prereferral, IEP, parent conferences, inclusion planning. You may choose to provide numerical feedback (0 = omitted but applicable, 1=observed but inadequate, 2=observed as adequate, 3=demonstrated well, NA=not applicable to the situation) or narrative comments.

TASKS	COMMENTS or NUMERICAL RATING
<p><u>Evidence of planning for meeting:</u></p> <ul style="list-style-type: none"> ▪ Makes sure participants are notified of time and place ▪ Creates an agenda ▪ Makes necessary information available prior to meeting ▪ Other (please specify): <p><u>Way Conducts Meeting</u> <i>INTRODUCTORY SEGMENT</i></p> <ul style="list-style-type: none"> ▪ Makes certain that introductions of those present are made ▪ Sets purpose for meeting ▪ Reviews agenda ▪ Clarifies time available for meeting ▪ Reviews rights of parents (if appropriate) ▪ Other (please specify): <p><i>FLOW OF THE MEETING</i></p> <ul style="list-style-type: none"> ▪ Engages participants in discussion ▪ Facilitates brainstorming of ideas ▪ Summarizes key points made ▪ Makes sure participants feel heard ▪ Keeps to the agenda ▪ Keeps pace of meeting moving ▪ Ensures that notes are taken during the meeting ▪ Other (please specify): <p><i>CLOSURE</i></p> <ul style="list-style-type: none"> ▪ Makes certain that follow-up responsibilities (tasks, communication) are assigned ▪ Acknowledges contributions of team members ▪ Other (please specify): 	

Comments (might include description of tasks accomplished, facility with communication, actively listening to participants, responsiveness to participants, awareness of flow of conversation, etc.):

Recommendations for future meetings:

Student Teacher's Reflections:

Functional Behavior Assessment

Collect and Analyze Observational Data/ Make Anecdotal Records and Account for Behaviors

A) Collect data.

Select **one** student who exhibits challenging behaviors. Make a total of **three to four** anecdotal entries describing the student's challenging behavior(s), the conditions under which it/ they occur, and the results of the behavior(s). Enter each incident or situation you observe or experience by date and time period. Use an anecdotal record format. Report each incident **objectively**, describing what you see and hear. Make sure you withhold your opinions about what the student wanted or how the student was being. Each entry should summarize as much factual information as possible:

- definition of student's behavior(s); describing what s/he is doing in clear, observable, nonjudgmental terms (action words that create a picture)
- description of the context - identification of what is happening around the student - instructional demands of the situation (type of tasks, independent vs. group work), expectations for behavior and performance, and the setting of *where* the situation took place and where players were located relative to each other
- the chronology of events - what the student said and did, what other players said and did, the chain of events in terms of what happened first and what action-reactions occurred; including the sequence of what happens prior to and following the student's behavior(s) - teacher response(s), peer response(s).

B) Chart the data for a functional analysis

Chart the four observations in an ABC framework and illustrate the chain the events for each anecdote.

Observ.	Antecedent	Behavior	Consequence/ Response
#1			
#2			
#3			
#4			

*****Make sure the chain of events for each anecdote is included -**

A → B → C → B → C → B → C or A → B → C → A → B → C → A → B → C.

C) For each anecdotal record, develop a set of hypotheses about the behavior that offers educated guesses, examines the behavior(s) from multiple perspectives, and identifies

- **How the behavior(s) is inappropriate,**
- **The function the behavior serves**(purpose, goal, intent, outcome student is seeking) – *think in terms of student needs,*
- **Impact of Setting/ context:** description of what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day – *think in terms of way behavior is impacted by the surroundings,*
- **Impact of Antecedent:** event or action(s) that directly precede behavior(s), stating what precipitates/ sets off behavior – *think in terms of what might stimulate the behavior,*
- **Impact of Consequence:** accounting for response(s) to student behavior, events and/ or actions that occur directly following student behavior and possibly maintains behavior – *think in terms of what might be perpetuating the behavior or what the student gets,*
- **Evidence of Missing/ Required Social Skills for participation in the situation** more effectively – *think in terms of what skills (see checklist) would serve the student in the situation and what specific social skill s/he has not mastered in order to participate constructively in the situation (examples: be in touch with what is going on, express feelings, ask for what wants, examine choices for behavior (connect feelings-thoughts-behaviors).*

D) Summarize what you learned about the student as a participant in the classroom and member of the classroom community. Highlight the patterns of behavior that exist and key factors that contribute to or seemingly maintain the behavior as well as what missing skills are evident. Make statements about student's behaviors as a product of setting events, antecedents and consequences. Consider the goals of the behaviors by examining what the student gets as a result of the behavior. Think about the qualities of the situation by looking at what triggers or escalates the behavior.

Design Behavior Intervention Plans and Instructional Experiences for Working with the Student

Reflect on the data you have accumulated and consider how this information will influence the way you plan to work with the student in the future. It is important to make sure your ideas are linked to the data you collected. Describe possible goals, replacement behaviors, and intervention strategies. Propose how you will implement them, justifying your responses based on the data you collected. Identify ideas and strategies that you find interesting and comfortable for you and can be placed along the continuum of proactive to reactive. Your ideas should include: changes in the environment, problem solving with the student, designing direct instruction, identifying alternative/ replacement behaviors, preparing teacher responses to the student, considering prompts to support the student, using "contracts" with the student, and selecting interventions. Identify the conditions under which you intend to use the approaches. As you consider approaches for working with the student in various situations, it is important to develop a set of strategies for supporting her/ him to become a more effective participant in the classroom and member of the classroom community.

Think about how the data serve as indicators that:

- the student needs to find an alternative way to show or deal with feelings
- it is beneficial to change the types of responses (ex. talk, consequences) the student receives
- it is advantageous to shift the expectations made of the student when in certain circumstances
- it is helpful to modify the environment or instruction to support the student's engagement
- it is constructive to enlist the student in planning behavior changes.

Using the data you collected and analyzed, design a comprehensive plan that is tailored to what you know about the student. Your **behavior intervention plan** should contain a number of options and address:

- **The function of behavior.** Use the purpose, goal, intent, outcome the student is seeking as a reference for working with the student to find "better ways" to get what s/he wants. It is important to figure out possible replacement behaviors. You may consider identifying what you will teach and how you will involve student in rethinking what s/he does; focusing on problem solving with the student, direct social skill instruction, ways you talk and remind the student.
- **Adaptations to classroom demands/ context and antecedent.** Consider how modifications to the use of physical space, academic demands, what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day might accommodate the student.
- **Attention to the way you talk with and respond to the student.** Include examples of wording you would use to respond to, redirect, remind the student about expectations. Consider how you would be attuned to communicating caring and support, avoiding power struggles, and holding student accountable and responsible for behavior.
- **Involvement of student in processing situations.** Use individual meetings to problem solve collaboratively, "contract," identify alternative/ replacement behaviors and follow- through on ideas. Offer examples of how you would initiate and engage in such a process.
- **Use of an array of interventions, including "short & sweet" ones, consequences, reinforcements, and time out.**

Remember the plan is more than a list. It ought to include examples of what you might say, do, or design. Offer justification based on the data and readings to support the ways you will use the ideas you suggest.

Plan to Support Student Access to General Education

The intent of the Plan to Support Student Access to General Education is for the student teacher to systematically design strategies that take into account the learning competencies and needs of a student with reference to the demands of classroom instruction or other work/ leisure site. The Plan identifies strategies for how to modify in-class instruction to maximize the student's participation and progress in the classroom.

GUIDELINES	SUGGESTED Modifications and/ or Strategies
<p>Understand the demands of the lesson/ activity in which the student is included.</p> <ul style="list-style-type: none"> Identify the objective (s). Examine the skill (reading, writing, math, social) required to effectively meet the desired outcome. Analyze the requirements of the tasks and activities that comprise the session (evaluate what the student is asked to do, how s/he is asked to relate to peers and teacher). 	
<p>Offer modifications of what is being taught.</p> <ul style="list-style-type: none"> Identify pre-teaching activities to prepare the student for the skills/ concepts being presented. Suggest ways that allow the student to "compensate" for missing skills (ex. calculator for math facts, taped or illustrated version of book). Use IEP goals and objectives as reference for determining how the lesson will address learning needs. 	
<p>Design teaching strategies, how to teach, that promote the student learning of what is targeted by instruction.</p> <ul style="list-style-type: none"> Develop supplemental materials to help the student understand skills/ concepts presented. Suggest use of manipulatives, illustrations, diagrams to supplement teacher explanations of skills/ concepts. 	
<p>Develop plans for the instructional setting that offers the student ways to be involved and maintain attention.</p> <ul style="list-style-type: none"> Determine how the student will work during independent, small and large group instruction. Designate whether peer or other adult serves as support and what that support looks like. Place the student with peers with whom s/he can work. Give the student clear messages about how s/he will access help, share frustrations, take on roles during cooperative activities. 	
<p>Be intentional about the placement of the student in the physical space.</p> <ul style="list-style-type: none"> Attempt to keep the student in proximity to peers, being cognizant of supporting attention to task, sense of competence and independence. 	
<p>Ensure the student feedback regarding performance.</p> <ul style="list-style-type: none"> Identify subtle ways to prompt student participation. Plan strategies to acknowledge student attention to task, performance, independence, and interactions with peers throughout the session. 	
<p>Monitor student progress.</p> <ul style="list-style-type: none"> Include procedures for determining what the student gets from participating in the modified situation. Collect samples of student performance and evaluate against her/ his IEP goals and objectives. 	

Program/ Professional Portfolio

Program/ Professional Portfolio

The purpose of this assignment is to document and evaluate your competence and performance as a special educator. Examine and integrate your thoughts about the role, responsibilities, activities, and services of the special educator and what you have done relative to those demands. This involves organizing artifacts that provide evidence of your understanding of individual learning needs, instructional strategies, assessment, planning, teaching, responding to IDEA, and being a part of schools.

The portfolio is an opportunity for you to reflect on your preparation for the role of a special educator. It is a time to re-examine your experiences and efforts in a meaningful way; gathering work you have completed throughout your course of study in special education, assignments, and what you have accumulated during your practicum-methods and student teaching semesters. Use this assignment to think about what you have learned about yourself as a special educator. Then figure out the ways your portfolio will convey how you want to:

- demonstrate your understanding of learners, assessment, instructional planning, instruction, learning environments, social interactions;
- represent your professional competence and practices, and
- articulate your commitment to reflection, growth, and goal setting.

As you go about sorting through assignments you have completed, teaching experiences you have had, work students have done, feedback you have received; consider what each represents. For the first part of the assignment, gather and organize the artifacts that provide evidence of your understanding practices in the field and your professional competence and growth throughout your program and culminating in student teaching. Arrange the documentation into a portfolio to convey who you are becoming as a special educator. The documentation in the portfolio may include, but not be limited to: projects from previous or concurrent courses, excerpts from your journal, photographs, audio or video tapes of your teaching, observational data or records you have collected, letters from students or cooperating professionals that depict experiences, projects conducted with students, samples of students' work, completed IEP documents, instructional materials designed, text readings which are pertinent, and the role and program perspectives project(s) you have completed.

Consider using the Roles of the Special Educator (evaluator, planner, instructor, collaborator/ team member, coordinator) or the Council for Exceptional Children Standards to help you organize your portfolio, create a table of contents, develop an introduction, represent yourself fully, and guide the reader through your choices of artifacts. Whichever framework you use as a reference and organizational tool, make sure it helps you to convey who you are as a special educator and give a cohesive and coherent presentation of your materials that connects with to your reflective pieces. Consider this portfolio as a showcase of your growth as a special education teacher.

Reflection is a vital part of the portfolio process. Once you have gathered items and arranged them, it is important to consider how the selected pieces represent who you are, what you have come to understand about the field, yourself, and your own growth. As part of this assignment, you are to justify the selection of items for your portfolio. This requires you to reflect on how the materials you include provide evidence regarding the extent to which you have developed the knowledge and skills required of a successful special educator. You may choose to write a formal introduction and guide to your portfolio, a statement of your current views of role and program perspectives and your goals for when you secure your first teaching position. Or, you may choose to informally make reflective statements on 3x5 index cards or post-its throughout the portfolio presentation. Either approach will allow you to justify the inclusion of items in your portfolio and give it the flavor of who you are.

Through your reflections, describe to what extent you have developed the knowledge and skills necessary to be a successful special educator; examining proficiency in understanding learners, collecting and interpreting assessment data (evaluator); noting effectiveness of developing ideas and materials for lessons and IEPs (planner); keying into direct teaching (instructor) interacting with students and professionals (collaborator), and viewing the role of special education in schools and responsibilities of professionals (program coordinator). It is important to tie the products to your sense of untangling what interferes with learning and the impact of such factors as academic, social, emotional, and language status, and cultural values and experiences.

As a final piece, it is important to consider your current professional strengths and perspectives and how you will build on your preparation and student teaching experiences. Given the feedback you have received and your own personal reflections (journal and evidence in the portfolio), state a set of goals for your first teaching position which will serve as a guide to your ongoing professional development.

Your portfolio will be evaluated based on organization and your including the following:

- table of contents
- justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth, incorporating the CEC Standards into your reflections (required)
- items that demonstrate a range of competencies (use CEC Standards, the Role Model, evaluation tools as reference)
- goals for first teaching experience

