

# Rowan University Teacher of Students With Disabilities Clinical Practice Handbook



Dear Teacher of Students with Disabilities Teacher Candidate,

Congratulations on reaching clinical practice, a very important milestone in your career. I know that this experience will be exciting, rewarding, and challenging. Your professional growth will accelerate faster during this time than at any other point in your career.

Be confident as you enter the classroom. At Rowan University, you have undergone a systematic study of the act of teaching and learning, you have learned the principles that have guided the greatest teachers in the history of education, and you have studied what science tells us about being highly effective. You have been placed in teaching situations where you have been given coaching and feedback, and, as a result, you now have the mental framework and thinking skills that will make you an effective teacher. Now you need to hone these skills and put them into practice.

It is important to recognize that clinical practice is a professional learning experience. If you are like me, you will make mistakes during clinical practice. Lesson ideas that you thought would be terrific might not actually engage your students the way you had planned. But, by reflecting on your teaching practices, and by seeking feedback from your students, your collaborating teacher, and your university supervisor, you will find that your teaching approaches will evolve. Your teaching will grow to the point where you will be doing such things as differentiating instruction to meet the needs of all of your diverse students, using the latest technology to engage your students, and asking questions that make your students realize there is much more to learn than they currently realize. When you reach this point, keep pushing yourself to make these teaching approaches a habit so that they will stay a part of what you do throughout your career.

Keep a positive attitude and work hard!

I wish you all the best.

Sincerely,

**Nikita Bates Gilliam**

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**Rowan University**  
**College of Education**  
**Interdisciplinary & Inclusive Education Department**  
**Teacher of Students with Disabilities Endorsement**  
**Clinical Practice Syllabus of Record**

**Course Meeting Information:** Field Placement by the Office of Field Experience

**Course Number and Title:** Clinical Practice in Special Education (SPED 08450)

**Required Text:** Specific text not required. Supplemental materials will be assigned by the university supervisor and collaborating teacher based on individual needs of each teacher candidate

**Catalogue Description:** This is the culminating field experience for clinical interns in the Teacher of Disabilities Endorsement Program. Clinical Practice provides clinical interns with full time placement in a classroom setting that serves students with exceptional learning needs. Under university supervision and working with a collaborating teacher, clinical interns assume full responsibility for planning, teaching, and managing a classroom during this placement.

**Connection to the Mission of the College of Education:**

This culminating, field based course is consistent with the Rowan University mission to combine “liberal education with professional preparation”. Course objectives are specifically aligned to support the College of Education’s conceptual framework. Specifically, during their clinical practice, teacher clinical interns will demonstrate their ability to effectively communicate with students, school-based practitioners, and university based supervisors. They will become members, creators, and facilitators of partnerships within their assigned school and will enhance and demonstrate their professional dedication, commitment, and reflectivity. Teacher clinical interns are expected to create learner centered environments and become advocates for diversity and equity. They will also plan and implement multiple instructional strategies and technologies that maximize student engagement and will effectively assess students’ knowledge, skills, and dispositions.

The course will positively impact and develop local, regional, national and global educational communities by:

- Collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- Integrating teaching, research, and service to advance knowledge in the field
- Preparing and supporting professionals through the development of knowledge, skills and dispositions

With the ultimate goal of ensuring equitable educational opportunities for all learners

**CEC Standards addressed by course:**

**CEC Initial Standard 1.0: Learner Development and Individual Learning Differences.** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**CEC Initial Standard 2.0: Learning Environments.** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

**CEC Initial Standard 3.0: Curricular Content Knowledge.** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**CEC Initial Standard 4.0: Assessment.** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

**CEC Initial Standard 5.0: Instructional Planning and Strategies.** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

- 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**CEC Initial Standard 6.0: Professional Learning and Ethical Practice.** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influencing professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**CEC Initial Standard 7.0: Collaboration.** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**NJ Professional Teaching Standards addressed by course:**

**Standard Three: Diverse Learners** Teachers shall understand the practice of culturally responsive teaching

**3.7** Teachers engage in activities to create a learning community in which individual differences are respected

**3.10** Teachers engage in activities to use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs

**Standard Four: Instructional Planning and Strategies** Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance of all learners.

**4.6** Teachers engage in activities to identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs

**4.10** Teachers engage in activities to plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives

**4.11** Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice

**Standard Five: Assessment** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students

**5.4** Teachers engage in activities to analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes

**5.6** Teachers engage in activities to accurately document and report assessment data and ongoing student data to parents and professional staff

**Standard Seven: Special Needs** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students

**7.7** Teachers engage in activities to participate in the design and implementation of the Individualized Education Program (IEP), where appropriate

**7.8** Teachers engage in activities to make appropriate provisions, in terms of time and circumstances, for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs

**Standard Nine: Collaboration and Partnerships** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being

**9.8** Teachers engage in activities to establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well being

**Standard Ten: Professional Development** Teachers shall participate as active, responsible members of a professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process

**10.5** Teachers engage in activities to use reflective practice and the Professional Development Standards to set goals for their professional development plan

**Prerequisites:** Acceptance into the Clinical Practice component of the TOSD Endorsement program and concurrent registration in the Clinical Seminar in Special Education

**Course Policies:**

**Statement on Accommodations:** Your academic success is important. If you have a documented

Disability that may have an impact upon your work, please contact your supervisor immediately. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3<sup>rd</sup> floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations.

**Professional Behavior:** Students are expected to display professional behavior at all times. Individuals should be respectful of one another, punctual, alert and attentive, prepared to participate, and maintain a collaborative relationship.

**Policy on Academic Integrity:** Academic integrity is fundamental. Authentic learning and improvement demands leaders who have utmost integrity. We expect students to adhere to the highest standards in matters of academic honesty. Please visit the Provost’s website for the full academic integrity policy.

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

**Late Assignments:** Late assignments will result in a decrease of points unless a prior arrangement has been made with the instructor.

**Additional University Policies:** Be sure you are aware of and that you read the following policies: attendance, student behavior, academic integrity, and disabilities. All policies are located on the Provost’s website (<https://confluence.rowan.edu/display/POLICY/Home> ) as well as in the Student Handbook

**Objectives of the Course**

| Objective   | Standards Met    | Activity Where Assessed   |
|---|------------------|---|
| How exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of students with exceptional learning needs                 | NJPST 3<br>CEC 1 | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation   |
| Promote positive learning results in general and special education curricula and to appropriately modify learning environments for individuals with exceptional learning needs  | NJPST 3<br>CEC 2 | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation<br>Reflections<br>PIA or Classroom Management |
| Enhance the critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase their self awareness, self management, self control, self reliance, and self esteem | NJPTS 4<br>CEC 5 | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation   |
| Actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety, and emotional well being,   | NJPST 4<br>CEC 2 | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation   |

|   |                   |   |
|---|-------------------|---|
| positive social interactions, and active engagement of individuals with exceptional learning needs  |                   |   |
| Integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions  | NJPTS 4<br>CEC 5  | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation   |
| Demonstrate the ability to plan individualize instruction. Systematically translate individualized plans into shorter range goals and objectives, taking into consideration an individual's abilities and needs.  | NJPTS 4<br>CEC 5  | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation<br>IEP Assignment                       |
| Facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies, as appropriate,   | NJPTS 4<br>CEC 7  | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation   |
| Use the results of assessment to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as adjust instruction in response to ongoing learning processes. Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs | NJPTS 5<br>CEC 4  | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation   |
| Engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.  | NJPTS 10<br>CEC 6 | Short Term Professional Improvement Plan<br>Final Performance Evaluation<br>Reflections<br>Documentation of participation           |
| Effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways  | NJPTS 9<br>CEC 7  | Short Term Professional Improvement Plan<br>Supplemental TOSD SPA<br>Final Performance Evaluation<br>Documentation of participation |
| Prepare themselves to be viewed as specialists by a myriad of people and demonstrate the ability to actively involve these professionals to collaboratively teach individuals with exceptional learning needs   | NJPTS 9<br>CEC 6  | Supplemental TOSD SPA<br>Final Performance Evaluation   |



|  |                  |   |
|--|------------------|---|
| Understand the implications of an individual's exceptional condition as guiding in the selection, adaptation and creation of materials and instructional plans | NJPTS 7<br>CEC 1 | Clinical Practice Observation Form<br>Supplemental TOSD SPA<br>Final Performance Evaluation |
|  |                  |   |

**Topical Outline/Content:**

**Course Calendar:**

The teacher candidate is placed with a collaborating special education teacher in a special education setting for a six week period. The candidate begins with observation and a gradual transfer of responsibilities from the collaborating teacher to the TOSD teacher candidate. The teacher candidate is to have 15 days of full time teaching before there is a gradual transfer of responsibilities back to the collaborating teacher.

**Student Evaluation/Grading**

A student must provide evidence that he/she *Meets Expectations* for each indicator in the Final Performance Evaluation in order to receive a passing grade and be eligible for a New Jersey Instructional Certificate

**Assignments:**

- A. Clinical interns are expected to spend six weeks in **their assigned clinical practice setting**. If a teacher candidate accumulates more than two absences, a formal review meeting will be held with the program coordinator, university supervisor, and collaborating teacher to address concerns.
- B. Clinical interns will be **observed** by their university supervisor a minimum of two full instructional periods. Performance is evaluated using the TOSD Clinical Practice Teacher Observation Report. Following each evaluation, a meeting will be held with the teacher candidate and University supervisor to discuss the observed lesson. The collaborating teacher may be included.
- C. Clinical interns will be evaluated by the Rowan supervisor and collaborating teacher using the **Performance Evaluation Form** and the **Supplemental TOSD SPA Addendum**
- D. Clinical Interns may maintain a **three ring binder** which contains assignments and materials from their clinical practice experience. The following sections are to be included:
  - a. General Information
    - i. Setting Description
    - ii. Schedule
    - iii. Completed Clinical Practice Observation Report
    - iv. Documentation of participation in school based meetings, workshops, etc.
    - v. Documentation of parental contact and involvement
  - b. Instructional Materials
    - i. Lesson plans
    - ii. Lesson Reflections/Critiques
  - c. Other Assignments
    - i. IEP Assignment (from Seminar)
    - ii. Pupil Impact Activity(from Seminar) or Classroom Management Plan
    - iii. Short Term Professional Improvement Plan or Professional Learning Goals

Please note that the scoring rubric and assignment description for the TOSD SPA is available on the College of Education's Tk20 system. Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make our assessment and accountability tasks easier. Please follow the link below to log into your Tk20 account and submit your assignment(s):

<https://academics.rowan.edu/education/accreditation/TK20.html> Your assignment cannot be graded unless it is submitted on Tk20.

\*\*\*This syllabus can be added to, but signature assignments cannot be removed or altered.

### Reference List

- Alberto, P.A., & Troutman, A.C. (2003). *Applied behavior analysis for teachers* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall
- Burbank, M.D., & Kauchak, D. (2003). An alternative model for professional development: Investigations into effective collaboration. *Teaching and Teacher Education, 19*, 499-514
- Council for Exceptional Children (2005). *What every special educator must know: Ethics, standards, and guidelines for special educators*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Frieberg, K. L. (2005). *Educating Exceptional Children* (17<sup>th</sup> ed.). New York: McGraw Hill.
- Kroeger, S., Burton, C., Comarota, A., Combs, C., & Kouche (2004). Student voice and critical reflection. *Teaching Exceptional Children, 35*, 50-57.
- Rosenberg, M., O'Shea, L., and O'Shea, D. (2003). *Student teacher to master teacher* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Shores, E. F., & Grace, C. (2005). *The portfolio book: A step-by-step guide for teachers*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

### **What is Clinical Practice?**

Your final semester consists of clinical practice, which provides a clinical internship experience in a special education setting. It is designed to provide applied experiences in school settings that facilitate the development of acceptable and realistic perceptions of roles, responsibilities, and relationships. It is as realistic and intensive as actual teaching. Clinical interns are expected to work with the collaborating teacher, the university supervisor, professional colleagues, and students in the total education activities

of the school. Clinical practice and all the associated responsibilities are the candidate's number one priority. Clinical interns have the opportunity to practice the skills they have acquired, to reflect on the integration of theories and skills learned, and to grow professionally throughout the experience. The collaborating teacher becomes a vital force in articulating what is expected of a professional teacher and in interpreting the culture of the school and its attitudes, values and behaviors.

***What type of setting can be used?***

Clinical interns are placed in settings appropriate to the Teacher of Students with Disabilities Endorsement Program. They are placed with certified special education teachers who have a minimum of three years teaching experience. The placement can be any of the following:

- Inclusive, general education classroom where there are two teachers (general education teacher and special education teacher)
- Resource center with in class and pull out options for support or replacement instruction
- Self-contained special education classroom in a public school
- Self-contained special education classroom in a county-based, special services school district (e.g., Gloucester County Special Services School District)
- Self-contained special education classroom in a state approved private school (e.g., Bancroft)

Clinical practice is the capstone experience for the Teacher of Students with Disabilities Endorsement Program. As such, all other required courses have to be successfully completed prior to clinical practice. Students are not permitted to take additional courses to complete the program or university requirements during the clinical practice semester. There are no exceptions to the rules.

***What will clinical practice look like?***

- Clinical interns are to spend 6 weeks, 5 days a week, in their clinical practice placement.
- Clinical interns must be in the role of the special education teacher for the duration of the placement.
- During the placement, clinical interns will gradually take over management and instructional responsibilities of the classroom. Options for team teaching and team planning are highly encouraged. (Alternate route clinical interns in their own special education classroom will already be responsible for management and instruction full time)
- Clinical interns are responsible for reviewing the IEPs of all assigned students, making notes related to instructional and/or behavioral modifications, accommodations, and/or other interventions that might be required, including the use of assistive technology when appropriate.
- If possible, teacher clinical interns should have the opportunity to participate in parent meetings and/or IEP , or 504 meetings.
- In terms of planning, teacher clinical interns are to develop at least one full instructional plan for each academic area following the Rowan TOSD lesson plan format. If the

collaborating/mentor teacher and the Rowan University supervisor feel the candidate has internalized the principles of good instructional planning, the candidate may proceed to utilizing whatever format the district/program requires of its teachers.

- Management and instructional responsibilities are to be gradually resumed by the collaborating teacher during the last days of clinical practice.

### ***What should I know about confidentiality?***

Clinical interns are involved in a privileged situation in which they may be exposed to a wide variety of confidential information. Student records, classroom incidents, and teachers' lounge conversations are all possibly confidential in nature. Violations of confidentiality are considered a breach of professional ethics and cannot be tolerated. If projects or assignments call for testing, taping or interviewing of students in the classroom, it must be cleared with the collaborating teacher and the university supervisor. Teachers make use of many types of information regarding the individuals they teach and must take care to protect that information from public disclosure.

### ***What should I know about punctuality?***

Most everyone asked to define this term would say "to be on time or promptness." In the TOSD program the term means something more; it is an attitude of readiness that assumes, in addition to being in the right place at the right time, being prepared to perform. This attitude ensures that effective planning, assignments, and responsibilities are all accomplished on or before deadlines. Regarding all program responsibilities, as far as humanly possible, it means being there ready, on time, all of the time.

### ***What is the attendance policy?***

The university sets the beginning and ending dates of clinical practice assignments. Between those dates, students are expected to follow the schedule of the district in which they student teach. With exception to scheduled seminars and attending one career day, clinical interns are expected to be present every day that the school is in session. Teacher clinical interns have no personal or leave days. Collaborating teachers are not in a position to excuse students for any reason. Students should not agree to participate in any events that would interfere with the attendance policy stated above. Medical and dental appointments are not to be scheduled during the regular school day. Emergencies should be handled through the university supervisor when possible. Personal illness that would prevent students from completing their responsibilities must be reported to the university supervisor according to prearranged procedure. The death of someone in the immediate family should be reported in the same manner. Timely notification of an absence is important because it will change the plans of the collaborating teacher and may affect the university supervisor. Absences for any reason will be made up at the discretion of the university supervisor in consultation with the collaborating teacher. Unexcused absences are never acceptable and may place satisfactory completion of the student teaching experience in jeopardy.

Clinical interns should attend in-service programs with their collaborating teachers. When the building principal considers attendance by teacher clinical interns inappropriate, the student must contact their university supervisor for alternative assignments and the means for documenting these assignments. Clinical interns wishing to schedule employment interviews or to take care of urgent

business should clear the date with their collaborating teacher and receive permission in advance from the university supervisors.

***What should I know about Internet Postings (BLOGS)?***

It has become popular for people to post personal information on the internet. With this in mind, common sense should dictate that any information posted on the Internet should not be embarrassing to the individual or the institution that they represent. Inappropriate pictures or language should never be a part of any personal information. Remember that students, parents, school administrators, university supervisors, cooperating teachers, and community members have the ability to access this information. Should a school district employee or community member find inappropriate information about any student teacher, they have the right to request your removal from your student teaching assignment.

***What should I know about my Rowan University Email Account?***

Because communication is essential to having a positive experience in clinical practice, all teacher clinical interns are required to check their Rowan university email accounts daily. This is an essential component of Domain IV Professional Responsibility.

***What are the TOSD Clinical Practice Documents used?***

*Memorandum of Agreement Regarding Special Education Clinical Practice:* discussion between Rowan supervisor, collaborating/mentor teacher and candidate to review expectations; document submitted into Tk20

*Two (minimum) formal observations* using the Danielson Framework. There is also to be a pre- and post-observation conference. Documents are submitted into Tk20.

*Teacher of Students with Disabilities SPA Addendum:* completed at the conclusion of clinical practice by the Rowan supervisor, collaborating/mentor teacher and candidate; the candidate must receive “meets expectations” or better to qualify for certification; submitted into Tk20

*Supervisor’s Recommendation for Certification*

***What is the recommended TOSD Clinical Practice Requirements Weekly Schedule?***

|        |  |
|--------|--|
| Week 1 | Observation of classroom dynamics<br>Observation of other special education settings if appropriate<br>Interview personnel specific to special education<br>Send a letter of introduction to parents<br>Assume responsibilities within the classroom (e.g., attendance, lunch count, bus duty, etc.) |
|--------|--|

|        |  |
|--------|--|
|        | <p>Establish lesson plan format, how/when it will be shared with the collaborating Teacher, supervisor, etc.</p> <p>Use the co-teaching models “One Teach, One Observe” and “One Teach, One Assist” and small group</p>  |
| Week 2 | <p>Observation of a student while receiving a related service and discuss with the related service teacher and collaborating teacher</p> <p>Assume additional responsibilities and teach two subject areas</p> <p>Use the co-teaching models “Station Teaching”, “Parallel Teaching” or assume two subject areas at the discretion of the collaborating teacher and Rowan Supervisor</p> |
| Week 3 | <p>Teach three or four subject periods</p> <p>If appropriate, plan a lesson for the classroom assistant or paraprofessional. Conduct both a pre- and post-meeting with the assistant to discuss</p>  |
| Week 4 | <p>Teach full time. Can teach all subjects individually or use one of the co-teaching models, such as team teaching</p> <p>Contact at least one parent to give positive comments regarding their job. Must get teacher approval</p> <p>Use technology in at least one lesson</p>   |
| Week 5 | <p>Teach full time. Can teach all subjects individually or use one of the co-teaching Models, such as team teaching</p> <p>Develop a toll that can be shared with parents of students in the class. This can be a newsletter, a website that might be of interest, a notice of an upcoming event, etc.</p>   |
| Week 6 | <p>Teach full time.</p> <p>Complete all required assignments</p> <p>Send a thank you note to your collaborating teacher and students</p>   |

***What are additional TOSD clinical practice activities to be completed?***

- Plan an activity for either a one to one assistant or a classroom assistant in the special education setting. This means you meet with the assistant before the activity and discuss the outcomes after the activity is completed
- Plan a family/community involvement activity, such as a newsletter, that engages the family. This can also be a parent volunteer activity or a family member visitation
- If students receive a related service (e.g. occupational therapy, physical therapy, counseling, speech/language therapy, etc), follow a student to the related service so you can observe the session. Ask the related service provider how that can be transferred to the classroom, etc.
- Incorporate technology into your lessons; if you have iPads or Smartboards, plan a lesson using the technology or apps; if a student is assigned an iPad, plan an activity for that student
- If a student is receiving discreet trial/applied behavioral analysis, observe and teach
- If students receive special transportation, observe that in progress; greet them at the bus, take them to the bus, etc.
- Learn about medical concerns in your classroom. this is VERY IMPORTANT

- Try to be responsible for one fire drill or emergency drill. Your collaborating teacher will still be there but you will take a leadership role

*What does the Danielson Framework Observation tool look like?*

**Clinical Practice/Internship Observation Form**

Clinical Intern:  
School/District:

Supervisor:  
Content Area & Grade Level:

\_\_\_\_\_  
**Collaborating Teacher:**  
 \_\_\_\_\_  
**Lesson Date:**  
 \_\_\_\_\_  
**Pre-Observation Date & Time:**  
 \_\_\_\_\_

\_\_\_\_\_  
**Lesson Duration:**  
 \_\_\_\_\_  
**Observation #: 1 2 3 4 5**    **Long or Short Observation (circle)**  
 \_\_\_\_\_  
**Post-Observation Date & Time:**  
 \_\_\_\_\_

**Instructions:** Provide formative ratings for the candidate on each of the indicators using the Performance Definitions in the *Framework for Teaching* rubric (The Danielson Group). For ratings of *Distinguished (D)*, *Unsatisfactory (U)* or *Not Observed (NO)*, a rationale must be included. For ratings of *Unsatisfactory (U)*, clear recommendations for growth must be in the SUGGESTIONS section on page 2. Write a description of the lesson context including any extenuating circumstances. In the SUGGESTIONS section, indicate any specific suggestions that should be addressed prior to or during the next observation, which should include those related to ratings of NO.

| Domain   | Indicators and Ratings (U, B, P, D or NO)       |  | Rationale<br>(Required for D, U or NO) |
|--|---|--|--|
| <i>Pre-Observation</i><br><b>PLANNING/<br/>           PREPARATION</b>    | 1a. Knowledge of Content and Pedagogy           |  |  |
|  | 1b. Knowledge of Students                       |  |  |
|  | 1c. Instructional Outcomes                      |  |  |
|  | 1d. Knowledge of Resources                      |  |  |
|  | 1e. Designing Coherent Instruction              |  |  |
|  | 1f. Designing Student Assessment                |  |  |
|  | Program-specific (SPA) Planning/Prep Indicators |  |  |
| <i>Classroom Observation</i><br><b>CLASSROOM ENVIRONMENT/INSTRUCTION</b> | 2a. Creating an environment of respect/rapport  |  |  |
|  | 2b. Establishing a culture for learning         |  |  |
|  | 2c. Managing classroom procedures               |  |  |
|  | 2d. Managing student behavior                   |  |  |
|  | 2e. Organizing physical space                   |  |  |
|  | 3a. Communicating with students                 |  |  |
|  | 3b. Questioning and discussion techniques       |  |  |
|  | 3c. Engaging students in learning               |  |  |
|  | 3d. Using assessment in instruction             |  |  |
|  | 3e. Demonstrating flexibility/responsiveness    |  |  |
| Program-specific Environment/Instruction Indicators                      |   |  |  |
| <i>Post-Observation</i><br><b>PROFESSIONAL</b>                           | 4a. Reflecting on teaching                      |  |  |
|  | 4b. Maintaining accurate records                |  |  |
|  | 4c. Communicating with families                 |  |  |
|  | 4d. Participating in a professional community   |  |  |
|  | 4e. Growing and developing professionally       |  |  |



|  |  |  |  |
|--|--|--|--|
|  | 4f. Showing professionalism              |  |  |
|  | Program-specific Professional Indicators |  |  |

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

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

\_\_\_\_\_

\_\_\_\_\_

**Basic Lesson Context, Extenuating Circumstances and Narrative (use additional sheets if necessary)**

### ***What do the different ratings mean?***

***Distinguished:*** description of professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are **MASTER TEACHERS and LEADERS** in the field, both inside and outside of their schools. **\*\*Teacher clinical interns are not considered MASTER TEACHERS and, therefore, should not receive this rating.**

***Proficient:*** description of successful, professional teaching that is CONSISTENTLY at a HIGH level. Most experienced teachers should consistently perform at this level.

***Basic:*** description of teaching that includes the necessary knowledge and skills to be effective, but its application is inconsistent. This is a typical rating for developing teachers.

***Unsatisfactory:*** description of teaching that does not demonstrate understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

### ***What are the “Look Fors” and “Listen Fors” my Rowan Supervisor will be looking for in the Charlotte Danielson Framework for Teaching ?***

#### **Domain 1: Planning and Preparation**

##### **Component 1a: Demonstrating Knowledge of Content and Pedagogy**

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Look Fors and Listen Fors:

- Lessons based on current best practice
- Advanced courses in content and techniques
- Instructional artifacts (evidence in the form of student work products with comments)
- Instructional interactions with students

##### **Component 1b: Demonstrating Knowledge of Students**

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge, and language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs

Look Fors and Listen Fors:

- Inventories, surveys and communications to families are used to gather information about students at the beginning of the year.
- Uses school records, i.e. test scores, permanent records, IEP’s etc. as primary sources of knowledge of students. Uses secondary sources such as conversations with prior teachers and other school personnel.

- Class description that appropriately classifies students by learning abilities and other indicators (2<sup>nd</sup> language, other ethnic-cultural issues, special needs – both medical, social and educational)

- 

### **Component 1c: Setting Instructional Outcomes**

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Look Fors and Listen Fors:

- Goals are age/level appropriate
- Goals are suitable for diverse learners
- Goals = what students will learn as opposed to lesson objectives which = what students will know, understand, and be able to do
- Goals can be assessed

### **Component 1d: Demonstrating Knowledge of Resources**

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Look Fors and Listen Fors:

- Resources to assist teaching and/or help students, i.e. texts, instructional aids, field trips, experts from community, programs/experiences, technology
- Knowledge of a range of resources, services and aids

### **Component 1e: Designing Coherent Instruction**

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Look Fors and Listen Fors:

- In Unit Plans – at least three weeks with daily topics and activities that reflect organization and sequencing, and variety of materials and groups
- In Lesson Plans – description of students, instructional objectives, assessments, activating, cognitive, and summarizing strategies, materials, and potential misunderstandings
- Grouping patterns with a student focus:

Low – teacher or student leads large group, students work in small groups while teacher circulates; students work alone, teacher monitors

Moderate – teacher works w/ small groups; students work alone or in small groups

High – student lead presentations or other leadership roles within a structured lesson

### **Component 1f: Designing Student Assessment**

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Look Fors and Listen Fors:

- Methods of assessing each goal: tests, data analysis, production of findings, collaboration
- Scoring systems/rubrics establishing measurable criteria are communicated up front
- Authentic, real world applications are evident
- Feedback to students guide next steps, i.e. teaching or re-teaching

## **Domain 2: The Classroom Environment**

### **Component 2a: Creating an Environment of Respect and Rapport**

- Teacher interaction with students
- Student interactions with other students

Look Fors and Listen Fors:

- Teacher establishes relationships with each student
- Teacher shows an appreciation for each child as an individual
- Teacher provides opportunities for students to get to know and accept each other
- Teacher establishes (with students) and communicates classroom procedures and rules
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate this skill
- Teacher plans for respect and rapport by creating an environment conducive to :

FUN – creating lessons and activities that students enjoy

FREEDOM – provide choice (cognizant of audience); teacher remains the Captain

POWER – feeling of value, students matter and contribute; recognition of talents and skills

BELONGING – caring/community of learners

SURVIVAL – doing what must be done to get what you want; compelling motivation to do...

### **Component 2b: Establishing a Culture for Learning**

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Look Fors and Listen Fors:

- Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work.

### **Component 2c: Managing Classroom Procedures**

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

Look Fors and Listen Fors:

- Evidence in the classroom – teacher explains, re-teaches and implements procedures

- Procedures are posted in the classroom, communicated in writing to students and families early in the year (normally, the first day of school is used to communicate procedures).
- If working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person

#### **Component 2d: Managing Student Behavior**

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Look Fors and Listen Fors:

- Age appropriate and culturally consistent standards
- Rules are made clear to all and are posted in the classroom
- Rules are clearly and consistently applied (no favoritism is evident)
- “Withitness” is apparent in that the teacher is always aware of what is going on and uses this awareness to influence student behavior through redirection and proximity
- Teacher does not lose temper or composure; students do not fear verbal or physical attack
- Chastisement focuses on behavior, not student as a person
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages students to monitor their own behavior
- Student behavior reflects what teachers has done to establish and maintain standards
- Preventive and intervening strategies are appropriately applied

#### **Component 2e: Organizing Physical Space**

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Look Fors and Listen Fors:

- Spaces for reading, quiet and noisy activities are provided
- Furniture arrangement is appropriate for large and small group activities
- Centers for exploration of content in the form of labs, circles, etc.
- Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.
- Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
- Transparencies/TV, board work, posters, etc. are neat and clear for reading; high quality power points and videos are evident and content appropriate.
- Appropriate use of technology is evident
- Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies

### **Domain 3: Instruction**

#### **Component 3a: Communicating with Students**

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Look Fors and Listen Fors:

- Clear directions and explanations (oral and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set,, including time factors
- Language is audible, legible; correct usage, spelling, etc. is apparent
- Teacher carefully chooses words, using rich vocabulary for students to model

### **Component 3b: Using Questioning and Discussion Techniques**

- Quality of questions
- Discussion techniques
- Student participation

Look Fors and Listen Fors:

- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain...”, “give an explanation for...”
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose

### **Component 3c: Engaging Students in Learning**

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Look Fors and Listen Fors:

- Instructional artifacts – student work, out of class assignments
- Teachers uses of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
- Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic
- Groupings are based on instructional goals
- Materials and resources are ready for student use with little or no disruption
- Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure)

### **Component 3d: Using Assessment in Instruction**

- Assessment criteria

- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Look Fors and Listen Fors:

- Teacher and peer comments on student work
- Teacher uses body language such as nods, quizzical looks, etc. to encourage students
- Effective feedback that is specific, descriptive, understandable; Feedback **is not** praise (“good work” or “good job), grades, encouragement (“Keep it up” or “You can do it) or criticism (“Unacceptable...You get a zero”)
- Comments give students information needed to adjust what they are doing and get better at it or solve a problem; it provides time to think and reflect; performance is related to standards
- All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning

### **Component 3e: Demonstrating Flexibility and Responsiveness**

- Lesson adjustment
- Response to students
- Persistence

Look Fors and Listen Fors:

- Adjustments that improve student experience or clarify confusion
- Change provides for needs specific learners (visual, auditory, slower, brighter, etc.)
- Teacher abandons lesson all together or coordinates with a spontaneous event
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred

## **Domain 4: Professional Responsibilities**

### **Component 4a: Reflecting on Teaching**

- Accuracy
- Use in future teaching

Look Fors and Listen Fors:

- Examine reflection notations and logs
- Conduct professional reflective conversations during post observation conferences, i.e. “Tell me how you felt about the lesson.”, “What were you observing during your teaching?”, “Can you tell me what was different about yesterday’s lesson?”
- Model the practice that recognizes how we can all improve

### **Component 4b: Maintaining Accurate Records**

- Student completion of assignments
- Student progress in learning
- Noninstructional records

Look Fors and Listen Fors:

- Examine organization and management of the portfolio, grade book or database
- Look at how paperwork is maintained, i.e. worksheets, tests, records of “homeroom” tasks, permission slips, lunch, classroom inventories and reports.

**Component 4c: Communicating with Families**

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

## Look Fors and Listen Fors:

- Family contact logs with consistent phone calls, emails, letters home, etc. to all students when appropriated and to specific students, as needed
- Use of bulk contact formats such as class newsletter; post cards
- Conference records
- Notations in student agendas
- Parental responses to students inventories

**Component 4d: Participating in a Professional Community**

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

## Look Fors and Listen Fors:

- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Chairing committees, teams, etc. or coordinating programs
- Movement beyond one's own classroom

**Component 4e: Growing and Developing Professionally**

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

## Look Fors and Listen Fors:

- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles; coordinators study groups, professional book clubs
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

**Component 4f: Showing Professionalism**

- Integrity and ethical conduct
- Service to students
- Advocacy



- Decision making
- Compliance with school and district regulations

Look Fors and Listen Fors:

- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students
- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations

*What are the different co-teaching models that can be used during clinical practice?*

### **Strategies of Co-Teaching**

| Strategy | Definition |
|----------|------------|
|----------|------------|

|                                       |   |
|---------------------------------------|---|
| One teach, one observe                | One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on either role.   |
| One teach, one assist                 | One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate.   |
| Station teaching                      | Station teaching occurs when the co-teaching pairs divide the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Independent stations are often used along with the teacher-led stations.   |
| Parallel teaching                     | Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the same instructional material, using the same instructional strategies and materials. The greatest benefit to this method is the reduction of the student-to-teacher ratio.  |
| Supplemental teaching                 | Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated.  |
| Alternative (differentiated) teaching | This teaching strategy provides two approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.   |
| Team teaching                         | Team teaching incorporates an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader -- both teachers share the instruction, are free to interject information, and are available to assist students and answer questions. |

(From *Changing the Face of Student Teaching Through Co-Teaching*. Bacharach, N., Heck, T.W. & Dahlberg, 2010)

**What is the TOSD SPA (Special Performance Addendum)?**

**SPED 08450 Clinical Practice SPA Evaluation Form  
Teacher of Students with Disabilities**

(Assessment 4: TOSD Clinical Practice: Standards 4, 5, 7, 8, 9, 10)

|  |                   |              |
|--|-------------------|--------------|
| <b>Candidate:</b>  | <b>Banner ID:</b> | <b>Date:</b> |
| <b>School/District:</b>                                  |                   |              |
| <b>Program / Grade:</b>                                  |                   |              |
| <b>University Supervisor:</b>                            |                   |              |
| <b>District Clinical Mentor / Collaborating Teacher:</b> |                   |              |

To receive a passing grade and be eligible for a New Jersey Instructional Certificate of Eligibility, the Teacher Candidate must provide evidence that he/she has met or exceeded expectations on each standard.

EE (Exceeds Expectations) ME (Meets Expectations) DN (Does Not Meet Expectations)

|  |           |           |           |
|--|-----------|-----------|-----------|
| <b>A. Instructional Planning<br/>(Standard 7)</b>  | <b>EE</b> | <b>ME</b> | <b>DN</b> |
|  | <b>2</b>  | <b>1</b>  | <b>0</b>  |
| <b>Points:</b>   |           |           |           |
| A.1 Implements comprehensive, longitudinal individualized programs in collaboration with team members (ICC7S1) |           |           |           |
| A.2 Develops short-term goals and objectives (ICC7S6)  |           |           |           |
| A.3 Prepares lesson plans (ICC7S10; IGC7S1)  |           |           |           |
| A.4 Modifies plans based on student progress (ICC7S15)   |           |           |           |
| <b>B. Instructional Strategies<br/>(Standard 4)</b>  | <b>EE</b> | <b>ME</b> | <b>DN</b> |
|  | <b>2</b>  | <b>1</b>  | <b>0</b>  |
| <b>Points:</b>   |           |           |           |
| B.1 Uses evidence-based instructional strategies (ICC4K1)  |           |           |           |
| B.2 Uses procedures for self-awareness (ICC4S5)  |           |           |           |
| B.3 Enhances generalization (ICC4S4)   |           |           |           |
| B.4 Uses instructional adaptations (ICC4S3)  |           |           |           |
| <b>C. Learning Environments and Social Interactions<br/>(Standard 5)</b>                                       | <b>EE</b> | <b>ME</b> | <b>DN</b> |
|  | <b>2</b>  | <b>1</b>  | <b>0</b>  |
| <b>Points:</b>   |           |           |           |
| C.1 Creates learning environments (ICC5K8; IIC5K3)   |           |           |           |
| C.2 Creates environments to encourage independence (ICC5K8; ICC5S9)  |           |           |           |
| C.3 Uses effective classroom management (ICC5S4; ICC5S5)   |           |           |           |

|   |           |           |           |
|---|-----------|-----------|-----------|
| <b>D. Assessment<br/>(Standard 8)</b>   | <b>EE</b> | <b>ME</b> | <b>DN</b> |
|   | <b>2</b>  | <b>1</b>  | <b>0</b>  |
| <b>Points:</b>  |           |           |           |
| D.1 Identifies supports and adaptations (ICC8K1; IIC8S3; IIC8S4)                |           |           |           |
| D.2 Monitors progress (IIC8S7)  |           |           |           |
| D.3 Selects assessments (ICC8S4; IIC8S2)  |           |           |           |
| <b>E. Professional and Ethical Practice<br/>(Standard 9)</b>                    | <b>EE</b> | <b>ME</b> | <b>DN</b> |
|   | <b>2</b>  | <b>1</b>  | <b>0</b>  |
| <b>Points:</b>  |           |           |           |
| E.1 Teaches within applicable laws legal and ethical standards (IIC9S2; IGC9S2) |           |           |           |
| E.2 Demonstrates sensitivity to the many aspects of diversity (ICC9S6)          |           |           |           |
| E.3 Reflects on practices (ICC9S11)   |           |           |           |
| E.4 Uses evidence based practice  |           |           |           |
| <b>F. Collaboration<br/>(Standard 10)</b>                                       | <b>EE</b> | <b>ME</b> | <b>DN</b> |
|   | <b>2</b>  | <b>1</b>  | <b>0</b>  |
| <b>Points:</b>  |           |           |           |
| F.1 Collaborates with others (IGC10K2)  |           |           |           |
| F.2 Models techniques (ICC10S8)   |           |           |           |
| F.3 Communicates effectively (ICC10S9)  |           |           |           |

**Comments:**

**Final Recommendation:**

\_\_\_ Student has successfully completed the Clinical Practice component of the Post-Baccalaureate Endorsement Program: Teacher of Students with Disabilities.

\_\_\_ Student has not successfully completed the Clinical Practice component of the Post-Baccalaureate Endorsement Program: Teacher of Students with Disabilities.

***What is the Council for Exceptional Teachers Initial Level Special Education Preparation Standards?***

Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice. CEC has organized seven preparation standards as follows.

**Standard 1:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**Standard 2:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**Standard 3:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**Standard 4:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**Standard 5:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**Standard 6:** Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**Standard 7:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

