The Special Education Program
Student Teaching Handbook

A Guide for Administrators, Cooperating Teachers, University Supervisors, & Student Teachers

SPED 590: Pre-Service Practicum and Seminar in Inclusive Education
(Grades 1-6)

SPED 595: In-Service Practicum and Seminar in Special Education
(Birth to Grade 2, or Grades 1-6, or Grades 7-12)
**Welcome to the BU Special Education Practicum** ................................................................. 4

**Overview of Special Education Programs in the** ................................................................. 5

**Graduate School of Education at Binghamton University** ......................................................... 5

The Childhood, Early Childhood & Special Education Program ........................................... 5
The Special Education Program ............................................................................................... 6

**The Student Teaching Practicum Experience** ..................................................................... 7

Overview ...................................................................................................................................... 7
“On-the-Job” and Long-term Substitute Student Teachers ......................................................... 8

**The Capstone Intervention Project (CIP)** ................................................................................ 9

The Practicum as a University–Public School Partnership ....................................................... 10
Roles and Responsibilities in Practicum Partnership ............................................................... 10

**Practicum Experience Expectations** .................................................................................... 13

Dates of Attendance & Absenteeism Policy ............................................................................. 13
Substitute Teaching during Student Teaching ........................................................................... 13
Daily Schedule ............................................................................................................................. 14
Orientation to School and Classroom ...................................................................................... 14
Lesson Planning .......................................................................................................................... 15
Incremental Shifts in Responsibilities ...................................................................................... 15

**Evaluation of Student Teachers** .......................................................................................... 17

Ongoing Feedback by the Cooperating Teacher ........................................................................ 17
Scheduled Visits & Observations by University Supervisors .................................................. 17
Videotaped Lesson ..................................................................................................................... 18
Observations by the Practicum Seminar Leader ...................................................................... 19
Additional Observations ........................................................................................................... 19
Mid-Semester and Final Evaluations ....................................................................................... 19
Practicum Binder ....................................................................................................................... 20

**Capstone Intervention Project (CIP)** .................................................................................... 24

**Grading of the Practicum Experience** ................................................................................. 25

**Appendix A** .......................................................................................................................... 26

**Appendix B** .......................................................................................................................... 27

**Appendix C** .......................................................................................................................... 29

**Appendix D** .......................................................................................................................... 31

**Appendix E** .......................................................................................................................... 33

**Appendix F** .......................................................................................................................... 38

**Appendix G** .......................................................................................................................... 39

**Appendix H** .......................................................................................................................... 40

*Revised November 2012*
Welcome to the BU Special Education Practicum

Dear Cooperating Teacher/Administrator:

Thank you for agreeing to mentor a student teacher from the Graduate School of Education (GSE) at Binghamton University for the Fall 2012 semester (September 4 until December 7). The Special Education Program faculty truly appreciates the guidance and support you provide to students from our program. Please do not hesitate to contact any of us with questions, concerns, or to simply brag about your student teacher! Our contact information is listed in Appendix A.

Enclosed is the Student Teaching Handbook for our graduate programs in Special Education. The Handbook is a “work in progress” and we appreciate any feedback you may have to offer about its content and form, clarity, and completeness. The Handbook serves multiple purposes. First, it provides an overview of the expectations of student teachers. Second, it attempts to clarify the roles and responsibilities of the cooperating teacher, university supervisor, and student teacher. Last, it describes specific programmatic expectations to be met by student teachers (i.e., observations, evaluations, and assignments). If additional explanation or clarification is needed, please contact Loretta (Lucky) Mason-Williams who serves as the Practicum Seminar Leader (contact information is listed below and in Appendix A).

The Graduate School of Education programs and coursework, including student teaching and field placements, are modified regularly based on ongoing program review and in response to New York State teaching certification requirements. Questions or suggestions regarding your student teacher’s program are welcome and may be directed to the University Supervisor or to any Special Education Program faculty. Written comments related to any program may be sent to the Dean of the School of Education.

Thank you for your assistance. We look forward to working with you!

Sincerely,

L. Mason-Williams, PhD
Assistant Professor, Special Education
Graduate School of Education, Binghamton University
Email: lmason-williams@binghamton.edu
Cell: 410-292-4744 or Phone: 607-777-6693

Revised November 2012
Overview of Special Education Programs in the Graduate School of Education at Binghamton University

Binghamton University’s graduate programs in Special Education are designed to prepare individuals to teach students with diverse learning abilities and disabilities through two (2) distinct pathways, one for pre-service educators (the Childhood, Early Childhood & Special Education Program) and one for in-service educators (the Special Education Program). This overview section describes each pathway as a preface for the discussion of the Student Teaching Practicum.

The Childhood, Early Childhood & Special Education Program

Designed for pre-service educators, Binghamton University’s graduate program in Childhood, Early Childhood & Special Education (Birth to Grade 6) is an intensive experience designed to prepare graduate students to enter teaching. Through coursework, ongoing fieldwork, and three practicum experiences (preschool, childhood, and childhood special education) our students learn to assess, design instruction, and teach children with diverse abilities and needs. When the children have disabilities, the goal is education in the least restrictive environment, as required by the Individuals with Disabilities Education Act (IDEA). For the vast majority of students with disabilities, research has demonstrated that the least restrictive environment is the general education classroom, when provided with the necessary “supplementary aids and services” (IDEA, 2004). To this end, our students also learn to reference assessment and instruction to the general education curriculum, make appropriate accommodations and modifications, design positive behavioral supports, and work effectively with parents, teachers, related service providers, and paraprofessionals. Our pre-service program is designed to couple university coursework with application in public school settings.

Students in the Childhood, Early Childhood & Special Education program have an undergraduate degree in the liberal arts/sciences. Most completed their undergraduate program just recently, while others are “career changers.” Most students complete this 72-credit graduate program in 20 months of full-time study. Prior to the practicum in Special Education, students will have completed --

- 9 required courses in elementary education, early childhood education, and literacy;
- 4 required courses in Special Education;
- student teaching in early childhood education for 6 weeks in summer; and
- student teaching in elementary education (grade 1-3 or 4-6) for 15 weeks in the fall.

During their final semester, students complete –

- their last two required courses in special education,
- a practicum in special education,
- the Capstone Intervention Project (CIP), and
- a teaching portfolio.

Appendix B provides the Plan of Study for the Childhood, Early Childhood & Special Education Program and the Portfolio requirements.
The Special Education Program
Successful completion of our programs by in-service educators leads to a Master’s of Science In Education (MSEd) and to certification in New York State in Early Childhood Special Education (Birth to Grade 2 or Birth to Grade 6), Childhood Special Education (Grades 1-6), or Adolescent Special Education (Grades 7-12). Through coursework, ongoing fieldwork, and student teaching, Binghamton’s graduate students learn to assess skills, design instruction, and teach students with disabilities in the least restrictive environment, as required by the Individuals with Disabilities Education Act (IDEA). For the vast majority of students with disabilities, research has demonstrated that the least restrictive environment is the general education classroom, when provided with necessary “supplementary aids and services” (IDEA, 2004). To this end, our graduate students also learn to reference assessment and instruction to the general education curriculum, make appropriate accommodations and modifications, use relevant technology to support instruction, design positive behavioral supports, and work effectively with parents, teachers, related service providers, and paraprofessionals. Our graduate programs are designed to couple university coursework with application in public school settings.

Graduate students in the Special Education program have already completed all requirements for certification in early childhood, elementary or secondary education, including student teaching in general education, usually in an undergraduate program. Some are employed as general education or special education teachers and complete their practicum in their own school as either the teacher of record or as a long-term substitute teacher. Others continue their education full-time soon after their undergraduate program and complete their Special Education practicum with a master teacher. The 36-credit graduate program in Special Education includes six (6) required courses in Special Education, two (2) electives, one semester-long practicum (referred to as student teaching), and the successful completion of the Capstone Intervention Project (CIP). Students must have completed at least 24 credit hours in Special Education prior to the practicum.

For more information about the specific requirements of our programs, please refer to Appendix C, which provides the Plans of Study for the Special Education Programs. The Graduate School of Education website provides more detailed information about the School and all of our programs (http://www.binghamton.edu/gse).
The Student Teaching Practicum Experience

Overview
The requirements for student teaching differ for pre-service and in-service educators. For pre-service educators, New York State Education Department (NYSED) and the SUNY Board of Trustees require up to 100 hours of fieldwork prior to the practicum and 75 days of student teaching. Our program exceeds these standards. These experiences must be with specific age groups. Childhood Education and Childhood Special Education are for Grades 1-6 only, and the practicum must be completed with each of two age groups: grades 1-3 and grades 4-6. Therefore, if student teaching in Childhood Education was in grades 1-3, the practicum in Special Education will be in grades 4-6, and vice versa.

For in-service teachers who hold another classroom teaching certificate, the New York State Education Department (NYSED) and SUNY Board of Trustees require universities to plan at least 50 clock hours of field experiences and 20 days of practica in training programs leading to state certification. Our programs exceed these standards. These experiences must be with the age group of the candidate’s certificate (i.e., teachers with the initial certificate in Grades 1-6, must do their Special Education practicum in grades 1-6, etc.). Special Education faculty recognize the importance of working with students with disabilities over a sustained period to build trusting relationships, to see progress, and to make appropriate adjustments when objectives are achieved or progress does not occur. To meet all these requirements, graduate students spend approximately 14 weeks with a special education teacher during the student teaching experience (unless already employed as a teacher with a proper age group of students with IEPs).

The GSE at Binghamton University prides itself on identifying professional, competent, and highly effective cooperating teachers to match with our student teachers. Cooperating teachers provide countless hours mentoring, supporting, and instructing their assigned student teacher, demonstrating their commitment to the field of special education. Their contribution can be broken down into three components. First, cooperating teachers provide insight and feedback into the instructional process for students with disabilities, including aligning instruction with curriculum, using evidence-based instructional practices, and utilizing appropriate accommodations and modifications. Second, cooperating teachers demonstrate the “case management” aspect of special education: collaborating with parents and colleagues to design IEPs and behavior intervention plans, meeting with related service providers and paraprofessionals, and collecting and analyzing data. Last, cooperating teachers serve as a model for professional behavior.

During the Practicum, each student teacher is assigned a university supervisor. University Supervisors bring a wide array of knowledge and skills to supervision, including prior teaching experience, advanced graduate coursework, and other, disability-related roles. Their experience and preparation provides them with the tools to provide supportive, critical feedback to our student teachers. In general, the supervisor plays three major roles in the student teaching experience. First, the supervisor should be viewed as a mentor to the student teacher and someone who can provide balanced feedback. Second, the supervisor is an evaluator who uses the New York State Teaching Standards to comment on the student teacher’s instruction and performance. Last, the supervisor serves as a liaison between the university faculty, the
cooperating teachers, and the student teachers, helping to bridge the gap between university coursework and real-world teaching experiences.

Student Teachers from the GSE at Binghamton University bring to the classroom critical thinking skills, knowledge of evidence-based practices, and content expertise. The student teachers are eager to apply the skills learned in university coursework to classroom settings. They look to the cooperating teachers and university supervisors for critical feedback and ongoing support. Through the Practicum experience, student teachers must demonstrate to the Special Education Faculty and to the NYSED that they possess the skills, knowledge, and expertise to be a certified special educator. Student teachers demonstrate their readiness in several ways, including full-time “solo” teaching, the submission of a Practicum Binder, and the completion of the CIP. The Handbook provides specific details of these expectations. Additionally, more information can be found in the Practicum Seminar syllabus or by contacting the Practicum Seminar Leader or the University Supervisor.

In addition to the practicum experience, student teachers attend a Practicum Seminar weekly, led by a university faculty member who oversees the Practicum. The seminar provides an opportunity for student teachers to discuss expectations, to debrief, to problem-solve, and to share resources and experiences. It allows the faculty member to make connections between course content and their experiences teaching children and youth with disabilities. The seminar also provides an opportunity for the faculty member to help guide students through the CIP process, providing additional assistance with problem identification, data collection, and intervention implementation. Additionally, student teachers may be completing one or two other courses during the practicum experience. For student teachers who may be full-time students, this last semester is quite full.

“On-the-Job” and Long-term Substitute Student Teachers
On occasion, students may complete student teaching requirements as a content area, elementary, or special education teacher while employed as either the teacher of record in a classroom or as a long-term substitute teacher. Students wishing to complete student teaching in this fashion must apply to the Special Education Program and demonstrate that their classroom includes students with disabilities (approximately 10-15% of students taught must be eligible for special education services). These individuals must meet all of the same expectations outlined in this Handbook, including observations, evaluations, and assignments included in the Practicum Binder. It is understood that completing some of the assignments (such as writing an IEP or completing the FBA/BIP process) may be outside of their “normal” teaching responsibilities. However, the Special Education Program faculty believes that demonstrating these skills independently (albeit with mentorship and support) are essential for an individual to be eligible for certification in special education. Therefore, it is encouraged that individuals in these circumstances work with a special education teacher or an administrator in their school to identify appropriate ways to meet these expectations. Additional notes are provided throughout the Handbook to further explain how these individuals may demonstrate meeting all expectations.
The Capstone Intervention Project (CIP)

All students completing the Practicum in Special Education must demonstrate meeting the competencies required of a new special education teacher by successfully completing a Capstone Intervention Project (CIP) during their Practicum Placement. The CIP provides a dynamic, authentic method for demonstrating necessary skills, such as:

- Identifying specific student and class-wide needs through a variety of informal assessments;
- Selecting appropriate, evidence-based methods for intervening to improve student outcomes;
- Collecting and analyzing data;
- Determining the effectiveness of an intervention and next steps; and
- Presenting data collected through a research paper and poster presentation.

Identifying an Intervention

At the beginning of the Practicum, Practicum Students will identify a student or class-wide intervention to implement based on an operationally defined need and based on data collected related to academic, behavioral, or social needs. In addition, the intervention must be evidence-based. Examples of evidence-based interventions include:

- Implementing PALS to increase reading comprehension
- Applying the STAR strategy during math problem solving
- Using Social Stories to increase on-task behaviors

Practicum Students should collect pre-intervention data for a \textit{minimum of 5 days} to provide evidence of the need for the intervention and to provide documentation of student growth or change.

Literature Review

After selecting an intervention, Practicum Students should locate \textit{at least 3 research manuscripts} that describe the implementation of the intervention. The manuscripts should provide details of how a teacher or researcher used the intervention in a classroom or with a student with similar needs to your situation. The manuscript should also describe the results of the intervention.

Intervention Implementation

After identifying a student or classroom need and an appropriate intervention, students should begin implementation. During the implementation stage, data should continue to be collected on the academic, behavioral, or social need identified. Implementation data collection should last a \textit{minimum of three weeks}, though it may last much longer.

Poster Presentation

As a culminating event, Practicum Students will prepare a poster that describes the intervention and graphically represents the data collected. The posters will be made available for viewing at a “community event” at which cooperating teachers, school and district administrators, and university faculty are invited to attend.
The Practicum as a University–Public School Partnership

The BU Special Education program faculty view the practicum as a partnership from which all participants benefit. The faculty and graduate students benefit by having a “laboratory” where students can practice and faculty members can learn about what is needed for effective teacher education. The public schools benefit from the opportunity to mentor and observe potential colleagues, and shape the programs that prepare them. As with all partnerships, success depends on each participant fulfilling certain roles and responsibilities. The roles and responsibilities of the University Supervisor, the Cooperating Teacher, the Practicum Student, and the Seminar Leader are summarized below and described in more detail in the remainder of this Handbook.

Roles and Responsibilities in Practicum Partnership

Cooperating Teacher:

- **Mentor, support, & encourage the student teacher!**
- Introduce practicum student to administrator(s), office staff, teaching team, etc.
- Orient practicum student to school building and classroom(s)
- Communicate school policies, standards, and procedures to student teacher
- Set daily arrival & departure times with practicum student
- Establish regular time(s) for planning with & giving feedback to student teacher
- Involve student teacher in scheduling, teaching & planning, gradually shifting responsibility
- Delegate all responsibilities for planning & teaching to student teacher for **at least** one full week (preferably two or more weeks)
- Facilitate opportunities for student teacher to have other special education-related experiences, e.g., IEP development, CSE meetings, student assessment, and behavior intervention planning
- Facilitate student teacher with the videotaping of **at least** one lesson for review with the student teacher and to be shared during the Practicum Seminar
- Provide student teacher with ongoing, concrete feedback on performance
- Inform university supervisor about student teacher performance; notify **quickly** if concerns arise so resolution or plan can be enacted
- Help student teacher identify appropriate times and lessons for “formal” observations by university supervisor
- Participate in post-observation conferences with university supervisor and student teacher
- Do midterm formative assessment with student teacher (use Practicum Student Evaluation as framework)
- Complete Practicum Student Evaluation (Cooperating Teacher version) & participate in a final 3-way conference at **end** of Practicum (give form to university supervisor)

University Supervisor:

- **Mentor, support, & encourage the student teacher!**
- Initiate contact with cooperating teacher, principal, & other school personnel
- Communicate program expectations to cooperating teacher & student teacher via Practicum Handbook and face-to-face meetings

Revised November 2012
• Observe student teacher providing instruction during **at least** three (3) planned lessons (one observation should occur during a “solo week”)
• Make additional observations, if needed
• Provide oral and written feedback to student teacher on all observed lessons
• Communicate with cooperating teacher about student role and performance
• Assist practicum student and/or cooperating teacher with resolving any concerns that arise
• Complete Practicum Student Evaluation (University Supervisor version)
• Lead final 3-way conversation at end of Practicum to discuss Practicum Student Evaluations and other aspects of practicum
• Collect **all 3** Practicum Student Evaluation forms and submit to the Practicum Seminar Leader

**Practicum Student:**

- **Demonstrate enthusiasm, eagerness to learn, and professionalism at all times!**
- Attend formal & informal orientations at practicum site
- Abide by all school policies, standards, and procedures
- Set daily arrival & departure time with cooperating teacher
- Attend practicum placement daily, following the placement school district’s calendar (**not** the BU calendar)
- Notify cooperating teacher and university supervisor of absence as soon as possible (please see section on absence policy for additional details)
- Participate in planning meetings with cooperating teacher
- Take active role in planning & teaching, gradually assuming greater responsibility
- Prepare written plans for **all** lessons taught to students (at least in the beginning)
- Schedule university supervisor observations of **at least** three (3) lessons, including time for post-observation conferences
- Provide university supervisor with formal lesson plans in advance of planned observation (more lesson plans and observations may be necessary and should be made available if requested)
- Accept all planning and teaching responsibilities for **at least** one full week (preferably two or more weeks)
- Participate in other special education-related or teaching-related experiences (for example, attend IEP development and meetings, CSE meetings, student assessment, behavior intervention planning, professional development opportunities, etc.)
- Reflect on planning & teaching
- Participate in discussions of performance with cooperating teacher and university supervisor; use feedback
- Attend & actively participate in seminar
- Do midterm self-assessment (use Practicum Student Evaluation as framework)
- Complete Practicum Student Evaluation (Practicum Student version) at end of Practicum (give to university supervisor)
- Arrange final conference with cooperating teacher **and** university supervisor to discuss Practicum Student Evaluations and other aspects of practicum
- Submit the Practicum Binder **no later than** the final day of the Practicum experience
• Complete the Capstone Intervention Project and publish results during Special Education Research Forum

**Practicum Seminar Leader:**

- *Mentor, support, & encourage the student teachers!*
- *Support the cooperating teachers and university supervisors!*
- Assist with the assignment of student teaching placements
- Identify, hire, and assign university supervisors
- Provide specific information about the Practicum Experience and expectations, via the Practicum Student Handbook to cooperating teachers, administrators, university supervisors, and student teachers
- Clarify questions and/or concerns regarding placements, expectations, assignments, etc.
- Intervene when necessary on behalf of the student teacher, cooperating teacher, and/or university supervisor
- Lead the Practicum Seminar
- Assist students with developing and implementing the CIP
- Collect all Practicum Student Evaluation forms from the university supervisors
- Submit final grades and relevant paperwork to GSE office
- Arrange for cooperating teacher stipend at end of semester
Practicum Experience Expectations

Practicum Students are expected to demonstrate the professional standards, competencies, and dispositions established by the Council for Exceptional Children, the New York State Education Department, and the GSE at all times during the Practicum experience. Failure to follow these standards is cause for removal from the practicum, the Master’s program in Special Education, and may lead to a student not being eligible for certification in special education by the NYSED. Information about professional, state, and GSE standards for teachers is included in Appendices D, E, F, and G.

Dates of Attendance & Absenteeism Policy

During the fall semester, the practicum officially begins on the first day of work for public school teachers, according to the Cooperating Teacher’s school calendar. During the spring semester, the practicum officially starts on the first day of the University spring semester. Students are encouraged to meet with their Cooperating Teacher prior to the official start of the Practicum. If invited to attend team or curriculum planning meetings prior to the start of the practicum, student teachers are encouraged to take advantage of these opportunities.

Student teachers follow the vacation and holiday schedule of their school (NOT the BU schedule) for the practicum experience (please keep in mind, however, required BU coursework does follow the BU calendar). If student teachers cannot be at school due to serious illness or due to an emergency, they are expected to call the school to notify their cooperating teacher of their absence prior to the beginning of school that morning. The University Supervisor should also be notified as soon as possible. Students must advise the Cooperating Teacher of planned absences as far in advance as possible through procedures established at each school; however, planned absences should be avoided and used only in extremely rare situations. Unless approved by the Practicum Seminar Leader, the University Supervisor, and the Cooperating Teacher, ALL absences must be made up. In the case of school closings due to inclement weather or other unforeseen circumstances, the number of make-up days will be determined in consultation with the Cooperating Teacher, University Supervisor, and the Practicum Seminar Leader. Practicum Students should schedule make-up days with the Cooperating Teacher, and inform the University Supervisor of both missed days and scheduled make-up days.

Substitute Teaching during Student Teaching

Student teachers from the Special Education Program in GSE at Binghamton University are certified classroom teachers according to the NYSED. Many have extensive experience with substitute teaching prior to the Practicum experience. However, faculty in the Special Education program believes that a key attribute of a successful student teaching experience is the mentorship that occurs from being placed in a classroom with an experienced special educator. That mentorship cannot happen in classrooms where the special educator is absent or in situations where the student teacher spends an inordinate amount of time in other classrooms. Therefore, short-term substitute teaching situations are not taken lightly. During the Practicum experience, student teachers should not substitute teach for teachers or in classrooms outside of their assigned placement. However, a student teacher may substitute teach in their assigned classroom IF (a) the student teacher has submitted all district-required paperwork and is considered an approved substitute teacher in the district of their placement; (b) the school
building administrator, cooperating teacher, university supervisor, and the Practicum Seminar Leader agree that is acceptable; and (c) the time substitute teaching is less than five (5) days of the entire Practicum experience. The student teacher should be provided with the appropriate remuneration provided to any other student teacher employed by the district.

**Daily Schedule**

The student teacher should plan to arrive and depart school at similar times as the cooperating teacher, **arriving at least 30 minutes before the students and leaving no earlier than dismissal.** Additionally, student teachers **should not** schedule appointments or other commitments at any time during the school day unless given prior permission from the cooperating teacher, the university supervisor, and the practicum seminar leader (such exceptions are extremely rare). For most of each day, student teachers should be teaching students with IEPs (and/or 504 plans, if that is the school practice). Other activities may include planning with the cooperating teacher and/or educational team, discussing practicum performance with the cooperating teacher, and attending meetings that the cooperating teacher is required to attend (e.g., team meetings, CSE meetings, parent-teacher conferences, staff development). Student teachers are encouraged to attend faculty meetings and other after-school activities, as appropriate. **Please note: Practicum Students have at least one evening seminar at Binghamton University, and may have one or two other courses, so availability after school may be limited.**

Within the first two (2) weeks of the practicum experience, student teachers should submit to the university supervisor and the practicum seminar leader a schedule of a “typical” week. The schedule should include all pertinent information about the student teacher’s practicum placement, including: subjects and grade levels taught, classroom location, number of student, etc. This information is also required for the Practicum Binder, which is described in more detail in a later section.

**Orientation to School and Classroom**

During the first week of the practicum, the cooperating teacher and the student teacher should develop a schedule of mutually-agreeable times for planning and feedback; meetings may occur before, during, or after school as suits the teacher and student. Cooperating Teachers are encouraged to introduce the Student Teacher to the principal, office staff, special education administrators, other teachers, related service providers, and paraprofessionals. Practicum Students appreciate knowing the organization of classrooms where the Cooperating Teacher works, and location of materials that may/may not be used. In addition, school’s Teacher/Staff Handbook may be a useful resource for the Practicum Student.

*Other important information to share with the student teacher may include:*

- Location for parking (and arrangements for pass if needed)
- Sign-in procedures (including arrangements for school ID, if necessary)
- Map of the school
- Organization of classrooms where the Cooperating Teacher provides instruction
- Location of materials that may/may not be used
- IEP location and confidentiality policies/procedures
- Computer and copy machine policies/procedures and passwords

Revised November 2012
• Discipline policies and procedures
• Policies and procedures related to the playground/recess, cafeteria/lunch, and library, for both students and staff
• Written and unwritten standards of professional dress and personal conduct
• School and teacher beliefs and practices related to inclusive education

Lesson Planning
Practicum Students need assistance with and experience in planning lessons that will engage pupils, meet diverse learning needs, and address learning challenges effectively, in both small group settings and in whole group settings. Frequent scheduled conferences between the Cooperating Teacher and Practicum Student provide opportunities to identify the strengths, needs, and interests of pupils, set instructional objectives, design appropriate instruction, and identify strategies to assess pupil progress.

At the beginning of the Practicum, Practicum Students must prepare detailed, formal lesson plans for each lesson presented independently to students. In addition, Practicum Students are required to prepare detailed formal lesson plans for the three lessons observed by the University Supervisor and for the videotaped lesson. Students may be required to write other lesson plans, if required by school policy or if deemed necessary by the Cooperating Teacher or University Supervisor. Appendix H provides the Special Education Program’s format for lesson planning, which all student teachers should be familiar with from university coursework. However, other formats that include the same components may be acceptable. One distinction from typical lesson plans is the requirement to identify IEP objectives to be addressed within the lesson and the specific supports, accommodations, modifications, and instructional strategies to address unique student needs.

The Cooperating Teacher, Practicum Student, and University Supervisor should agree on a lesson plan format that suits their particular setting. All lesson plans designed by the Practicum Student are to be presented to the Cooperating Teacher for review and suggestions no later than the day prior to teaching the lesson (and earlier if requested by the Cooperating Teacher). The University Supervisor will receive a copy of the lesson plan for review by the evening prior to each scheduled observation. Practicum Students should keep copies of all written plans (with any revisions, additions, instructional aides, and post-lesson reflections) for their files and for inclusion in the Practicum Binder.

Incremental Shifts in Responsibilities
By the end of the semester, each Practicum Student should have complete instructional responsibility for at least one full week of planning and teaching (preferably two weeks). There is great variation in student teachers’ prior experience and the special education settings where they are placed, so the rate and type of teaching responsibilities assumed may vary tremendously. The Cooperating Teacher and Practicum Student will decide together when and how to add responsibilities. The following “schedule” suggests activities in which students might participate over the course of their practicum.
Weeks 1-2: Observe and become acquainted with the Cooperating Teacher, pupils, and school/classroom environment. Start working with pupils as directed by the Cooperating Teacher, perhaps in small groups or one-on-one. Carefully observe the Cooperating Teacher’s approach to starting the school year, initial interactions and scheduling with classroom teachers, and initial lessons and interactions with pupils.

Weeks 2-10: Student teachers are expected to demonstrate their ability to perform all activities listed, taking on responsibilities on an incremental basis and as suitable to your setting. Typically, the first observation by the university supervisor occurs between Weeks 3 and 4. Videotaping a lesson should occur during weeks 5-8. The second observation usually takes place around weeks 7-10.

- **Planning:** a) plan with the Cooperating Teacher; b) plan independently with review by the Cooperating Teacher; c) co-plan with general education teacher(s)
- **Planning for groups:** a) plan individual or small group lessons to address IEP objectives; b) plan small group lessons to address IEP objectives and the general education curriculum; c) plan large and small group lessons to address IEP objectives within general education classrooms
- **Teaching:** a) assist individual students while a teacher leads lesson; b) teach small groups with assistance from the Cooperating Teacher; c) teach small groups independently; d) co-teach in general education classes with the teacher taking the lead; d) take the lead in co-teaching with a general education teacher
- **Assessment:** a) collect data on day-to-day performance on IEP objectives; b) conduct curriculum-based assessment; c) conduct diagnostic assessment; d) conduct functional behavioral assessment
- **Behavioral Support:** a) implement behavior support plans; b) collect data on effectiveness of a behavior support plan; c) revise a behavior support plan based on objective and subjective data; d) design a behavior support plan based on functional behavioral assessment
- **IEP Development:** a) attend CSE meetings; b) participate in developing IEPs
- **Coordination:** anticipate need for and arrange/rearrange a) student schedules; b) meetings with general education teachers; c) student assessments, IEP development, student performance reports

Weeks 10-12: **To the greatest extent possible,** by this point student teachers should assume full instructional and case management responsibilities for the scheduled teaching block for at least one full week (preferably two full weeks). The third and final observation by the university supervisor should happen during this time. Final Practicum Student Evaluation forms should be completed by the cooperating teacher, university supervisor, and student teacher in advance of the final observation to facilitate discussion and for the university supervisor to collect them.

Week 12-14: Withdraw gradually from instructional responsibilities. Visit other classrooms and settings to observe the structure and instruction for students with similar or different needs.
Evaluation of Student Teachers

Ongoing Feedback by the Cooperating Teacher

The cooperating teacher should provide specific, helpful feedback to the student teacher on all aspects of their development as a special educator, including their instructional performance, professionalism, and case management skills. While the GSE at Binghamton University does not require written feedback throughout the Practicum experience, cooperating teachers are strongly encouraged to do so several times during the semester. The feedback does not need to be formally written, but should identify several instructional or professional strengths demonstrated by the student teacher and a few areas in need of improvement. At the same time, please feel free to use the observation forms provided as a resource (see Appendices I and J).

Please note: oftentimes cooperating teachers take advantage of the opportunity to catch up on paperwork, plan with other teachers, and provide small group or individual instruction, etc. while the student teacher provides instruction. While we encourage you to do this (so long as the student teacher has demonstrated to you they are prepared for this responsibility and independence), please also remember to occasionally focus solely on the student teacher so that you can provide specific feedback on their instruction and progress.

Scheduled Visits & Observations by University Supervisors

Within the first few weeks of the Practicum experience, the university supervisor will make an introductory visit to meet the principal and cooperating teacher. The purpose of this brief meeting is to help the university supervisor to understand the context of the placement and to discuss university and school expectations and opportunities.

Following the introductory visit, the university supervisor will observe each Practicum Student a minimum of three (3) times during the semester. Typically, the observations are scheduled for times the student teacher has determined to be appropriate, after consultation with the cooperating teacher. The university supervisor may encourage the student teacher to identify a variety of instructional settings and content areas for observations (i.e., all 3 observations should not happen during small group math instruction). However, it is understood that instruction of students with disabilities takes place in a variety of settings and formats and that observations should be reflective of this.

For each observation, a detailed lesson plan must be created. The lesson plan should be approved by the Cooperating Teacher by the end of the day prior to the observation, and submitted to the university supervisor by the evening prior to the observation. The student teacher should also provide a copy of an IEP Matrix, with relevant IEP goals and accommodations identified, to the university supervisor (the IEP Matrix requirement is addressed in greater detail in a later section).

Note to On-the-Job and Long-Term Substitute Student Teachers: Although you do not need to submit it for approval to a cooperating teacher, you must draft a formal detailed lesson plan and email it to your university supervisor in advance of the scheduled observation.

Revised November 2012
During observations, the university supervisor should review the lesson plan, observe classroom instruction, and discuss the overall performance of the student teacher with the cooperating teacher. The university supervisor may also use this opportunity to review any instructional materials, instructional plans for other lessons, and the student teacher’s journal. At the conclusion of the lesson, a post-observation conference should be held to discuss the student teacher’s performance both overall and during this lesson. It is preferred that these conferences are held immediately following the observation and that the cooperating teacher attends, along with the student teacher and university supervisor. Practicum observations, written feedback, and post-observation conferences typically focus on six areas:

1. lesson plan (all required components provided, clear guide)
2. context of instruction (attention to setting of instruction, size of group, diversity of ability in group, specific disabilities, ages of students)
3. content of instruction (relevance to IEP, LRE, NYS Learning Standards, teacher's content area knowledge and sources of information)
4. teaching strategies (balance of systematic and learner-centered instruction; connections to individual interests, culture, learning styles; appropriate adaptations and/or modifications)
5. style of instruction/interactions
6. effectiveness of instruction (based on beginning benchmarks, lesson objectives, assessment of student learning in this lesson)

The university supervisor will provide written feedback on the Special Education Program Observation Form, which aligns with the CEC Standards for Professional Practice and the NYSED Teaching Standards (see Appendices D and E). A copy of this form should be emailed to the student teacher and the cooperating teacher within 2-3 days following each observation. Copies of the university supervisor’s observation forms along with the related lesson plans should be included in the Practicum Binder, which is described in more detail in a later section.

**Videotaped Lesson**

The NYSED requires student teachers to be provided written feedback on at least four different instructional lessons. The fourth opportunity for feedback on instruction occurs during the Practicum Seminar. For this, student teachers must videotape themselves teaching one lesson and share a 10-minute segment of the videotaped lesson during seminar. The lesson and video do not need to be perfect! The corresponding lesson plan must be submitted to the seminar leader during class and must include a reflection of the effectiveness of the lesson and all lesson materials.

Please Note: Photo releases must be obtained for students who appear in videos (student teachers should keep these for their own records). The school may already have a blanket or specific release that covers videotaping. If not, students may use the release form provided on Blackboard. Getting signed releases usually takes longer than expected, so students are encouraged to start the process early.

The cooperating teacher may be helpful in locating or securing photo releases, accessing school video equipment, and videotaping while the student is teaching. If the student doesn’t have access to video equipment at the school, equipment may be borrowed from the University. It may be necessary to schedule use of equipment, however, so advance planning will be necessary.
Illness, school closings, and equipment failures are all possibilities and have occurred when students had planned to videotape, so students are advised to videotape before the week (or day!) the video is due. Students must watch the video prior to class to make sure there is adequate volume, correct orientation, and the instruction is in focus. If there videotape is not viewable, the student teacher will be required to tape another lesson.

**Observations by the Practicum Seminar Leader**

At some point during the semester, the practicum seminar leader may “surprise” the student teacher by visiting his or her classroom during instruction. The practicum seminar leader will coordinate this visit with the cooperating teacher to ensure that the visit at an acceptable time. Although student teachers may be at a point in the semester where formal lesson plans are not necessary, the seminar leader may wish to view other instructional materials, journals, etc.

**Additional Observations**

In the case of an unsatisfactory observation or in the event that a student teacher is not meeting expectations, additional observations may be scheduled. In these instances, specific feedback on the areas of concern should be provided and a plan for remediation may need to be developed. The university supervisor and/or the cooperating teacher should also make the practicum leader aware of the situation. Additionally, if the university supervisor and the cooperating teacher do not agree with evaluations of a student teacher’s performance, the practicum seminar leader should be made aware of the situation and additional observations and/or conferences may be scheduled.

**Mid-Semester and Final Evaluations**

By about week 7 (mid-October in Fall, mid-March in spring), the cooperating teacher and student teacher should have a more formal mid-semester conference and evaluation, using the GSE Practicum Student Evaluation form in Appendix J as a guide to discuss strengths and areas to improve during the remainder of the practicum (the form does not need to be submitted at this point, but should be used to help guide the conversation). This evaluation also can be used to document concerns at any time during the semester. The university supervisor should “check in” briefly around this time (either in person or via an email or a phone call) with the Coordinating Teacher about the student teacher’s performance and may schedule a longer mid-semester discussion, in person or by telephone if concerns are noted. Please note: If the cooperating teacher has concerns at any point, however, she/he should contact the university supervisor and/or practicum seminar leader immediately. The earlier a concern is identified, the more likely it will be remedied.

The GSE Practicum Student Evaluation was designed as a summative evaluation, with slightly different versions for the student teacher, the cooperating teacher, and the university supervisor. The practicum seminar leader will provide appropriate forms to the student teacher and the university supervisors no later than the 10th week of the Practicum experience. In the final weeks of practicum (typically at the final observation by the university supervisor), the cooperating teacher, the student teacher, and the university supervisor will discuss the evaluation forms. The GSE Practicum Student Evaluation forms should be completed prior to the meeting by all three participants to allow for a more thorough discussion. This also allows the university
supervisor to collect the observation forms at this meeting so copies can be placed in the student’s file in the GSE (forms should be given to the seminar leader).

Please note: The Special Education Program faculty strongly encourage cooperating teachers and university supervisors to share the feedback written on the GSE Practicum Student Evaluation forms as a way to provide specific feedback on both the student teacher’s areas of strengths and their areas in need of additional support. Such feedback is critical to developing into an effective special education teacher. However, if the cooperating teacher does not feel comfortable sharing this information with the student teacher there is a space on the form for him or her to indicate this preference. In such cases, please keep in mind that the information provided may still be used to develop remediation plans or to provide evidence of successful/unsuccesful completion of the Practicum experience.

Note to On-the-Job and Long-Term Substitute Student Teachers: Since you do not have an “official” cooperating teacher, you only need two GSE Practicum Student Evaluation forms submitted (the Student Teacher form and the University Supervisor form). However, you may wish to speak with an administrator, mentor, or department chair periodically about your teaching performance and to get additional feedback.

Practicum Binder
The Special Education Program faculty believes that a student teacher must be able to demonstrate the following skills/activities/competencies prior to earning certification in special education. To document meeting these expectations, student teachers must include the related documents that they developed during the Practicum experience (with all identifying information removed) in their Practicum Binder. Completed Practicum Binders are due to the practicum seminar leader no later than the final day of the Practicum experience. A checklist/rubric for the Practicum Binder is included in Appendix K.

Please note: The Special Education Program faculty understands that schools and districts have their own policies related to the extent to which student teachers may have access to the materials necessary to complete these activities, such as computer-generated forms and to confidential files. If there are questions related to this expectation, please contact the seminar leader for additional clarification or to discuss whether an alternate assignment may be necessary.

1. Daily Schedule
As noted earlier, student teachers should provide a schedule of a “typical” week for the university by the end of the second week of the practicum. The schedule should list pertinent information related to subject areas taught, location of classrooms/offices, number of students in each class (with and without disabilities), number of instructional assistants present during teaching, etc.

2. IEP Matrix
As a tool for planning, assessing, and instructing students with disabilities, all student teachers should develop an IEP Matrix. Most student teachers will have experience creating an IEP Matrix during university coursework. The IEP Matrix should summarize all IEP goals,
objectives, and accommodations relevant to instruction. An example IEP Matrix is included in Appendix L.

3. Individualized Education Plan (IEP) Development
Developing IEPs is an essential skill for special education teachers that includes collecting and analyzing assessment data (both formal and informal); writing of instructional goals and identifying appropriate accommodations and services; and collaborating with parents/guardians, related service providers, and other teachers. As such, the Special Education Program faculty believes student teachers should be provided with an opportunity to demonstrate their proficiency in each of these skills during the Practicum experience to the greatest extent possible. At the same time, it is NOT expected that student teachers develop these IEPs in isolation, that the IEP they develop independently will ultimately be the IEP that is used in a CSE meeting, or that they will “run” a CSE meeting. Rather, student teachers should work with the cooperating teacher, the parent/guardian, the student with a disability, and all relevant team members during all stages of the process. To document meeting this expectation, student teachers must include an IEP that they helped to develop during the Practicum experience (with all identifying information removed) in their Practicum Binder.

Special Circumstances:
- In some schools, all IEPs are written during designated time frames (i.e., all CSE meetings are held in April). If the cooperating teacher does not have a student on their caseload who requires an updated IEP or if no CSE meetings will be held, the cooperating teacher may want to partner the student teacher with another special educator in the school who does. Another option may be to work with the student teacher to draft an IEP that may not be put into place for several months.
- In cases where student teaching is completed either “on-the-job” or as a long-term substitute in teaching positions outside of special education (for instance, as a science teacher who includes students with disabilities in his or her classes), the student teacher should work with a member of the special education department to assist with the IEP development process.
- If the student teacher cannot access the forms utilized in their practicum experience district (for instance, this may occur in districts using computer-generated IEP forms), the student teacher may use the generic IEP form available on the NYSED website (http://www.p12.nysed.gov/specialed/formsnotices/IEP/home.html).

4. Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) Development
Similar to the expectations for developing an IEP, collecting and analyzing data related to a behavior of concern (both formal and informal) and the development of appropriate interventions are necessary skills for student teachers to demonstrate during the Practicum experience. Unlike FBAs and BIPs developed during coursework, student teachers should work with the cooperating teacher to fully implement an intervention, making note of its success or altering it based on student performance. Additionally, the student teacher should work with the cooperating teacher to collaborate with parents/guardians, other teachers, administrators, and related service providers during the implementation. To document meeting this expectation, student teachers
must include the completed FBA and IEP that they helped to develop during the Practicum experience (with all identifying information removed) in their Practicum Binder.

Special Circumstances:
- In the case where a cooperating teacher does not feel that any of his or her students need an FBA/BIP (i.e., no students exhibit violent or threatening behavior), the student teacher should identify a student in the classroom or on their caseload who does exhibit some type of behavior that could use improvement. Experiencing the process of completing FBAs and BIPs is more important than the actual behavior of concern.
- In cases where student teaching is completed either “on-the-job” or as a long-term substitute in teaching positions outside of special education (for instance, as a science teacher who includes students with disabilities in his or her classes), the student teacher may either work with a member of the special education department to assist with the FBA/BIP development process or identify a student in his/her classroom who exhibits a behavior that could use improvement.
- If FBA/BIP forms are not available in the Practicum experience school or district for the student teacher to use, generic forms will be made available on the Practicum Seminar website.

5. Evidence of Collaboration
Effective collaboration with families, other special educators, general educators, instructional assistants/paraprofessionals, and related service providers is an essential skill for a student teacher to demonstrate. Student teachers should collect various forms of examples of their proficiency in collaborating to include in the Practicum Binder. Examples may include:
- A letter of introduction written at the beginning of the Practicum experience that is sent home with students in all of the classrooms in which the student teacher will be completing the Practicum experience (the letter should be reviewed by the cooperating teacher, the university supervisor, and/or an administrator for feedback)
- Certificates/agendas from professional development opportunities;
- A detailed summary of various meetings attended, including CSE meetings, child study meetings, planning meetings, etc. (summaries should not include any identifying information about students discussed);
- Lesson plans documenting collaboration with other teachers or instructional assistants/paraprofessionals during instruction

6. Evidence of Effective Instruction
Student teachers should identify an assortment of lesson plans that highlight their abilities as an effective special educator to include in the Practicum Binder. These do not need to be the lessons observed by the university supervisor.

7. Evidence of Readiness to Enter the Profession
Four documents must be included in the Practicum Binder to demonstrate the student teacher’s readiness to enter into the profession of special education. The first two, the professional teaching resume and list of references, should be evaluated by the cooperating teacher, an
administrator at the Practicum experience placement, and/or a representative from the Career Development Center at BU.

The third document is a **Statement of Teaching Philosophy**. To prepare for future interviews or for discussions with other professionals, student teachers should be prepared to summarize their teaching philosophy in 3-5 minutes. To meet this challenge, practicum students should write a 5-7 sentence statement describing their perspective on teaching, learning, and the inclusion of students with disabilities. The brevity of this expectation is purposeful and should be adhered to (i.e., please do not submit the 3-4 page teaching philosophy written in a previous teacher preparation program).

The final document is the **New York State Teaching Standards Essay** (see Appendix F for a list of the seven NYS Teaching Standards). This assignment is meant to guide reflection on the Practicum experience and to assist student teachers as they prepare for interviews with administrators as it helps them to gain familiarity with the standards. The essay should clearly articulate how the student teacher demonstrated meeting each standard through their teaching practice and professionalism during the practicum. An outline and additional instructions will be provided during seminar. Students who plan to move to another state following completion of the Practicum experience may choose to locate that state’s teaching standards and to write the essay aligned with their standards.

*Practicum Binders are due to the Practicum Seminar Leader no later than the final day of the Practicum experience.*
Capstone Intervention Project (CIP)

Ongoing assessment, evidence-based interventions, and problem-solving are essential skills for a professional special education teacher. Throughout coursework, students in the Special Education Program learn the importance and value of these skills, but have limited opportunities to demonstrate their capabilities independently. Therefore, the purpose of the CIP is twofold. First, it provides students an opportunity to demonstrate their skills and knowledge in a practical, hands-on way. Second, it serves as a summative evaluation of students completing the Practicum in Special Education. It provides a dynamic, authentic method for students to demonstrate the skills necessary of a special educator, such as:

- Identifying specific student and class-wide needs through a variety of informal assessments;
- Selecting appropriate, evidence-based methods for intervening to improve student outcomes;
- Collecting and analyzing data;
- Determining the effectiveness of an intervention and next steps; and
- Presenting data collected through a research paper and poster presentation.

Cooperating teachers are asked to support student teachers in a number of ways. First, cooperating teachers can help with the identification process by identifying for the student teacher an individual student, group of students, or whole class in need of intervention. Second, cooperating teachers can provide resources and feedback on potential evidence-based interventions that may be appropriate. Third, cooperating teachers can provide ongoing assistance and support on efficient and appropriate ways to collect and organize data. Last, cooperating teachers should support student teachers with the analysis of their findings, assisting them with drawing conclusions, and brainstorming ways to potentially increase/maintain the effectiveness of the intervention.

Student teachers will be provided support and feedback in all stages of the CIP process during the Practicum Seminar. Please note: there may be overlap in the IEP, the FBA/BIP, and the CIP. For instance, a cooperating teacher and a student teacher may identify a student in need of behavioral intervention for FBA/BIP who also needs an updated IEP. That student’s intervention may also become the focus of the CIP.

Final products of the CIP will be a research poster to be presented and evaluated by Special Education Program faculty members. The posters are shared at the end of the Practicum experience at the Annual Research Forum & Practicum Celebration hosted by the Special Education Program and GSE. The event provides an opportunity to highlight the significant work and effort put into the Practicum experience and the CIP. Cooperating teachers, administrators, and university supervisors are strongly encouraged to attend this event.
Grading of the Practicum Experience

The Practicum experience is graded either Satisfactory or Unsatisfactory, and every effort is made to assure that the practicum experience is successful for ALL participants. At the end of the semester, student teachers are asked to provide written feedback about satisfaction with their seminar, supervision, and practicum site. Cooperating Teachers are also asked to report their satisfaction with the experience. All feedback is anonymous or, if anonymity isn’t possible, responses are held in confidence (e.g., student feedback to University about practicum site). Cooperating teachers are encouraged to provide the University with feedback about adequacy of supervision, as well as student preparation for roles and responsibilities of special education teachers.
## Appendix A

### Special Education Program

#### Faculty Contact Information

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Contact Information</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth (Liz) Anderson, PhD</td>
<td>Office: AB-237&lt;br&gt;Phone: 607-777-3890&lt;br&gt;Fax: 607-777-3587&lt;br&gt;Email: <a href="mailto:eanders@binghamton.edu">eanders@binghamton.edu</a></td>
<td>• Young Children with Complex Learning, Psychosocial and Health Needs&lt;br&gt;• Interprofessional Education/Interprofessional Collaboration&lt;br&gt;• Interdisciplinary School-Based Services</td>
</tr>
<tr>
<td>Nicole Fenty, PhD</td>
<td>Office: AB-236&lt;br&gt;Phone: 607-777-4169&lt;br&gt;Fax: 607-777-3587&lt;br&gt;Email: <a href="mailto:nfenty@binghamton.edu">nfenty@binghamton.edu</a></td>
<td>• Content literacy and special education&lt;br&gt;• Teacher education and special education&lt;br&gt;• Learning and behavior disorders</td>
</tr>
<tr>
<td>Candace Mulcahy, PhD</td>
<td>Office: AB-235&lt;br&gt;Phone: 607-777-6693&lt;br&gt;Fax: 607-777-3587&lt;br&gt;Email: <a href="mailto:cmulcahy@binghamton.edu">cmulcahy@binghamton.edu</a></td>
<td>• Education of youth at risk for, and involved with the juvenile delinquency system&lt;br&gt;• Academic instruction for secondary students with emotional and behavioral disorders</td>
</tr>
<tr>
<td>Loretta (Lucky) Mason-Williams, PhD</td>
<td>Office: AB-230A&lt;br&gt;Phone: 607-777-3330&lt;br&gt;Fax: 607-777-3587&lt;br&gt;Email: <a href="mailto:lmason-williams@binghamton.edu">lmason-williams@binghamton.edu</a></td>
<td>• Special education teacher preparation, recruitment, retention, and distribution&lt;br&gt;• Secondary data analysis&lt;br&gt;• Economics of Education</td>
</tr>
<tr>
<td>Michael Rozalski, PhD</td>
<td>Office: AB-236&lt;br&gt;Phone: 607-777-3330&lt;br&gt;Fax: 607-777-3587&lt;br&gt;Email: <a href="mailto:rozalski@binghamton.edu">rozalski@binghamton.edu</a></td>
<td>• Classroom and School-Wide Behavior Supports&lt;br&gt;• Legal Issues Related to Students With Disabilities&lt;br&gt;• Violence Prevention</td>
</tr>
</tbody>
</table>
**Appendix B**

**Childhood, Early Childhood, & Special Education Program**  
*Pre-Service Educators*

**PLAN OF STUDY & TEACHING PORTFOLIO REQUIREMENTS**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>ELED 502</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td></td>
<td>ELED 510</td>
<td>Elementary Social Studies Curriculum</td>
</tr>
<tr>
<td></td>
<td>LTRC 515</td>
<td>Current Research &amp; Practice in Literacy</td>
</tr>
<tr>
<td></td>
<td>SPED 501</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
<td>one full day/week</td>
</tr>
<tr>
<td>Winter 1</td>
<td>ELED 507</td>
<td>Elementary School Science</td>
</tr>
<tr>
<td>Spring 1</td>
<td>ELED 503</td>
<td>Curriculum and Teaching in the Elementary Grades</td>
</tr>
<tr>
<td></td>
<td>ELED 540</td>
<td>Elementary School Mathematics</td>
</tr>
<tr>
<td></td>
<td>LTRC 518</td>
<td>Literacy Assessment and Teaching</td>
</tr>
<tr>
<td></td>
<td>SPED 529</td>
<td>Strategies for Inclusive Elementary Classrooms</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
<td>one full day/week</td>
</tr>
<tr>
<td>Summer 1</td>
<td>ECED 501</td>
<td>Developmentally Appropriate Practice (6 credits)</td>
</tr>
<tr>
<td></td>
<td>ECED 590</td>
<td>Practicum in Early Childhood Education (2 credits)</td>
</tr>
<tr>
<td>Fall 2</td>
<td>ELED 590</td>
<td>Pre-Service Practicum in Childhood Education</td>
</tr>
<tr>
<td></td>
<td>ELED 591</td>
<td>Practicum Seminar</td>
</tr>
<tr>
<td></td>
<td>SPED 521</td>
<td>Positive Approaches to Behavior Intervention</td>
</tr>
<tr>
<td>Winter 2</td>
<td>SPED 509</td>
<td>Teaching Students with Developmental Disabilities in Inclusive Schools</td>
</tr>
<tr>
<td>Spring 2</td>
<td>SPED 522</td>
<td>Collaboration with Families and Staff</td>
</tr>
<tr>
<td></td>
<td>SPED 523</td>
<td>Special Education Assessment</td>
</tr>
<tr>
<td></td>
<td>SPED 590</td>
<td>Pre-Service Practicum &amp; Seminar in Special Education</td>
</tr>
</tbody>
</table>

All courses are 4 credits, except where noted.  
Spring & Fall courses meet one evening per week.  
Winter courses meet about 40 hours distributed over 3 weeks.
Teaching Portfolio Requirements

The final Portfolio for students in the Childhood & Early Childhood Education program consists of two components: a selection of student work and a reflective essay.

Selected Work: The portfolio includes a series of artifacts that demonstrate students’ knowledge and experience working with children in elementary school classrooms, in early childhood settings, and in the specialization area (literacy or special education). This collection of artifacts should be uploaded into a digital format (e.g., DVD, thumb drive, website). The purpose of this project is to help students review and make meaning of the program as they make the move from graduate student to professional educator.

At least two artifacts need to be included to demonstrate competency in each of the following areas:

- Elementary Education
- Early Childhood Education
- Specialization Area (Literacy or Special Education).

Suggested artifacts include:

- Lesson plans (with all accompanying materials)
- Unit plans
- Papers from courses
- Individualized instructional plans
- Assessment and analysis of student work
- Collaboration with instructional team, families and/or community

The Reflective Essay: The purpose of the reflective essay is for students to demonstrate their ability to synthesize their coursework and fieldwork into a coherent and compelling piece of writing of some 5-7 pages (excluding references). In the essay, each student will

- a) choose from a list of possible topics (or propose a topic to be signed off by the advisor);
- b) draw from the range of ideas/experiences across their programs, including their artifacts;
- c) write in a clear, coherent, and polished manner with references in APA format.

Possible essay topics:

1. Teaching, Learning, and Assessment: Trace the development of your thinking about these three elements of classroom practice from your introduction to the program through the coursework and into your practicum.

2. Children and Education: Reflect on the ongoing debates about the nature of educating children, the value of and balance between teacher-centered and student-centered approaches, and/or the possibilities and challenges of educating all children in rich and ambitious ways.

3. My Growth as a Teacher: Reflect on the development of your strengths as a teacher, the challenges you continue to face, and the supports you expect to need in order to grow professionally.

4. Letter to Commissioner Steiner: Write a letter that you could imagine sending to David Steiner, the New York Commissioner of Education, outlining your thoughts about where the education of children has succeeded, where it has failed, and where you believe it needs to go in the next 5-10 years.
Appendix C

Special Education Programs

In-Service Educators

PLANS OF STUDY

Early Childhood Special Education
(Birth to Grade 2)

Pre-Requisite
SPED 501  Introduction to Special Education (or equivalent)

Required Courses
SPED 504  Educational Programs for Young Children
SPED 506  Early Language and Emergent Literacy
SPED 521  Positive Behavior Intervention
SPED 522  Collaboration with Families and Staff
SPED 523  Special Education Assessment
SPED 528  Special Education Technology
SPED 541  Instructional Approaches for Inclusive Elementary Classrooms
SPED 564  Educating Students with Severe Disabilities in Inclusive Settings
SPED 595  In-service Practicum and Seminar in Special Education

Childhood Special Education
(Grades 1-6)

Pre-Requisite
SPED 501  Introduction to Special Education (or equivalent)

Required Courses
SPED 521  Positive Behavior Intervention
SPED 522  Collaboration with Families and Staff
SPED 523  Special Education Assessment
SPED 528  Special Education Technology
SPED 541  Instructional Approaches for Inclusive Elementary Classrooms
SPED 564  Educating Students with Severe Disabilities in Inclusive Settings
SPED 595  In-service Practicum and Seminar in Special Education

Electives
Two electives are selected in consultation with the advisor.

Please Note:
Teachers eligible for Early Childhood and Childhood Special Education complete the Plan of Study above, replacing the two (2) required electives with SPED 504 and SPED.

Revised November 2012
Adolescence Special Education  
(Grades 7-12)

**Pre-Requisite**
SPED 501 Introduction to Special Education (or equivalent)

**Required Courses**
- SPED 521 Positive Behavior Intervention
- SPED 522 Collaboration with Families and Staff
- SPED 523 Special Education Assessment
- SPED 526 Teaching Students with Learning Disabilities at the Secondary Level
- SPED 528 Special Education Technology
- SPED 564 Educating Students with Severe Disabilities in Inclusive Settings
- SPED 595 In-service Practicum and Seminar in Special Education

**Electives**
Two electives selected in consultation with the advisor.

---

**Additional Information:**
- All Courses are 4 credits
- All required courses meet one evening per week during the academic year, except SPED 504 and SPED 506 (required for Early Childhood), which meet during the summer.
- Teachers in these programs seek certification in Special Education *in addition to* the teaching certificates they already hold
- Admission to these programs requires completion of all requirements for teacher certification, including -
  - Fingerprinting
  - Child Abuse and SAVE workshops
  - New York State Teacher Certification Exams relevant to their certificate(s)
  (unless coming from another state)
Appendix D

BU Special Education Program Competencies

A candidate demonstrates meeting the competencies through the successful completion of all coursework, the Practicum, and the Capstone Intervention Project.

The Integration of Theory, Research, and/or Legal Foundations. The use of theory, research, and/or legal foundations is critical to all aspects of the professional practice of teaching. Students must be able to demonstrate that what they do and how they think are grounded in the body of knowledge of education, related social sciences, and state/federal law. This is accomplished through discussion of and reference to published theory, research, and law as it relates to your own practice.

Diversity. Awareness and responsiveness to diversity in race, class, gender, culture and language are essential to becoming an effective teacher. Although these issues impact on all aspects of education, they have particular relevance to educators working with children identified as having special educational needs. This requires individuals to identify and address issues of diversity and their specific relationship to special education.

Collaboration with Staff. Successful collaboration with a general education teacher and/or related service provider(s) is essential for a well-coordinated, student-centered educational program. Collaboration involves the following aspects: communication about student performance and instructional strategies, collaborative lesson planning, role release, and cooperative or team teaching.

Collaboration with Families. Working together with families in the education of children and youth is seen as an important component of good teacher practice. Graduates of this program must demonstrate that they are able to undertake direct interaction in shared decision making on a co-equal basis with the parent(s) or surrogate parent(s) of a student as they work toward mutually acceptable goals. Collaboration occurs during formal IEP/transition planning, as well as in day-to-day practice and interactions.

Least Restrictive Environment. A challenge for all teachers is to help ensure that all children and youth with disabilities have opportunities for education with students who are not disabled, and that special education, including supplementary aids and services, is designed to support students in those integrated settings, in keeping with state and federal law. Addressing the LRE requirement may involve a range of strategies, such as designing a transition plan, assessing regular education environments, designing supports needed for student success in integrated settings, and/or directly providing those supports in collaboration with other members of the educational team.

Assessment and IEP Development. Special educators interpret normative and content-based assessments, administer a variety of diagnostic evaluations, construct assessments to evaluate student progress, identify and implement appropriate testing modifications and
accommodations, and use assessment information to develop and provide appropriate programs and services through the Individualized Education Program (IEP) process. To be complete, an IEP must include present levels of performance; annual goals and short-term instructional objectives; evaluation criteria; description of appropriate programs and services in the least restrictive environment (LRE); timelines for all services; and other guidelines for providing related services, adaptive devices, instructional technology, and testing modifications. These components should be logically related to one another and to assessment results, and written in language that all team members can understand.

**Instruction.** Special educators provide standards-based instruction tailored to meet the unique strengths and needs of their students by infusing evidence-based practices, assistive and instructional technology, and IEP goals. Documentation of effective instruction will include demonstration of activities the individual planned and developed for a heterogeneous group of students. Lesson plans must demonstrate the relationship between the IEP, the New York State Standards, and the Common Core.

**Conflict-Resolution/Problem-Solving/Positive Behavior Intervention.** Conflict-resolution, problem-solving, and positive behavior intervention involving teachers, other professionals, students, and/or parents is fundamental to dealing with the complexities of today’s schools. These approaches involve similar processes, including identification and ownership of the issue; a sensitivity to issues of power and control; application of a conflict resolution, problem-solving, or positive behavior intervention paradigm; and evaluation of results with a plan for follow-up action.

**Special Education Technology.** Special educators use a variety of assistive and instructional technologies to support individual learners and to promote learning. Technology in Special Education encompasses many different applications that support universal design and access including, but not limited to, computer software design, computer assisted instruction, computer curriculum adaptations, hardware modifications, assistive devices, augmentative communication, language technology (e.g., computer translation of print to Braille), video and multi-media applications, and information networking.
Appendix E

Council for Exceptional Children (CEC)
Standards for Professional Practice

Professionals in Relation to Persons with Exceptionalities and Their Families

Instructional Responsibilities
Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

(1) Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.
(2) Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
(3) Create safe and effective learning environments, which contribute to fulfillment of needs, stimulation of learning, and self-concept.
(4) Maintain class size and caseloads that are conducive to meeting the individual instructional needs of individuals with exceptionalities.
(5) Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
(6) Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
(7) Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.
(8) Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior
Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

(1) Apply only those disciplinary methods and behavioral procedures, which they have been instructed to use, and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.
(2) Clearly specify the goals and objectives for behavior management practices in the persons’ with exceptionalities individualized education program.
(3) Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
(4) Take adequate measures to discourage, prevent, and intervene when a colleague’s behavior is perceived as being detrimental to exceptional students.
(5) Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.
Support Procedures
Professionals:
(1) Seek adequate instruction and supervision before they are required to perform support services for which they have not been prepared previously.
(2) May administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician’s name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.
(3) Note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships
Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:
(1) Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
(2) Seek and use parents’ knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
(3) Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.
(4) Extend opportunities for parent education utilizing accurate information and professional methods.
(5) Inform parents of the educational rights of their children and of any proposed or actual practices, which violate those rights.
(6) Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.
(7) Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy
Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:
(1) Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.
(2) Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
(3) Document and objectively report to one’s supervisors or administrators inadequacies in resources and promote appropriate corrective action.
(4) Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
(5) Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.
Professionals in Relation to Employment

Certification and Qualification
Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment
(1) Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
(2) Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.
(3) Professionals give notice consistent with local education agency policies when intending to leave employment.
(4) Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.
(5) Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.
(6) Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.
(7) Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
(8) Professionals respond objectively when requested to evaluate applicants seeking employment.
(9) Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role
(1) Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.
(2) Professionals promote educational quality and intra- and interprofessional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.
(3) Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.
(4) Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.
(5) The administration and supervision of special education professionals provides for clear lines of accountability.
(6) The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Revised November 2012
Professional Development

(1) Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as inservice training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
(2) Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
(3) Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals

The Profession

(1) Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.
(2) Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.
(3) Special education professionals refrain from using professional relationships with students and parents for personal advantage.
(4) Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.
(5) Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities.

They:

- Adopt procedures that protect the rights and welfare of subjects participating in the research.
- Interpret and publish research results with accuracy and a high quality of scholarship.
- Support a cessation of the use of any research procedure that may result in undesirable consequences for the participant.
- Exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

(1) Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.
(2) Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and
their limitations as persons in a democratic society.
(3) Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may not occur.
(4) Provide consultation and assistance, where appropriate, to both general and special educators as well as other school personnel serving persons with exceptionalities.
(5) Provide consultation and assistance, where appropriate, to professionals in nonschool settings serving persons with exceptionalities.
(6) Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.
Appendix F

New York State Teaching Standards

I. Knowledge of Students and Student Learning- Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

II. Knowledge of Content and Instructional Planning- Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

III. Instructional Practice- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

IV. Learning Environment- Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

V. Assessment for Student Learning- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

VI. Professional Responsibilities and Collaboration- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

VII. Professional Growth- Teachers set informed goals and strive for continuous professional growth.
Appendix G

BU Graduate School of Education
Dispositional Statements

1. My appearance and grooming are appropriate for school settings.
2. I demonstrate a strong work ethic.
3. I respond positively to critical feedback from others.
4. I demonstrate academic honesty.
5. I maintain confidentiality.
6. I am accountable for my actions, words, decisions, and public image.
7. I adapt well to changing/unforeseen circumstances.
8. I anticipate and balance multiple and competing demands.
9. I am punctual to academic and professional activities and events.
10. I am prepared for my classes.
11. I make thoughtful contributions in my classes and fieldwork.
12. I collaborate with classmates and school personnel.
13. I demonstrate respect for diversity in background (race, ethnicity, language), sexual orientation, religious beliefs, and ability.
14. My “tone” is appropriate for the context (professional setting vs casual setting)
15. I use vocabulary that conveys my intended meaning.
16. I speak and write in an organized and logical manner.
17. I know and follow conventional rules of grammar and usage.
18. I use proper punctuation.
19. I use the spellchecker to check and correct my written work.
20. Then I proofread to check and correct errors in my written work.
21. I apply APA style to cite and list references.
22. I give proper credit for the work of others.
23. My assignments are complete.
24. My assignments are turned in on time.
25. My assignments are thoughtful.
26. My assignments demonstrate understanding of content and methods
Appendix H

Suggested Format for Lesson Planning
### Lesson Plan Chart Form

**Binghamton University**

**Teacher Name:**

**Subject:**

**Lesson Topic:**

**Unit:**

**Date:**

**Grade Level:**

**Time Estimate:**

**Group Size:**

## I. Overall Rationale and Goal


## II. Preparation

<table>
<thead>
<tr>
<th>Measurable Lesson Objective(s)</th>
<th>NYS Common Core Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Objectives</th>
<th>Prerequisite Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources and Student Materials</th>
<th>AT and IT Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

*Meeting Diverse Needs:* Modifications & Accommodations (include objectives), Enrichment Activities, Specific Individualized Strategies

<table>
<thead>
<tr>
<th>Arrangement of Physical Space &amp; Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
</tbody>
</table>
### III. Procedures

#### Anticipatory Set / Introduction

<table>
<thead>
<tr>
<th>Steps</th>
<th>Key Questions, Comments, Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

#### Body of Lesson (Include Guided & Independent Practice)

<table>
<thead>
<tr>
<th>Steps (Decreasing levels of support?)</th>
<th>Key Questions, Comments, Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

#### Closure / Concluding Activity

<table>
<thead>
<tr>
<th>Steps</th>
<th>Key Questions, Comments, Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

#### IV. Follow-Up/Extension Activities

•
## II. Assessment (Include samples of rubrics, worksheets, class monitoring form or data collection sheet, etc)

<table>
<thead>
<tr>
<th>Of Student Learning</th>
<th>Of Teaching Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How will you evaluate the objective?</em></td>
<td><em>Preparation and Delivery</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there a need to re-teach? If yes, to the group or portion?</th>
<th>What will I do differently next time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
Appendix I

Special Education Program Observation Form
Graduate School of Education: Special Education Program
Practicum/Student Teaching Observation Form
Binghamton University

University Supervisor:
Student:
Cooperating Teacher:

Date: Grade Level(s): Content Area:
School:
Classroom Setting:
Observation: □ 1st □ 2nd □ 3rd □

Was a post-observation conference conducted to discuss this observation? □ Yes □ No
*A post-observation conference MUST be conducted for at least 2 observations.

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>-</th>
<th>√</th>
<th>+</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student needs to address this skill</td>
<td>Student demonstrated the skill at an acceptable level</td>
<td>Student demonstrated the skill at an exceptional level</td>
<td>Not Observed</td>
</tr>
</tbody>
</table>

New York State Teaching Standards- CEC Standards

I. Knowledge of Students and Student Learning- Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. (CEC: 1- Foundations, 2- Development and Characteristics of Learners)

II. Knowledge of Content and Instructional Planning- Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. (CEC: 3- Individual Learning Differences)

III. Instructional Practice- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. (CEC: 4- Instructional Strategies, 7- Instructional Planning)
<table>
<thead>
<tr>
<th>New York State Teaching Standards- CEC Standards</th>
<th>Skill Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV. Learning Environment</strong>- Teachers work with all students to create a dynamic learning environment that supports achievement and growth. (CEC: 5- Learning Environments and Social Interactions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V. Assessment for Student Learning</strong>- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. (CEC: 6- Language, 8- Assessment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VI. Professional Responsibilities and Collaboration</strong>- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. (CEC: 9- Professional and Ethical Practice, 10- Collaboration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VII. Professional Growth</strong>- Teachers set informed goals and strive for continuous professional growth. (CEC- NA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Concerns related to the BU Dispositions? □ No □ Yes, Please Explain:**

**Summary Comments:**

**Suggestions:**

•

**Signature:**

**Date:**

**Copies provided to:**

□ Student
□ Cooperating Teacher (as appropriate)
□ University Supervisor

Revised November 2012
Appendix J

Practicum Student Evaluation
(condensed – for discussion only)

This condensed version is provided as a guide for discussion with your Practicum Student. Full length versions of appropriate forms will be distributed to Practicum Students and Cooperating Teachers near the end of the semester.

Please use the scale below to rate the Practicum Student according to your expectations of a student with this level of coursework and teaching experience.

- 5 = Outstanding: consistently exceeds my expectations for a student with this education and experience
- 4 = Good: often exceeds my expectations for a student with this education and experience
- 3 = Competent: meets my basic expectations
- 2 = Weak: meets some of my expectations but many weaknesses are evident
- 1 = Unsatisfactory: fails to meet my expectations for a student with this education and experience

NB = No Basis for Judgment

Subject Matter (Content Knowledge)
✓ Knows the content/subject(s) she/he is teaching.
✓ Uses a variety of strategies to acquire new information related to the subject matter.
✓ Knows multicultural/diverse perspectives, sources, and materials related to the subject matter.
✓ Knows the appropriate use of technologies related to the subject matter.

Instructional Methods and Planning
✓ Converts subject matter knowledge into compelling lessons that meet the needs of a wide range of students.
✓ Knows a variety of assessment strategies to evaluate student learning and inform instructional planning.
✓ Uses a variety of strategies to acquire new information related to instructional methods and planning.
✓ Addresses multicultural/diverse perspectives and needs when planning lesson content and methods.
✓ Knows appropriate forms and applications of technologies for teaching the curriculum.
✓ Plans appropriate classroom management strategies to gain and maintain student cooperation and to create a caring, effective learning environment.

Teaching Skill (Implementation)
✓ Teaches effective lessons based on knowledge of subject matter and instructional methods.
✓ Uses a variety of assessment strategies to evaluate student learning and inform instructional planning.
✓ Uses a variety of strategies to improve teaching skills.
✓ Respects, responds to, and integrates multicultural/diverse perspectives.
✓ Incorporates appropriate technologies into instruction.
✓ Uses appropriate classroom management strategies to gain and maintain student cooperation and to create a caring, effective learning environment.

**Professionalism**

✓ Demonstrates professional appearance and behavior (e.g., appearance, preparedness, initiative).
✓ Demonstrates professional relationships with students and staff.

**Based on performance to date, this student appears to be on track to be recommended for certification to teach her/his subject area.**
Guidelines for Completing the Practicum Student Evaluation

Binghamton’s School of Education offers graduate programs for pre-service students to enter teaching and for certified teachers to expand their understanding of education. Both pre-service and in-service students have varied life experiences that influence their performance. When completing the ratings, cooperating teachers and university supervisors should consider each practicum student’s progress toward his or her graduate degree, prior experience as a teacher or student teacher, other life experiences, as well as expectations of entry-level teachers.

Subject Matter Knowledge
All practicum students are expected to have a firm understanding of their subject matter. Up through grade 6, subject matter knowledge should be broad; in grades 7-12, subject matter knowledge is discipline-focused. Experienced teachers would be expected to have greater knowledge than novice teachers; teachers with more life experience may also bring greater knowledge. One aspect of this knowledge is understanding of diverse perspectives in the field of study (e.g., causes of climate change) and of students from diverse backgrounds (e.g., students from indigenous vs. immigrant families; from low vs. high socio-economic status). Practicum students may bring knowledge of resources that reflect varied perspectives or, if not, they know strategies to access relevant resources. Practicum students also know the technology related to their fields, ranging from low-tech (e.g., math manipulatives, visual timers) to high-tech (computer software, smart boards). Practicum students are also expected to know a variety of strategies to remain current in their field.

Instructional Methods and Planning
Practicum students should be able to use their knowledge of subject matter, as described above, and pedagogy to plan for student assessment, curricular content, and instruction appropriate to the ages and abilities of their students. Practicum students should know a variety of assessment strategies, both formal and informal, and how to use them to evaluate student learning and inform planning. Plans for assessment and instruction should reflect understanding of and respect for their students’ diverse perspectives, abilities, and needs. Novice teachers are likely to need more support and/or more time than experienced teachers to plan appropriate lessons and assessments, especially when groups have a large range of abilities and needs. Practicum students, especially inexperienced teachers, also need to plan for how they will gain and maintain student engagement to create caring and effective learning environments. Practicum students should be able to select appropriate forms and applications of technology for their instruction. They are also expected to locate and use new resources as they plan their lessons and assessments.

Teaching Skill
Practicum students should be able to teach lessons that reflect their knowledge of subject matter and instructional methods. They should be able to teach a wide range of students, respecting and responding to students’ individual differences, adjusting their “style” to gain and maintain student engagement and to create caring and effective learning environments and using a variety of instructional materials and technologies to support instruction. The same level of competence is not expected from novice teachers as from experienced teachers, nor in a first practicum compared with a second practicum. All practicum students are expected to demonstrate strategies for their lifelong learning and to maintain and/or increase competence as teachers.

Professionalism
All practicum students, regardless of experience, are expected to demonstrate the highest level of professionalism in their appearance, behavior, and relationships. This includes, but is not limited to, appropriate dress and interactions, being on time, being prepared, taking initiative without over-stepping boundaries, and notifying the cooperating teacher and/or university supervisor of problems.
## Appendix K

**Practicum Binder Checklist**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Meets Requirements</th>
<th>Please Resubmit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Matrix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBA &amp; BIP Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Effective Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Readiness to Enter the Profession</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional Teaching Resume &amp; References</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Statement of Teaching Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NYS Teaching Standards Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix L

Example IEP Matrix
<table>
<thead>
<tr>
<th>Accommodations</th>
<th>A.S.</th>
<th>T.G.</th>
<th>M.T.</th>
<th>N.T.</th>
<th>G.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Read</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Time</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Test administered in a location with minimal distractions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Use of calculator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waive paragraph requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waive punctuations assignments</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Waive spelling requirements</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Directions read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised test directions</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>On-task focusing prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of scribe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of multiplication chart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Goals</th>
<th>A.S.</th>
<th>T.G.</th>
<th>M.T.</th>
<th>N.T.</th>
<th>G.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer comprehensive questions relating to various text at reading level</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Compose a structured paragraph including grammatically correct sentences, capitalization, and punctuation.</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count change and record correct amount</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Solve subtraction problems with regrouping</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate social interactions with peers &amp; adults</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will refrain from negative attention seeking</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will write 5 sentences including grammatically correct sentences, capitalization, and punctuation.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Work independently of staff after lessons have been taught</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write 6 sentences including grammatically correct sentences, capitalization, and punctuation.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will make good choices while in presence of peers</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will be able to problem solve with staff</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### IEP Goals Continued. . .

<table>
<thead>
<tr>
<th>IEP Goals Continued. . .</th>
<th>Student’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify 35 out of 40 words from Dolch 1st grade word list</td>
<td>A.S.</td>
</tr>
<tr>
<td>Complete writing prompt with up to 4 grammatically correct sentences</td>
<td>x</td>
</tr>
<tr>
<td>Refrain from being verbally and physically aggressive towards staff and peers</td>
<td>x</td>
</tr>
<tr>
<td>Develop &amp; utilize effective coping strategies</td>
<td>x</td>
</tr>
<tr>
<td>Increase identification of sight words at 1st grade level</td>
<td>x</td>
</tr>
<tr>
<td>Write first and last name, with correct upper and lower case letters</td>
<td>x</td>
</tr>
<tr>
<td>Will copy home address in under ten minutes</td>
<td>x</td>
</tr>
<tr>
<td>Solve ten basic subtraction problems using a number line in twenty minutes</td>
<td>x</td>
</tr>
<tr>
<td>Follow daily communication schedule with moderate assistance</td>
<td>x</td>
</tr>
<tr>
<td>Transition into new experiences when given two verbal prompts, within five minutes</td>
<td>x</td>
</tr>
<tr>
<td>Identify when he feels anxious or nervous</td>
<td>x</td>
</tr>
<tr>
<td>State elapsed time down to the minute</td>
<td>x</td>
</tr>
<tr>
<td>Follow directions from adults at first request in a polite manner (i.e. no yelling, whining, arguing, throwing, or stomping)</td>
<td>x</td>
</tr>
<tr>
<td>Discriminate between familiar people &amp; strangers</td>
<td>x</td>
</tr>
</tbody>
</table>

*All names have been changed to protect the identity of the student*