The Special Education Program
Student Teaching Handbook

A Guide for Administrators, Cooperating Teachers, University Supervisors, & Student Teachers
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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. The Special Education Program faculty truly appreciates the mentorship 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.

Teaching is a multi-faceted activity and a cooperating teacher must be able to impart professional knowledge to student teachers on a wide range of tasks. However, the most important goal for any teacher is to promote student learning, and it is therefore necessary for the student teacher to be placed in a classroom in which the cooperating teacher excels in that task. The capacity to mentor an adult is also critical, with skills in observation, providing feedback, holding professional conversations, and working collaboratively. Not every highly effective teacher can mentor an adult.

As a program, the Special Education faculty members at BU realize the value of recruiting exemplary cooperative teachers who excel as instructors and can also mentor our teaching candidates. We are committed to recruiting highly effective teachers who have demonstrated their positive impact on student achievement and who have also demonstrated the ability to mentor an adult.

We hope this handbook will provide you with the necessary information and resources to provide this mentorship. The Student Teaching Handbook is a “work in progress” and we appreciate any feedback you may have to offer about its content and form, clarity, and completeness. Our program and coursework, including student teaching and field placements, are modified regularly based on ongoing program review and in response to NYS 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.

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

Sincerely,

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Overview of the Master’s Programs in Special Education in the Graduate School of Education at Binghamton University

Binghamton University’s (BU) graduate programs in Special Education are designed to prepare individuals to teach students with diverse learning abilities and disabilities. The coursework, ongoing fieldwork, and practicum experiences prepare our students to assess, design instruction, and teach children with diverse abilities and needs. There are 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, BU’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. The 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 continuous, 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.

The Special Education Program

The second program is designed for in-service educators or those individuals who already hold certification in a content area. Successful completion of this program 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), Childhood Special Education (Grades 1-6), or Adolescent Special Education (Grades 7-12).

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 a general education classroom, 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 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 list of required courses 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 educators 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, as well. 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 10-12 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 members 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. This 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 weekly seminar, 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 complete the appropriate sections of the Student Teaching Application 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.
To assist on-the-job and long-term substitute teachers with meeting these expectations, we ask that they identify a mentor from their school building. This individual should be a special educator, or someone with significant knowledge of special education, willing to assist the student in a number of ways. Specifically, the mentor teacher should:

- Engage him/her in the IEP process to the greatest extent possible for at least one student. This may include collecting data, drafting present levels of performance and IEP goals, and participating in the IEP meeting. We understand that due to scheduling constraints not all of this may be possible, however as he/she will be certified as a special educator at the completion of the program, gaining as much experience as possible will be extremely beneficial. Also, we anticipate that he/she will be engaged in writing DRAFTS, not the “official” documents.

- Assist them with the FBA/BIP process. While we recognize that not all districts see this as a responsibility of the special educator, it is considered by the Council for Exceptional Children (CEC) one of the competencies expected of a novice special educator. Again, this can be a draft and the focus does not need to be a student with a disability (preferably it would be a student in the teacher’s classroom). We simply ask that you be a “go to” at the school for assistance and additional resources.

- Occasionally consult with him/her around issues of instruction and observe and provide feedback to your colleague at least once during the semester. Specifically, the university supervisors will be looking to see that he/she is differentiating their instruction, collecting data on student IEP goals, and providing appropriate accommodations. Any suggestions or support you can provide around how to do this effectively and efficiently would be appreciated. No official form needs to be completed or submitted to BU, however, the form that the university supervisors’ use will be made available for your use.

- Attend at least one meeting with the student teacher and the university supervisor to provide feedback about the student teacher and the extent to which they demonstrated the competencies and dispositions expected of special educators.

On-the-job and long-term substitute teachers will be given a Mentor Teacher Agreement Form to be completed within the first few weeks of placement. The form should be signed by both the mentor teacher and an administrator in the building.

### Practicum Experience Responsibilities

Student Teachers 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.

### Responsibilities of the Student Teacher

1. **Become a member of the school team by:**
   - Demonstrating enthusiasm, eagerness to learn, and professionalism at all times!
• Attending formal & informal orientations, professional development opportunities, and school or team meetings at the practicum site.
• Abiding by all school policies, standards, and procedures.
• Setting daily arrival & departure times with cooperating teacher.

2. **Demonstrating the skills, knowledge, and abilities of a Special Educator by:**

   • Attending the practicum placement daily, following the placement school district’s calendar (**not** the BU calendar).
   • Participating in planning meetings with cooperating teacher and taking an active role in the planning and execution of lessons in the classroom, gradually assuming greater responsibility.
   • Preparing adequately for lessons taught to students and providing the lesson information and details **in advance** to the cooperating teacher.
   • Scheduling observations by the university supervisor for **at least** three (3) lessons, including time for post-observation conferences.
   • Providing the 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).
   • Accepting all planning and teaching responsibilities for **at least** one full week (preferably two or more weeks).
   • Participating in special education-related or teaching-related experiences (for example, attend IEP meetings, CSE meetings, student assessment, behavior intervention planning, professional development opportunities, etc.).
   • Reflecting on planning & teaching.
   • Participating in discussions of performance with cooperating teacher and university supervisor; accepting critical feedback and using this information to improve teaching performance.
   • Attending & actively participating in the weekly seminar.
   • Completing the Mid-Point Self-Assessment (see Appendix H) and providing a copy to the cooperating teacher and the university supervisor **prior to the second observation**.
   • Completing the Student Teacher Evaluation (online) at end of Practicum and bringing a copy to the final conference.
   • Arranging the final conference with cooperating teacher and university supervisor to discuss Student Teacher Evaluations and other aspects of practicum.
   • Submitting the Practicum Binder following completion of the Practicum experience.
   • Completing the Capstone Intervention Project and publishing results during Special Education Research Forum.

**Responsibilities of the Cooperating Teacher**

*Most important role: mentor, support, & encourage the student teacher!*

1. **Welcoming the Student Teacher to your classroom and your school by:**

   • Introducing student teacher to administrator(s), office staff, teaching team, etc.
• Orienting student teacher to school building and classroom(s).
• Communicating school policies, standards, and procedures to the Student Teacher.
• Setting daily arrival & departure times with student teacher.
• Establishing regular time(s) for planning with & giving feedback to student teacher.
• Involving the Student Teacher in scheduling, teaching & planning, gradually shifting responsibility

2. Supervising and modeling daily activities of the Student Teacher, such as:
   • Demonstrating and discussing lessons with the student regarding specific focus areas.
   • Engaging in daily feedback and coaching conferences with frequent positive reinforcement on an essential element or technique.
   • Regularly observing the student teacher.
   • Giving suggestions for flexibility in planning.
   • Accepting a differing teaching style or technique other than your own.
   • Requiring and examining lesson plans prior to the day of teaching, and providing feedback and suggestions to the Student Teacher on the prepared instruction.
   • Requiring detailed lesson plans at the beginning and phasing-out to briefs plans towards the end of student teaching.
   • Engaging in frequent conferences with the University Supervisor regarding progress of the Student Teacher.
   • Being available at the school site in case of an emergency when the Student Teacher has full responsibility for the classroom.
   • Delegating all responsibilities for planning & teaching to student teacher for at least one full week (preferably two or more weeks).
   • Facilitating opportunities for the Student Teacher to have other special education-related experiences, e.g., IEP development, CSE meetings, student assessment, and behavior intervention planning
   • Assisting the Student Teacher with the videotaping of at least one lesson for review with the student teacher and to be shared during the Practicum Seminar.
   • Working with the Student Teacher to conduct at least one fidelity check of their CIP intervention.

3. Solving classroom situations which may arise during the student experience, such as:
   • Working with the Student Teacher to solve the problem.
   • Advising action that may prevent a problem that may develop in not checked.
   • Informing the University Supervisor of any problems that arise in a timely manner.
   • Working collaboratively to resolve problems with the University Supervisor and the Student Teacher.

4. Holding scheduled as well as informal conferences with the Student Teacher, including:
• Providing specific coaching feedback/suggestions following observations.
• Creating a supportive atmosphere.
• Facilitating the Student Teacher’s self-reflection.
• Providing specific reinforcements.
• Prioritizing the Student Teacher’s areas for professional growth (e.g., working on the one or two most crucial).
• Helping the Student Teacher to establish goals, develop strategies for implementation, and determine progress.
• Collaborating on long- and short-term planning.

5. Evaluating the Student Teacher:
• Providing the Student Teacher with ongoing, concrete feedback on performance.
• Observing and conferencing regularly, reviewing the Student Teacher’s daily lesson plans, and assessing student work and progress with the Student Teacher.
• Assisting the Student Teacher in identifying needs through coaching.
• Modeling continuous goal-setting and assessments.
• Providing written feedback to the Student Teacher by completing the Mid-point Evaluation Form (see Appendix H) and sharing this information with the Student Teacher.
• Participating in at least two of the post-observation conferences with university supervisor and student teacher (one must be the final observation).
• Providing written feedback to the student teacher and to the special education program through the Student Teacher Evaluation form (completed online). This should be completed prior to the final observation.

Responsibilities of the University Supervisor
• Mentor, support, & encourage the student teacher!
• Serve as the primary liaison between the schools and the university.
• Serve as a resource for the cooperating teacher and the student teacher.
• Initiate contact with the cooperating teacher, principal, & other school personnel.
• Communicate program expectations to cooperating teacher & student teacher via Practicum Handbook and face-to-face meetings.
• Observe the Student Teacher providing instruction at regular intervals at least three (3) times during the Practicum (one observation should occur during a “solo week”).
• Make additional observations, if needed.
• Provide specific, concrete feedback to student teacher on all observed lessons using the Special Education Observation Form (see Appendix I). Written feedback should be provided to the student teacher in a timely manner.
• Communicate with the cooperating teacher about student role and performance.
• Assist the student teacher and/or cooperating teacher with resolving any concerns that arise.
• Complete the Student Teacher Evaluation form (online).
• Lead final 3-way conversation at end of Practicum to discuss Student Teacher Evaluations and other aspects of practicum.
Responsibilities of the 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 Student Teacher 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 Student Teacher Evaluation forms from the university supervisors.
- Submit final grades and relevant paperwork to GSE office.
- Arrange for cooperating teacher and university supervisor stipends at end of semester.
Specific Policies & Expectations

Incremental Shifts in Responsibilities

By the end of the semester, each student teacher should have completed 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 Student Teacher 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:** 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. Student Teachers 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 student teacher.

During these first weeks, it is also important for the student teacher to observe and become acquainted with the Cooperating Teacher, pupils, and school/classroom environment. He or she should begin working with pupils as directed by the Cooperating Teacher, perhaps in small groups or one-on-one. Identification of a student/small group/class as the focus of the Capstone Intervention Project should also occur during this time.

*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
- 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

**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 during Weeks 4-6. Videotaping a lesson should occur during weeks 5-7. The second observation usually takes place...
around weeks 8-10. Typically, a three-way conversation occurs during the second observation to discuss the Mid-Point Evaluation.

- **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, 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 Student Teacher 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.

**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 the schedule for 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.

**Formal Lesson Plans**
Student teachers often need assistance and experience planning lessons that align with IEP goals and address learning challenges effectively. This may occur in a variety of settings, including individualized instruction, small group settings, and co-taught or push-in placements. *Frequent scheduled conferences* between the Cooperating Teacher and Student Teacher provide opportunities to identify the strengths, needs, and interests of pupils; set instructional objectives; design appropriate instruction; and identify strategies to assess pupil progress. Moreover, at this point in their career, student teachers need to provide evidence of the ways they are providing instruction and supporting students.

At the beginning of the Practicum, cooperating teachers may require student teachers to prepare detailed, formal lesson plans for each lesson presented independently to students. *All lesson plans designed by the student teacher must 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).* Student teachers *must prepare detailed formal lesson plans for any formal lessons* observed by the supervisor and/or faculty members. *The supervisor must receive a copy of the lesson plan for review by the evening prior to each scheduled observation.* Student teachers may also be required to write other lesson plans, if required by school policy or if deemed necessary by the Cooperating Teacher or University Supervisor. Appendix J contains the Special Education Program’s required format for lesson planning, which all student teachers should be familiar with from university coursework.

**Daily Plan Book**
As the student teacher begins to take on greater responsibility and ownership of planning, he or she should begin to complete the “Daily Plan Book” form (Appendix K). Meant to be a stepping stone between the lengthy formal lesson plan and the “block style” plan book, this form provides specific places for student teachers to identify class objectives, procedures, and plans for differentiation. Intentionally generic, this form should be altered based on the various roles and settings of the placement if necessary. The Daily Plan Book should be made available when visited by the University Supervisor and Faculty Seminar Leader. ALL STUDENT TEACHERS SHOULD USE THE DAILY PLAN BOOK THROUGHOUT THE PRACTICUM SEMESTER.

**IEP Matrix**
To assist with lesson planning, all student teachers must complete an IEP Matrix that documents the relevant IEP goals, accommodations, and services to be provided to the students in his or her caseload or in his or her classes. A copy of the IEP Matrix must be shared with the
University Supervisor at all observations and must be included in the Practicum Binder. Moreover, the student teacher should be prepared to demonstrate to the cooperating teacher and the supervisor how lessons help a student with a disability address one or more IEP goal using the Matrix and the types of accommodations provided within the lesson. See Appendix L for a blank version of this form.

**Student Support Plans**
Student teachers providing “push-in” services to students with disabilities, where there may be limited prior planning with a content teacher, may need to create **Student Support Plans** to demonstrate planning and coordination of services. This form documents the IEP goals being addressed in the classroom or jobsite, the types of data the student teacher should be collecting, and documents any information related to behavior or communication needs. See Appendix M for a blank version of this form.

**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 cooperating teacher to notify him/her of their absence prior to the beginning of school that morning, and
- Notify the supervisor and faculty seminar leader as soon as possible.

Similarly, if a student must leave at any point during the school day due to illness or for other reasons, the cooperating teacher, university supervisor, and faculty seminar leader must be informed.

Occasionally, student teachers need to schedule absences from the Practicum Placement for a variety of reasons, including interviews for teaching positions, medical appointments, or funerals. Student teachers should **request a planned absence** as far in advance as possible by speaking with or emailing the cooperating teacher, university supervisor, and faculty seminar leader. Please keep in mind that planned absences should be avoided and used only in extremely rare situations.

**Please keep in mind that absences may need to be made up, especially in cases where student teachers miss in excess of three (3) days.** In the case of school closings due to inclement weather or other unforeseen circumstances, the need for make-up days will be determined in consultation with the Cooperating Teacher, University Supervisor, and the Practicum Seminar Leader. If
necessary, student teachers 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 (i.e., the in-service 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, the faculty members in the Special Education Program believe 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 (additional days may be permitted under certain circumstances and will be determined on a case-by-case basis). The student teacher should be provided with the appropriate remuneration provided to any other substitute teacher employed by the district.
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 should identify several (3-4) instructional or professional strengths demonstrated by the student teacher and a few (2-3) areas in need of improvement. We encourage you to use the observation forms provided as a resource (see Appendices H and I).

*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, written feedback on their instruction and progress.

**Scheduled Visits & Observations by University Supervisors**
Within the first few weeks of the Practicum experience, the supervisor will try to make an introductory visit to meet the 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. While this meeting is encouraged, it is not required.

Following the introductory visit, the university supervisor will observe each student teacher 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., one observation during small group math instruction, a second in a co-taught setting, and a third in a 12-1-1 science class) as 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.

*Prior to the observation:*
For each observation, a detailed lesson plan must be created (Appendix J). The lesson plan should be approved by the cooperating teacher by the end of the day prior to the observation, and *submitted to the supervisor the evening prior to the observation* (each supervisor assigns an expected time).

*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.
At the observation:
At the time of the observation, the student teacher should provide the supervisor a copy of the lesson plan, the IEP Matrix (with relevant IEP goals and accommodations identified), Student Support Plans (if appropriate), the Daily Plan Book, and his or her journal.

During observations, the university supervisor will review the lesson plan, observe classroom instruction, and discuss the overall performance of the student teacher with the cooperating teacher. The supervisor may also use this opportunity to review any instructional materials, instructional plans for other lessons, and the student teacher’s journal.

Following the observation:
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)

Within 24 hours of the observation, student teachers MUST submit a short reflection on the lesson to the university supervisor by completing the last section of the lesson plan format (section 3- Reflection on Lesson Taught). Supervisors will not provide written feedback to the student teacher until after receiving this reflection. Please keep in mind that timeliness in submitting this reflection will contribute to the feedback on meeting the standards for professionalism (Standard 7).

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 in a timely manner 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 later.

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 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.

In small groups, student teachers will provide feedback and suggestions to one another. Please keep in mind, the lesson and video do not need to be perfect! However, student teachers must watch the video prior to class to make sure there is adequate volume, correct orientation, and the instruction is in focus. If the videotape is not viewable, the student teacher will be required to tape another lesson.

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.

*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 (see Appendix N). Getting signed releases usually takes longer than expected, so students are encouraged to start the process early.

*Additional Note:* Student teachers must also videotape one session or class period of their Capstone Intervention Project for a fidelity check. This should be an additional videotaped session.

**Observation by the Practicum Seminar Leader**

Early in the semester, student teachers will be expected to coordinate a meeting with the practicum seminar leader to discuss plans for the CIP and to review a video of the student teacher providing instruction. Due to the early nature of the visit, the student teacher may not be fully planning lessons or leading classes. However, it is still expected that the faculty seminar leader will see the student teacher engaged in instruction, perhaps in a small group or with an individual student. *This observation provides another opportunity to provide the student teacher with written feedback and therefore student teachers should prepare a formal lesson plan,* brought to the meeting.

**Mid-Point Evaluation**

By about weeks 8-10 (late-October in Fall, mid-March in spring), the cooperating teacher, university supervisor, and student teacher should hold a mid-semester conference and evaluation, generally held after the second observation. The form in Appendix H provides a guide to identify strengths and areas in need of attention for the remainder of the practicum. Although the form does not need to be submitted to the university, the cooperating teacher and university supervisor should provide written feedback to the student teacher as to their progress. *This form can also be used to document concerns at any time during the semester.* The
meeting to review progress at mid-term should include the Cooperating Teacher; if there are significant concerns, documentation of the concerns and specific plans of action should be made.

Please note: If the cooperating teacher has concerns at any point, 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.

Final Evaluations
The GSE Student Teacher Evaluation form was designed as a summative evaluation, with slightly different versions for the student teacher, the cooperating teacher, and the university supervisor. The form mirrors the Mid-Point Evaluation, and therefore, the Mid-Point Evaluation form can serve as a “draft” to help you formulate your responses for the final evaluation form. An email link to the survey will be emailed toward the end 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. Please try to complete the GSE Student Teacher Evaluation forms (in at least draft form) prior to this meeting to allow for a more thorough discussion. Each participant should bring a copy of their evaluation (draft or final copy) to the meeting to help with the discussion. Copies of all completed evaluations should be given to the student teacher for their review and to include in their Practicum Binder.

Please note: The Special Education Program faculty strongly encourage cooperating teachers and university supervisors to share the GSE Student Teacher Evaluation forms with the student teachers as a way to provide specific feedback on both the areas of strengths and their areas in need of additional support. Such feedback is critical to developing into an effective special education teacher.

Note to On-the-Job and Long-Term Substitute Student Teachers: Since you do not have an “official” cooperating teacher, only two GSE Student Teacher 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.

Additional Note to Student Teachers about Completing the Self-Evaluation: Student teachers should keep in mind that actively reflecting on your teaching is an important way to demonstrate meeting Standard 7 (Professionalism) of the NYSED Teaching Standards. It is expected that student teachers will comment on the specific ways they demonstrate meeting the standards on their self-evaluation as well as in their Standards Paper (submitted in the Practicum Binder). Each comments section should be completed on the self-evaluation form.

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.
Practicum Binder

The Special Education Program faculty members believe that a student teacher must be able to demonstrate certain 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 one week after the final day of the Practicum experience. The Practicum Binder consists of three separate, but interrelated sections: (a) Evidence of Effective Planning & Instruction, (b) Evidence of Effective Case Management & Collaboration and (c) Evidence of Readiness to Enter the Profession. A checklist/rubric for the Practicum Binder is included in Appendix O.

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.

Evidence of Effective Planning & Instruction
This section includes a number of items, including:
- The daily schedule provided to the supervisor
- The Daily Plan Book
- Formal lesson plans from the observed lessons along with the feedback from the supervisor
- Any other lessons that demonstrate effective teaching

Evidence of Effective Case Management & Collaboration
This section includes three required components (the IEP Matrix, evidence of involvement in IEP development, and evidence of involvement in BIP development), and fourth component that may include a variety of documents (other related information). Each component is described below.

1. 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. The IEP Matrix should be available for review by the university supervisor at each formal observation with an indication of which IEP goals or accommodations the lesson incorporates. An example IEP Matrix is included in Appendix L.
2. 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 (a) include an IEP that they helped to develop during the Practicum experience (with all identifying information removed) and (b) a brief (1-2 paragraph) description of their role in the data collection, documentation, and writing of the IEP.

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 that 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).

3. 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 it 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 (a) the completed FBA and BIP that they helped to develop during the Practicum experience (with all identifying information removed) and (b) a brief (1-2 paragraph) description of their role in the data collection, documentation, and writing of the FBA/BIP.
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.

4. Other related information

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; and/or

- 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).

Evidence of Readiness to Enter the Profession

Five components 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, student teachers 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 fourth document is the *CEC Initial Level Special Educator Preparation Standards Essay* (see Appendix F for a list of the CEC Initial Level Special Educator Preparation 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 write the essay aligned with their standards.

The *Final Evaluation Forms* are the final documents included in this section. Printed copies of Final Evaluations should be forwarded to the student teacher by the supervisor and the cooperating teacher. In addition, the student teacher should include their completed self-evaluation.
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 helping the student teacher to identify 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.

Please note: The intention of this assignment is for the student teacher to develop an effective, efficient, usable intervention. The Special Education Program faculty want this intervention to be something that can last after the student teacher leaves the placement and will make a significant contribution to not only the student(s) involved, but also to the placement.

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 Semi-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. Appendix P provides additional details regarding the CIP project.
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. To satisfactorily pass the practicum, **student teachers must earn a minimum of 75 points** throughout the semester by completing the following tasks in *timely, professional manner*:

<table>
<thead>
<tr>
<th>Assignment/Expectation</th>
<th>Points Allocated</th>
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<tbody>
<tr>
<td>• Practicum attendance &amp; participation</td>
<td>15 points</td>
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<tr>
<td>• CITI Training certificate submitted</td>
<td>5</td>
</tr>
<tr>
<td>• Lesson plans &amp; self-evaluations submitted to supervisor on time</td>
<td>15</td>
</tr>
<tr>
<td>• Video night (video viewable; all required materials submitted)</td>
<td>5</td>
</tr>
<tr>
<td>• Fidelity video for the CIP (video viewable; all required materials submitted)</td>
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<tr>
<td>• Meetings with LMW &amp; supervisor scheduled &amp; attended in a timely manner</td>
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<tr>
<td>• IRB draft submitted on time</td>
<td>5</td>
</tr>
<tr>
<td>• CIP Paper draft submitted on time</td>
<td>5</td>
</tr>
<tr>
<td>• Completed IRB submitted through COEUS by due date</td>
<td>10</td>
</tr>
<tr>
<td>• Final CIP Poster prepared for Research Forum</td>
<td>10</td>
</tr>
<tr>
<td>• Final CIP Paper submitted on time</td>
<td>10</td>
</tr>
<tr>
<td>• Practicum Binder submitted on time &amp; meets expectations</td>
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</tr>
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</table>

**Total Points Possible:** 100 points

At the end of the semester, student teachers are asked to provide written feedback about satisfaction with their seminar, supervision, and practicum site. 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.
Appendices

A- Special Education Program Faculty Contact Information
B- Childhood, Early Childhood, & Special Education Program (Pre-Service)
C- Special Education Program (In-Service)
D- BU Special Education Program Competencies
E- CEC Initial Level Special Education Preparation Standards
F- CEC Advanced Level Special Education Preparation Standards
G- NYS Teaching Standards
H- BU Graduate School of Education Mid-Point Evaluation Form
I- Special Education Program Observation Form
J- Special Education Program Lesson Plan Form
K- Daily Plan Book Suggested Format
L- Example IEP Matrix
M- Student Support Plan Form
N- Parent Permission to Videotape
O- Practicum Binder Rubric
P- Overview of the Capstone Intervention Project
### 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>
</table>
Phone: 607-777-3890  
Fax: 607-777-3587  
Email: eanders@binghamton.edu | • Young Children with Complex Learning, Psycho-Social and Health Needs  
• Interprofessional Education/Interprofessional Collaboration  
• Interdisciplinary School-Based Services |
| Nicole Fenty, PhD            | Office: AB-236  
Phone: 607-777-3890  
Fax: 607-777-3587  
E-mail: nfenty@binghamton.edu | • Program coordinator  
• Content literacy and special education  
• Teacher education and special education  
• Learning and behavior disorders |
| Candace Mulcahy, PhD         | Office: AB-235  
Phone: 607-777-4169  
Fax: 607-777-3587  
E-mail: cmulcahy@binghamton.edu | • Education of youth at risk for, and involved with the juvenile delinquency system  
• Academic instruction for secondary students with emotional and behavioral disorders |
| Loretta (Lucky) Mason-Williams, PhD | Office: AB-230A  
Phone: 607-777-6693  
Fax: 607-777-3587  
E-mail: lmason-williams@binghamton.edu | • Field experience & student teaching coordinator  
• Special education teacher preparation, recruitment, retention, and distribution  
• Secondary data analysis  
• Economics of Education |
| Michael Rozalski, PhD        | Office: AB-236  
Phone: 607-777-3330  
Fax: 607-777-3587  
E-mail: rozalski@binghamton.edu | • Classroom and School-Wide Behavior Supports  
• Legal Issues Related to Students With Disabilities  
• Violence Prevention |
## Appendix B

### Childhood, Early Childhood, & Special Education Program

*Pre-Service Educators*

**REQUIRED COURSES**

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

Special Education Programs
In-Service Educators

REQUIRED COURSES

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 506.
Adolescence Special Education
(Grades 7-12)

Pre-Requisite
SPED 500 Special Education for Content Area Teachers (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.
- 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)
  - Dignity for All Students Act (DASA) training
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

Initial Level Special Educator Preparation Standards

Standard 1: Learner Development and Individual Learning Differences

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

Key Elements:

- 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

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

Key Elements:

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

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

Key Elements:

- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
• 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

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

**Key Elements:**
- 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

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

**Key Elements:**
- 5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
**Standard 6: Professional Learning and Ethical Practice**

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

**Key Elements:**

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

**Standard 7: Collaboration**

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

**Key Elements:**

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

Council for Exceptional Children
Advanced Level Special Educator Preparation Standards

Standard 1: Assessment
Special education specialists use valid and reliable assessment practices to minimize bias.

Key Elements:
- 1.1 Special education specialists minimize bias in assessment.
- 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Standard 2: Curricular Content Knowledge
Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements:
- 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.
- 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
- 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Standard 3: Programs, Services, and Outcomes
Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements:
- 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
• 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

**Standard 4: Research & Inquiry**
*Special education specialists conduct, evaluate, and use inquiry to guide professional practice.*

**Key Elements:**
• 4.1 Special education specialists evaluate research and inquiry to identify effective practices.
• 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
• 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

**Standard 5: Leadership and Policy**
*Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.*

**Key Elements:**
• 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
• 5.2 Special education specialists support and use linguistically and culturally responsive practices.
• 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
• 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
• 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

**Standard 6: Professional and Ethical Practice**
*Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.*
Key Elements:

- **6.1** A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
- **6.2** Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
- **6.3** Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- **6.4** Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- **6.5** Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- **6.6** Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- **6.7** Special education specialists actively promote the advancement of the profession.

**Standard 7: Collaboration**

*Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.*

Key Elements:

- **7.1** Special education specialists use culturally responsive practices to enhance collaboration.
- **7.2** Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
- **7.3** Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.
Appendix G

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 H

BU Graduate School of Education
Mid-Point Evaluation Form
Please use the following survey to guide your mid-point discussion of the student teacher’s performance in your classroom and school. Although the form does not need to be submitted, the cooperating teacher and university supervisor should provide written feedback to the student teacher as to their progress. This form can also be used to document concerns at any time during the semester. The meeting to review progress at mid-term should include the Cooperating Teacher and the University Supervisor; if there are significant concerns, documentation of the concerns and specific plans of action should be made.

Please note: At the end of the placement, each individual (cooperating teacher, university supervisor, and student teacher) will complete a form similar to this one online (a link will be sent to you). On that form there will be space to write more thorough responses to each prompt.

**CONTENT KNOWLEDGE**

This includes:
- Demonstrating accurate knowledge and skill in content subject matter.
- Demonstrating critical thinking and problem solving in the content subject matter.
- Demonstrating curiosity and enthusiasm about subject matter.
- Demonstrating the use of credible sources of information including current materials and research in the content area.

How would you currently rate the student teacher?

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<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
<td>Meets Current Expectations</td>
<td></td>
<td></td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

Strengths:

Areas to be Addressed:

Recommendations:

**KNOWLEDGE OF STUDENT LEARNING AND DEVELOPMENT**

This includes:
- Demonstrating understanding of developmental theory and research to enhance student learning.
- Showing respect to people from diverse backgrounds in coursework and field experiences.
- Using knowledge of individual differences to increase student learning.
- Using a variety of technologies and strategies in coursework and schools to meet the needs of diverse learners.

How would you currently rate the student teacher?

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<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
<td>Meets Current Expectations</td>
<td></td>
<td></td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>
Strengths:

Areas to be Addressed:

Recommendations:

INSTRUCTIONAL PLANNING, PRACTICE, AND STUDENT ACHIEVEMENT

This includes:
• Using her/his knowledge of subject matter and pedagogy to plan curriculum and teach effective lessons and units.
• Implementing effective assessment tools and procedures that demonstrate student learning.
• Creating an effective and caring learning environment that promotes engagement, growth and achievement for all students.

How would you currently rate the student teacher?

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<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>Meets Current Expectations</td>
<td></td>
<td></td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

Strengths:

Areas to be Addressed:

Recommendations:

PROFESSIONAL BEHAVIOR AND GROWTH

This includes:
• Treating all university and school faculty, staff, and students with respect.
• Demonstrating a professional appearance and responsibility at all times.
• Demonstrating professional relationships with university and school faculty and staff, adhering to university and school policies, and maintaining student and staff confidentiality.
• Demonstrating appropriate behavior with students.
• Demonstrating a commitment to continual learning and improvement.

How would you currently rate the student teacher?

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<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>Meets Current Expectations</td>
<td></td>
<td></td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

Strengths:

Areas to be Addressed:

Recommendations:
COMMUNICATION

This includes:
• Writing at the graduate level and adhering to specific writings standards in each of the disciplines.
• Using effective communication techniques in coursework and in schools.
• Demonstrating academic honesty and demonstrates professional behavior in the use of social media.
• Effectively listening to faculty, collaborating teachers, students, and peers.

<table>
<thead>
<tr>
<th>How would you currently rate the student teacher?</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
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<tr>
<td>Meets Current Expectations</td>
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<tr>
<td>Needs Improvement</td>
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</table>

Strengths:

Areas to be Addressed:

Recommendations:

Questions for Discussion

☐ What do you see as the main strengths of the student teacher?
☐ In what areas do you think the student teacher needs to improve or grow?
Appendix I

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

Student Teacher:  
Cooperating Teacher:  
University Supervisor:  

School:  
District:  
Grade Level(s):  
Classroom Setting/Description/Content Area:  
Observation:  

Was a post-observation conference conducted to discuss this observation?  

* A post-observation conference MUST be conducted for at least 2 observations.

Please note: Ratings and comments may be based on the actual teaching performance, conversations and feedback from cooperating teachers, and information provided by the student teacher.

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>√-</th>
<th>√</th>
<th>√+</th>
<th>NA</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 Addressed during this observation</td>
</tr>
</tbody>
</table>

Council For Exceptional Children Initial Level Special Educator Preparation Standards

<table>
<thead>
<tr>
<th>Overall Skill Rating</th>
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</table>

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

Beginning special education professionals:

- understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
## II. Learning Environments
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Beginning special education professionals:
- through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

## III. Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Beginning special education professionals:
- understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- modify general and specialized curricula to make them accessible to individuals with exceptionalities.

## IV. Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Beginning special education professionals:
- select and use technically sound formal and informal assessments that minimize bias.
- use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
### V. Instructional Planning and Strategies

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

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

### VI. Professional Learning and Ethical Practice

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

**Beginning special education professionals:**
- use professional Ethical Principles and Professional Practice Standards to guide their practice.
- understand how foundational knowledge and current issues influence professional practice.
- understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- understand the significance of lifelong learning and participate in professional activities and learning communities.
- advance the profession by engaging in activities such as advocacy and mentoring.
- provide guidance and direction to paraeducators, tutors, and volunteers.
VII. Collaboration  Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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

Lesson Strengths:

Recommendations:

Supervisor Signature: _____________________________ Date: ________________

Copies provided to:
- Student
- Cooperating Teacher (as appropriate)
- University Supervisor
Appendix J

Special Education Program Lesson Plan Form
Lesson Plan

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>
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<table>
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<tr>
<th>IEP Objectives</th>
<th>Prerequisite Knowledge</th>
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<table>
<thead>
<tr>
<th>Teacher Resources and Student Materials</th>
<th>AT and IT Considerations</th>
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Meeting Diverse Needs: Modifications & Accommodations (include objectives), Enrichment Activities, Specific Individualized Strategies

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

#### Anticipatory Set / Introduction

<table>
<thead>
<tr>
<th>Steps</th>
<th>Plans to Meet Individual IEP Goals or to Differentiate Instruction (Be specific!)</th>
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#### Body of Lesson (Include Guided & Independent Practice)

<table>
<thead>
<tr>
<th>Steps (Decreasing levels of support?)</th>
<th>Plans to Meet Individual IEP Goals or to Differentiate Instruction (Be specific!)</th>
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#### Closure / Concluding Activity

<table>
<thead>
<tr>
<th>Steps</th>
<th>Plans to Assess Individual IEP Goals or to Differentiate Assessment (Be specific!)</th>
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<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>How will you evaluate the objective?</td>
<td>Preparation and Delivery</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Reflection on Lesson Taught

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a need to re-teach? If yes, to the group or portion?</td>
<td>I think this lesson went...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What went well?</td>
<td>What will I do differently next time?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K

Daily Plan Book Suggested Format
### Day/Date:

### Special Events/To Do:

<table>
<thead>
<tr>
<th>Subject/Group:</th>
<th>Time/Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td>Materials/Support Needed:</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Individualization/Differentiation:</td>
</tr>
<tr>
<td></td>
<td>Data Collection:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Group:</th>
<th>Time/Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td>Materials/Support Needed:</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Individualization/Differentiation:</td>
</tr>
<tr>
<td></td>
<td>Data Collection:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Group:</th>
<th>Time/Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td>Materials/Support Needed:</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Individualization/Differentiation:</td>
</tr>
<tr>
<td></td>
<td>Data Collection:</td>
</tr>
<tr>
<td>Day/Date:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Subject/Group:</td>
<td>Time/Location:</td>
</tr>
<tr>
<td>Objective:</td>
<td>Materials/Support Needed:</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Individualization/Differentiation:</td>
</tr>
<tr>
<td>Data Collection:</td>
<td></td>
</tr>
<tr>
<td>Subject/Group:</td>
<td>Time/Location:</td>
</tr>
<tr>
<td>Objective:</td>
<td>Materials/Support Needed:</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Individualization/Differentiation:</td>
</tr>
<tr>
<td>Data Collection:</td>
<td></td>
</tr>
<tr>
<td>Subject/Group:</td>
<td>Time/Location:</td>
</tr>
<tr>
<td>Objective:</td>
<td>Materials/Support Needed:</td>
</tr>
<tr>
<td>Procedures:</td>
<td>Individualization/Differentiation:</td>
</tr>
<tr>
<td>Data Collection:</td>
<td></td>
</tr>
<tr>
<td>Comments/Notes:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix L

Example IEP Matrix
### Accommodations

<table>
<thead>
<tr>
<th>Accommodation</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>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Extended Time</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Test administered in a location with minimal distractions</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Use of calculator</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waive paragraph requirements</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waive punctuations assignments</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waive spelling requirements</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directions read</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised test directions</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>On-task focusing prompts</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of scribe</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test read</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of multiplication chart</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

### IEP Goals

<table>
<thead>
<tr>
<th>Goal</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>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count change and record correct amount</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve subtraction problems with regrouping</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate social interactions with peers &amp; adults</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Will refrain from negative attention seeking</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will write 5 sentences including grammatically correct sentences, capitalization, and punctuation.</td>
<td>x</td>
<td></td>
<td></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>Goal</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*
# Appendix M

## Student Support Plan Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Content Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Time/Period:</td>
<td>Room #:</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Staff/Peer Supports:</td>
</tr>
<tr>
<td>Appropriate IEP Objectives taught in the context of this Class:</td>
<td>What other skills might the student learn/address in this context? How will you support?</td>
</tr>
<tr>
<td>What level/type of supports will this student need currently? In the future?</td>
<td>Safety issues or health concerns:</td>
</tr>
<tr>
<td>Behavior supports needed/Behavior support plan:</td>
<td>Communication issues:</td>
</tr>
<tr>
<td>Data collection procedures/progress monitoring:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix N

Parent Permission to Videotape

Dear Parent/Guardian,

I am working on my Master’s degree in Special Education at Binghamton University. A requirement for my Practicum, this semester, and for graduation, is a videotape of me teaching one of my classes. The purpose of the videotape is to improve my teaching. The videotape will be viewed by other teachers in the Practicum, my University Supervisor, and by faculty members in the Special Education program. We all understand the need for and will respect the confidentiality of students in the videotape.

I am writing to ask permission for your child, __________________, to appear in the videotape. Please complete and return the form below at your earliest convenience. If you have any questions or concerns, you may contact me here at school or contact Dr. Loretta Mason-Williams at Binghamton University (phone: 607-777-6693, lmason-williams@binghamton.edu). Thank you for your help.

Sincerely,

[student teacher name & signature]
[cooperating teacher name & signature]

I give permission for my child to appear in the videotape. I understand that confidentiality will be respected.

I do not want my child to appear in the videotape.

Student’s Name ________________________________

Parent/Guardian Name ________________________________

_________________________________  _______________________

Signature  Date
Appendix O

Practicum Binder Rubric

<table>
<thead>
<tr>
<th>Evidence of Effective Planning &amp; Instruction</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>Daily Plan Book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Lesson Plans &amp; Observation Forms (4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other lessons (as appropriate)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Effective Case Management &amp; Collaboration</th>
<th>Excellent</th>
<th>Meets Requirements</th>
<th>Please Resubmit</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Matrix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Development (description and IEP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBA/BIP Development (description and IEP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Related Information (including letter of introduction)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Readiness to Enter the Profession</th>
<th>Excellent</th>
<th>Meets Requirements</th>
<th>Please Resubmit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Teaching Resume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List of 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>
<tr>
<td>Final Evaluation Forms (3; unless on-the-job or LT substitute)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students must earn at least 13 points to successfully meet this requirement.*
Appendix P

Overview of the Capstone Intervention Project (CIP)

Each semester, students completing the Master’s in Special Education will demonstrate competencies required of a special education teacher by 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/or class-wide needs through a variety of informal assessments;
- Selecting appropriate, research-based interventions to improve student/class-wide outcomes (academic, behavioral, or social);
- Collecting and analyzing data;
- Determining the effectiveness of an intervention(s) and next steps; and
- Presenting data collected through a research paper and poster presentation.

Identifying an Intervention

At the beginning of the semester, student teachers will work with their cooperating teacher and the practicum seminar leader to identify a student or class-wide intervention to implement. The intervention selected must be based on an operationally defined need and based on data collected related to academic, behavioral, or social needs of an individual student, a small group, or an entire class. In addition, the intervention must be research-based. Examples of research-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
- Using “clickers” to increase class participation

Additional examples and support for identifying an intervention will be provided during the seminar.

Intervention Background & the Literature Review

The intervention selected must be research- or evidence-based, meaning there must be research available to support implementing the intervention in a classroom. To prepare for implementing the intervention and to ensure fidelity to treatment, student teachers must first learn about the intervention. Therefore, students must research the steps involved with implementation and the types of research already conducted on the intervention by locating books, journal articles, and websites to learn more about the intervention. While the literature review does not need to be exhaustive, it should be comprehensive and provide the student teacher with significant knowledge of the intervention, including the key components of the intervention, the intended population, and its stated effectiveness.

The literature review provides evidence of the student’s knowledge of current, research-based practices in the field of special education and their dedication to seeking appropriate interventions to improve student outcomes. Student teachers should review information about
their intervention found in textbooks, trade books, websites, and journal articles. The final reference list should include at least a **minimum of 8-10 references**, including **at least 8 peer-reviewed journal articles**. In addition, **3 of the journal articles** should be specifically on your intervention and include details of how a teacher or researcher used the intervention in a classroom or with a student with similar needs to your educational setting/grade level and describe the results of the intervention. Relevant information from the literature review should be presented on the Research Poster and be described clearly in the Research Paper.

**Obtaining IRB Approval**
Individuals affiliated with Binghamton University who conduct research on human subjects must submit applications to the Internal Review Boards (IRB) to verify that human subjects are treated in an ethical manner. Student teachers will work with the faculty seminar leader to complete the application and apply for IRB approval. Student teachers may also need to submit the application to the local school board. Assurances such as a strict confidentiality policy (including the removal of all student, teacher, school, and district names) and the attainment of parental permission/consent and student assent will be put forth on the IRB application. **Students may not begin pre-intervention/baseline data collection or intervention data collection prior to obtaining IRB approval and gaining parental consent and student assent.**

**Pre-Intervention/Baseline Data Collection**
Following extensive research on the intervention and after gaining IRB approval, parental consent, and student assent, student teachers should collect pre-intervention, baseline data for a **minimum of 5 data points** to provide evidence of the need for the intervention and to provide documentation of student/class growth or change. This information should be collected in a more “formal” manner than the original collection of data that led to determining the intervention and student(s) to include.

**Intervention Implementation**
After collecting baseline data, students should begin implementation. Examples of data collection methods include:
- Momentary time sampling
- Frequency counts
- Curriculum-based measures
- Daily report cards

Additional examples and discussion will be provided during the seminar. During the implementation stage, data should continue to be collected on the academic, behavioral, or social need identified. Implementation data collection should last a **minimum of three weeks**, though it may last much longer. **Graphic representation of the data collected must be included on both the Research Poster and the Research Paper.** Accurate description and analysis of the data collected demonstrates the students’ ability collect and analyze data, essential skills for special educators. Appropriate interpretation and reflection on data collected demonstrates students’ ability to determine the effectiveness of an intervention(s) and to decide on next steps for increased student achievement.
Fidelity Checks
To ensure that you are implementing the intervention with fidelity, you should plan for at least two fidelity checks during the implementation stage of the CIP. One of the fidelity checks will occur via videotape by a classmate during seminar. The second fidelity check can be done by the cooperating teacher, another colleague in the school, an instructional assistant, or by the university supervisor (if he/she agrees). Information and assistance with developing a fidelity checklist will be provided during seminar.

Research Paper
Practicum Students will describe the educational setting, the process of identifying an intervention, the data collection, and the results in a 10-15 page research paper. The research paper should follow APA guidelines for manuscript writing and should include a title page, abstract, internal citations, reference page, and figure(s). The following general outline should be used:

I. Introduction to the Research or Evidence-based Practice
II. Literature Review
III. Methodology/Data Collection
IV. Results
V. Discussion
VI. Conclusion

More details on the content and format of the research paper will be provided during the seminar, as well as example manuscripts for review. A program-approved rubric will be shared with students and should be used as a guide for self-evaluation.

Poster Presentation
As a culminating event, student teachers will prepare a research poster that describes the intervention and graphically represents the data collected. The posters will be made available for viewing at the Semi-Annual Special Education Research Forum and Practicum Celebration. Cooperating teachers, school and district administrators, university faculty, family, and friends are invited to attend the event to view the posters and to learn more about the interventions. Example posters will be shared during seminar. A program-approved rubric will be shared with students and should be used as a guide for self-evaluation. Students will also be encouraged to submit their posters to regional conferences that highlight graduate-level research and effective teaching practices.

CIP Evaluation
A program-approved rubric will be used to score both the Research Paper and the Poster. The seminar leader will read, provide feedback, and score the Research Paper. At the Research Forum, the posters will be reviewed by two (2) Special Education Program faculty members. Students must earn a minimum score of 10 points from each Reviewer (a total of 3 reviewers). Additionally, students must earn a combined score of 30 points based on the three (3) reviews to successfully earn a Master’s degree from the Special Education Program at Binghamton University.