

Special Education 5200/6030
Student Teaching
Fall 2009

Darcie Peterson
Education Building, Room 371
Office Phone: 435.797.3252
E-mail: darcie.peterson@usu.edu
Office hours: Tuesdays and Fridays 2-5 and by appointment

Trisha Butterfield
Education Building, Room 371
Office Phone: 435.881.1662
E-mail: trisha.b@aggiemail.usu.edu
Office hours: By appointment

REGISTRATION & FEES

- Students outside of Cache County register through Distance Education (Nancy Glomb section)
- 15 credits of SPED 5200
 - \$300.00 fee: \$200 to cooperating teacher and \$100 materials & supervision fee
- 6 credits of SPED 6030 (for graduate students who already have a teaching degree)
 - \$200 fee: \$100 to cooperating teacher and \$100 materials & supervision fee

STUDENT TEACHING DATES:

- Criminal Background Check (CBC) forms turned in by April 24
- UCAN/Americorp enrollment forms due in August. Forms will be sent if you are interested and information will be due before student teaching begins.
- August 24 – December 4
 - 1st block: Monday, August 24 – Friday, October 16
 - 2nd block: Monday, October 19 – Friday, December 4
- Placement Workshop Monday, October 12
- Portfolio Due Date Friday, November 13

TEXT: Student Teaching Handbook. Will be provided.

Blackboard: bb.usu.edu Syllabus, handbook, FUBA forms, FAQ, etc.

PLACEMENT WORKSHOP: *A mandatory placement workshop will be held on campus on Monday, October 12th from 8:00 - 5:00.* You will be excused from your student teaching site for that day to attend the workshop. The placement center will be there to help you set up a placement file. After lunch Special Education Directors will be there to discuss the application process in their

districts and to answer your questions. Then most of the Special Education Directors will be available to do screening interviews. *Please make arrangements to be at the meeting until 5:00 (this includes work)*. If you have to miss this workshop due to an emergency, you will need to complete a paper proving you have gathered all the material discussed in the workshop.

NAME BADGES: you will need to purchase a SPED student teaching name tag in the card office for \$10.00 (TSC 212). You will be required to wear it while you are student teaching in the schools.

LESSON PLANS: It is the responsibility of all student teachers to be organized and prepared to work in the classroom. Daily lesson plans are required. They must be typed. Check with your university supervisor and cooperating teacher to discuss the type of plan required for your placement.

LICENSURE: Applications can be picked up from Co Brunner in the Special Education Office, BUT Darcie will also pass them out at the placement workshop. A complete official transcript of credits that includes your student teaching grade and degree posted, and a \$50 money order made out to *The Utah State Board of Education* must accompany this application. **Licensure papers for SPED must be turned into Co Brunner (EDUC 313) or mail to Co Brunner 2865 Old Main Hill Logan, UT 84322-2865, not the Teacher Education Office.** This includes the official transcript.

COMPLIANCE WITH DISTRICT AND SCHOOL POLICIES: Student teachers are required to adhere to district and school policy where they have been assigned to teach. This includes faculty meetings, teacher in-services, IEP conferences and other teacher responsibilities before and after school hours. Student teachers are required to be at the school a minimum of school contract hours or one half hour before and after school – whichever is greater.

ATTENDANCE: Attendance during student teaching is mandatory. Authorization from the cooperating teacher is required should a student teacher need to be excused from their student teaching responsibilities because of illness or death in the immediate family. Student teachers may be expected to provide cooperating teachers with lesson plans and necessary material for instructing pupils. If absences accrue beyond three days, the student teacher will be required to make-up time missed during student teaching. It could also result in the need to student teach again. Doctor appointments, job interviews, etc. need to be scheduled during school holidays or after school hours.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the USU calendar. For spring semester student teachers, this includes spring break. Student teachers need to be at their assigned school all contract days – including teacher workdays and conference days.

SUBSTITUTE POLICY: It is the policy of the College of Education at Utah State University and the State Office of Education that student teachers NOT be used as substitutes for employed teachers. Failure to comply with this policy could mean you would repeat student teaching.

PROBLEMS/GRIEVANCES: Should problems or grievances develop during the student teaching experience, the cooperating teacher and the university supervisor should be made aware of the situation as soon as possible. See page 6 in the Student Teaching Handbook.

SUGGESTIONS FOR AN EFFECTIVE STUDENT TEACHING EXPERIENCE: Page 10 in your Student Teaching Handbook. **It is very important to make an appointment to visit the principal and cooperating teacher before you begin your student teaching placement.**

STUDENT TEACHING LICENSE AND LIABILITY INSURANCE: See page 5 in your Student Teaching Handbook.

EVALUATIONS: The cooperating teacher has been provided business reply envelopes to return evaluations to Darcie. Final Evaluations must be received from both the cooperating teacher and the university supervisor before grades can be turned in. if you would like a copy of any evaluation, you can request one from your cooperating teacher, supervisor, or Darcie.

GRADING: The grade received in student teaching is pass/fail. Passing student teaching will be determined by passing grades on observations, passing grades on final evaluation and passing each section of the portfolio.

PORTFOLIOS: Due to your University Supervisor by **Friday, November 13th**. See page 13 in your Student Teaching Handbook. Unless you are student teaching on the job then the portfolio will be due near the end of the second semester you student teach.

Council for Exceptional Children Standards:

NCATE Standard	Course Objective	Observation Form and/or Portfolio Evaluation	Section of Portfolio
CC1K1	Models, theories, and philosophies that form the basis for special education practice.	Portfolio Evaluation	Philosophy
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.	Portfolio Evaluation	FUBA/BIP
CC1K3	Relationship of special education to the organization and function of educational agencies.	Portfolio Evaluation	Assessment
CC1K4	Rights and responsibilities of students,	Portfolio Evaluation	Assessment

	parents, teachers, and other professionals, and schools related to exceptional learning needs.		
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	Portfolio Evaluation	Assessment and Lesson Planning
CC1K6	Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.	Portfolio Evaluation	Assessment
CC1K7	Family systems and the role of families in the educational process.	Portfolio Evaluation	Collaboration
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.	Portfolio Evaluation	Collaboration
GC1K1	Definitions and issues related to the identification of individuals with disabilities.	Portfolio Evaluation	Assessment
GC1K2	Models and theories of deviance and behavior problems.	Portfolio Evaluation	FUBA/BIP
GC1K5	Continuum of placement and services available for individuals with disabilities.	Portfolio Evaluation	Assessment
GC1K7	Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.	Portfolio Evaluation	Assessment
GC1K8	Principles of normalization and concept of least restrictive environment.	Portfolio Evaluation	Assessment
GC1K9	Theory of reinforcement techniques in serving individuals with disabilities.	Portfolio Evaluation	FUBA/BIP and Instruction
CC1S1	Articulate personal philosophy of special education.	Portfolio Evaluation	Philosophy
CC2K2	Educational implications of characteristics of various exceptionalities.	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.	Observation Form and Portfolio Evaluation	Collaboration
CC2K6	Similarities and differences among individuals with exceptional learning needs.	Observation Form	
GC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families, and society.	Portfolio Evaluation	Assessment
GC2K4	Psychological and social-emotional characteristics of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
CC3K1	Effects an exceptional condition(s) can have on an individual's life.	Portfolio Evaluation	Assessment
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC3K3	Variations in beliefs, traditions, and	Portfolio Evaluation	Collaboration

	values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.		
CC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.	Portfolio Evaluation	Instruction and Collaboration
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.	Observation Form and Portfolio Evaluation	Instruction
GC3K1	Impact of disabilities on auditory and information processing skills.	Observation Form	
GC3S1	Relate levels of support to the needs of the individual.	Observation Form and Portfolio Evaluation	Instruction
GC4K1	Sources of specialized materials, curricula, and resources for individuals with disabilities.	Observation Form	
GC4K2	Strategies to prepare for and take tests.	Observation Form	
GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.	Observation Form	
GC4K5	Strategies for integrating student-initiated learning experiences into ongoing instruction.	Observation Form and Portfolio Evaluation	Instruction
GC4K6	Methods for increasing accuracy and proficiency in math calculations and applications.	Observation Form and Portfolio Evaluation	Instruction
GC4K7	Methods for guiding individuals in identifying and organizing critical content.	Observation Form and Portfolio Evaluation	Instruction
CC4S1	Use strategies to facilitate integration into various settings.	Portfolio Evaluation	Assessment
CC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	Observation Form and Portfolio Evaluation	Instruction
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	Observation Form and Portfolio Evaluation	Instruction
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.	Observation Form and Portfolio Evaluation	Instruction
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.	Observation Form and Portfolio Evaluation	Assessment
GC4S1	Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC4S3	Teach learning strategies and study skills to acquire academic content.	Observation Form and	Instruction

		Portfolio Evaluation	
GC4S4	Use reading methods appropriate to individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC4S6	Modify pace of instruction and provide organizational cures.	Observation Form and Portfolio Evaluation	Instruction
GC4S7	Use appropriate adaptations and technology for all individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
GC4S8	Resources and techniques used to transition individuals with disabilities into and out of school and postschool environments.	Portfolio Evaluation	Assessment and IEP
GC4S9	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.	Observation Form and Portfolio Evaluation	FUBA/BIP
GC4S10	Identify and teach basic structures and relationships within and across curricula.	Portfolio Evaluation	Instruction
GC4S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	Observation Form and Portfolio Evaluation	Instruction
GC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners.	Observation Form and Portfolio Evaluation	Instruction
GC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum.	Observation Form and Portfolio Evaluation	Instruction and Assessment
GC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies.	Observation Form and Portfolio Evaluation	Instruction
GC4S15	Teach strategies for organizing and composing written products.	Observation Form and Portfolio Evaluation	Instruction
GC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	Observation Form and Portfolio Evaluation	Instruction
CC5K1	Demands of learning environments.	Observation Form and Portfolio Evaluation	Instruction
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.	Portfolio Evaluation	FUBA/BIP
CC5K3	Effective management of teaching and learning.	Observation Form and Portfolio Evaluation	Instruction
CC5K5	Social skills needed for educational and other environments.	Portfolio Evaluation	FUBA/BIP
CC5K6	Strategies for crisis prevention and intervention.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others'	Observation Form and Portfolio Evaluation	Instruction

	respective language and cultural heritage.		
GC5K1	Barriers to accessibility and acceptance of individuals with disabilities.	Portfolio Evaluation	Collaboration
GC5K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
GC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.	Observation Form and Portfolio Evaluation	Assessment
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	Observation Form and Portfolio Evaluation	Instruction
CC5S2	Identify realistic expectations for personal and social behavior in various settings.	Portfolio Evaluation	FUBA/BIP
CC5S3	Identify supports needed for integration into various program placements.	Portfolio Evaluation	Assessment
CC5S4	Design learning environments that encourage active participation in individual and group activities.	Observation Form and Portfolio Evaluation	Instruction
CC5S5	Modify the learning environment to manage behaviors.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.	Observation Form	
CC5S8	Teach self-advocacy.	Observation Form	
CC5S10	Use effective and varied behavior management strategies.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC5S12	Design and manage daily routines.	Observation Form and Portfolio Evaluation	Instruction
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.	Portfolio Evaluation	Instruction
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.	Portfolio Evaluation	Collaboration
GC5S1	Provide instruction in community-based settings.	Observation Form and Portfolio Evaluation	Instruction
GC5S2	Use and maintain assistive technologies.	Observation Form and Portfolio Evaluation	Assistive Technology
GC5S3	Plan instruction in a variety of educational settings.	Observation Form and Portfolio Evaluation	Instruction

GC5S5	Use skills in problem-solving and conflict resolution.	Observation Form and Portfolio Evaluation	FUBA/BIP
GC5S6	Establish a consistent classroom routine for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
CC6K4	Augmentative and assistive communication strategies.	Portfolio Evaluation	Assistive Technology
GC6K1	Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.	Portfolio Evaluation	Instruction
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	Observation Form	
GC6S2	Teach strategies for spelling accuracy and generalization.	Observation Form and Portfolio Evaluation	Instruction
GC6S3	Teach individuals with disabilities to monitor for errors in oral and written language.	Observation Form and Portfolio Evaluation	Instruction
GC6S4	Teach methods and strategies for producing legible documents.	Observation Form and Portfolio Evaluation	Instruction
GC6S5	Plan instruction on the use of alternative and augmentative communication systems.	Portfolio Evaluation	Assistive Technology
CC7K2	Scope and sequences of general and special curricula.	Observation Form and Portfolio Evaluation	Instruction and Assessment
CC7K3	National, state or provincial, and local curricula standards.	Observation Form and Portfolio Evaluation	Assessment
CC7K4	Technology for planning and managing the teaching and learning environment.	Observation Form	
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.	Portfolio Evaluation	Collaboration
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
GC7K2	Model career, vocational, and transition programs for individuals with disabilities.	Portfolio Evaluation	IEP
GC7K4	Relationships among disabilities and reading instruction.	Observation Form and Portfolio Evaluation	Instruction
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.	Portfolio Evaluation	Collaboration and Assessment
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.	Portfolio Evaluation	Assessment
CC7S4	Use functional assessments to develop intervention plans.	Portfolio Evaluation	FUBA/BIP

CC7S5	Use task analysis.	Observation Form and Portfolio Evaluation	Instruction
CC7S6	Sequence, implement, and evaluate individualized learning objectives.	Observation Form and Portfolio Evaluation	Instruction and Assessment
CC7S7	Integrate affective, social, and life skills with academic curricula.	Observation Form and Portfolio Evaluation	Assessment
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Observation Form and Portfolio Evaluation	Instruction
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.	Observation Form and Portfolio Evaluation	Instruction
CC7S10	Prepare lesson plans.	Observation Form and Portfolio Evaluation	Instruction
CC7S11	Prepare and organize materials to implement daily lesson plans.	Observation Form and Portfolio Evaluation	Instruction
CC7S12	Use instructional time effectively.	Observation Form and Portfolio Evaluation	Instruction
CC7S13	Make responsive adjustments to instruction based on continual observations.	Observation Form and Portfolio Evaluation	Instruction
GC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	Observation Form and Portfolio Evaluation	FUBA/BIP
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.	Observation Form and Portfolio Evaluation	Instruction
GC7S3	Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC7S4	Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.	Portfolio Evaluation	Instruction and Assistive Technology
GC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.	Observation Form and Portfolio Evaluation	Instruction
GC7S6	Design and implement instructional programs that address independent living and career education for individuals.	Observation Form and Portfolio Evaluation	Instruction
GC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.	Observation Form and Portfolio Evaluation	Instruction
CC8K1	Basic terminology used in assessment.	Portfolio Evaluation	Assessment
CC8K3	Screening, prereferral, referral, and classification procedures.	Portfolio Evaluation	Assessment
CC8K5	National, state or provincial, and local accommodations and modifications.	Portfolio Evaluation	Assessment
GC8K2	Laws and policies regarding referral and placement procedures for	Portfolio Evaluation	Assessment

	individuals with disabilities.		
CC8S1	Gather relevant background information.	Portfolio Evaluation	Assessment
CC8S2	Administer nonbiased formal and informal assessments.	Portfolio Evaluation	Assessment
CC8S4	Develop or modify individualized assessment strategies.	Portfolio Evaluation	Assessment
CC8S5	Interpret information from formal and informal assessments.	Portfolio Evaluation	Assessment
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	Portfolio Evaluation	Assessment
CC8S7	Report assessment results to all stakeholders using effective communication skills.	Portfolio Evaluation	Assessment
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.	Portfolio Evaluation	Instruction
CC8S9	Develop or modify individualized assessment strategies.	Portfolio Evaluation	Assessment
CC8S10	Create and maintain records.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
GC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
GC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities.	Portfolio Evaluation	Assessment
GC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.	Portfolio Evaluation	Assessment
CC9K1	Personal cultural biases and differences that affect one's teaching.	Portfolio Evaluation	Collaboration
CC9K3	Continuum of lifelong professional development.	Professional Development Program Requirement	Professional Development
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.	Portfolio Evaluation	Collaboration
CC9S8	Use verbal, nonverbal, and written language effectively.	Portfolio Evaluation	Portfolio
CC9S9	Conduct self-evaluation of instruction.	Portfolio Evaluation	Instruction
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.	Portfolio Evaluation	Instruction
GC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities.	Portfolio Evaluation	Assessment
CC10K1	Models and strategies of consultation and collaboration.	Portfolio Evaluation	Collaboration
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	Portfolio Evaluation	Collaboration and Assessment

CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.	Portfolio Evaluation	Collaboration
GC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.	Portfolio Evaluation	Collaboration
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.	Observation Form	
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs	Portfolio Evaluation	Assessment
CC10S3	Foster respectful and beneficial relationships between families and professionals.	Portfolio Evaluation	Collaboration
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.	Portfolio Evaluation	Assessment
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.	Portfolio Evaluation	Collaboration and Assessment
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.	Portfolio Evaluation	Collaboration and Instruction
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.	Portfolio Evaluation	Collaboration
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.	Portfolio Evaluation	Collaboration
CC10S11	Observe, evaluate, and provide feedback to paraeducators.	Portfolio Evaluation	Collaboration
GC10S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.	Portfolio Evaluation	Assessment
EC1K3	Law and policies that affect young children, families, and programs for young children.	Portfolio Evaluation	Assessment
EC3S1	Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.	Observation Form and Portfolio Evaluation	Instruction and Collaboration
EC4S1	Use instructional practices based on knowledge of the child, family, community, and the curriculum.	Observation Form and Portfolio Evaluation	Instruction
EC4S2	Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.	Portfolio Evaluation	Assessment
EC4S3	Prepare young children for successful transitions.	Portfolio Evaluation	Assessment
EC5S1	Implement nutrition plans and feeding strategies.	Observation Form and	Instruction

		Portfolio Evaluation	
EC5S3	Design, implement, and evaluate environments to assure development and functional appropriateness.	Observation Form and Portfolio Evaluation	Instruction
EC5S4	Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.	Observation Form and Portfolio Evaluation	Instruction
EC5S5	Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.	Portfolio Evaluation	Instruction
EC6S1	Support and facilitate family and child interactions as primary contexts for learning and development.	Observation Form and Portfolio Evaluation	Instruction
EC7S1	Implement, monitor, and evaluate individualized family service plans and individualized education programs.	Portfolio Evaluation	Assessment
EC7S2	Plan and implement developmentally and individually appropriate curriculum.	Observation Form and Portfolio Evaluation	Instruction
EC7S3	Design intervention strategies incorporating information from multiple disciplines.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
EC7S4	Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.	Observation Form and Portfolio Evaluation	Instruction
EC8S1	Assess the development and learning of young children.	Portfolio Evaluation	Assessment
EC8S2	Select, adapt, and use specialized formal and informal assessments for infants, young children, and their families.	Portfolio Evaluation	Assessment
EC8S3	Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education programs.	Portfolio Evaluation	Assessment
EC8S4	Assist families in identifying their concerns, resources, and priorities.	Portfolio Evaluation	Collaboration
EC8S5	Participate and collaborate as a team member with other professionals in conducting family-centered assessments.	Portfolio Evaluation	Collaboration
EC8S6	Evaluate services with families.	Portfolio Evaluation	Assessment
EC9S4	Apply models of team process in early childhood.	Portfolio Evaluation	Collaboration
EC9S6	Participate in activities of professional organizations relevant to the field of early childhood special education.	Professional Development Program Requirement	Professional Development
EC9S7	Apply research and effective practices critically in early childhood settings.	Observation Form and Portfolio Evaluation	Instruction
EC10K1	Dynamics of team-building, problem-solving, and conflict resolution.	Portfolio Evaluation	Collaboration

EC10S1	Assist the family in planning for transitions.	Portfolio Evaluation	Assessment
EC10S2	Communicate effectively with families about curriculum and their child's progress.	Portfolio Evaluation	Collaboration
EC10S3	Apply models of team process in early childhood settings.	Portfolio Evaluation	Collaboration
EC10S4	Apply various models of consultation in early childhood settings.	Portfolio Evaluation	Collaboration
EC10S5	Establish and maintain positive collaborative relationships with families.	Portfolio Evaluation	Collaboration
EC10S6	Provide consultation and instruction specific to services for children and families.	Observation Form and Portfolio Evaluation	Collaboration and Instruction
IC1K1	Definitions and issues related to the identification of individuals with disabilities.	Portfolio Evaluation	Assessment
IC1K4	Continuum of placement and services available for individuals with disabilities.	Portfolio Evaluation	Assessment
IC1K6	Principles of normalization and concept of least restrictive environment.	Portfolio Evaluation	Assessment
IC1K7	Theory of reinforcement techniques in serving individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
IC1K8	Theories of behavior problems of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families, and society.	Portfolio Evaluation	Assessment
IC2K4	Psychological and social-emotional characteristics of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
IC3K2	Impact disabilities may have on auditory and information processing skills.	Observation Form and Portfolio Evaluation	Assessment
IC3K3	Impact of multiple disabilities on behavior.	Observation Form and Portfolio Evaluation	FUBA/BIP
IC3S1	Relate levels of support to the needs of the individual.	Observation Form and Portfolio Evaluation	Instruction
IC4K1	Specialized materials for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
IC4K2	Prevention and intervention strategies for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC4K3	Strategies for integrating student-initiated learning experiences into ongoing instruction.	Observation Form and Portfolio Evaluation	Instruction
IC4S1	Use research-supported instructional strategies and practices.	Portfolio Evaluation	Instruction
IC4S2	Use appropriate adaptations and assistive technology for all individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP

IC4S4	Identify and teach basic structures and relationships within and across curricula.	Observation Form and Portfolio Evaluation	Instruction
IC4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	Observation Form and Portfolio Evaluation	Instruction
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.	Observation Form	
IC5K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC5K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.	Observation Form and Portfolio Evaluation	Instruction
IC5K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.	Portfolio Evaluation	Assessment
IC5S1	Provide instruction in community-based settings.	Observation Form and Portfolio Evaluation	Instruction
IC5S2	Use and maintain assistive technologies.	Observation Form and Portfolio Evaluation	Assistive Technology
IC5S3	Structure the educational environment to provide optimal learning opportunities for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC5S4	Plan instruction in a variety of educational settings.	Observation Form and Portfolio Evaluation	Instruction
IC5S5	Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.	Observation Form	
IC5S6	Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities.	Observation Form and Portfolio Evaluation	Instruction
IC5S7	Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.	Observation Form and Portfolio Evaluation	Instruction
IC5S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.	Observation Form	
IC5S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.	Observation Form	
IC5S10	Use skills in problem-solving and conflict resolution.	Observation Form	
IC5S11	Design and implement sensory stimulation programs.	Observation Form and	Instruction

		Portfolio Evaluation	
IC5S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.	Observation Form and Portfolio Evaluation	Instruction
IC6K1	Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.	Observation Form and Portfolio Evaluation	Instruction
IC6S1	Teach individuals with disabilities to monitor for errors in oral and written language.	Portfolio Evaluation	Instruction
IC6S2	Teach methods and strategies for producing legible documents.	Portfolio Evaluation	Instruction
IC6S3	Plan instruction on the use of alternative and augmentative communication systems.	Portfolio Evaluation	Instruction and Assistive Technology
IC7K1	Model career, vocational, and transition programs for individuals with disabilities.	Portfolio Evaluation	Assessment
IC7S1	Plan and implement individualized reinforcement systems and environmental modifications.	Portfolio Evaluation	FUBA/BIP
IC7S2	Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC7S3	Select and plan for integration of related services into the instructional program.	Observation Form and Portfolio Evaluation	Instruction
IC7S5	Interpret sensory and physical information to create or adapt appropriate learning plans.	Observation Form and Portfolio Evaluation	Instruction
IC7S6	Design and implement instructional programs that address independent living and career education.	Observation Form and Portfolio Evaluation	Instruction
IC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.	Observation Form and Portfolio Evaluation	Instruction
IC8K1	Specialized terminology used in the assessment of individuals with disabilities.	Portfolio Evaluation	Assessment
IC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities.	Portfolio Evaluation	Assessment
IC8K3	Types and importance of information concerning individuals with disabilities available from families and public agencies.	Portfolio Evaluation	Assessment
IC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.	Portfolio Evaluation	Collaboration and FUBA/BIP
IC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities.	Portfolio Evaluation	Assessment
IC8S3	Select, adapt, and modify assessments to accommodate the unique abilities	Portfolio Evaluation	Assessment

	and needs of individuals with disabilities.		
IC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.	Portfolio Evaluation	Assessment
IC8S5	Develop and use a technology plan based on adaptive technology assessment.	Portfolio Evaluation	Assistive Technology
IC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities.	Professional Development Program Requirement	Professional Development
IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.	Observation Form and Portfolio Evaluation	Assessment
IC10K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.	Portfolio Evaluation	Collaboration
IC10S1	Participate in the selection and implementation of augmentative or alternative communication systems.	Portfolio Evaluation	Assistive Technology
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities.	Portfolio Evaluation	Collaboration and Assessment
IC10S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.	Observation Form and Portfolio Evaluation	Assessment and Instruction
IC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation.	Portfolio Evaluation	Assessment

**Special Education 5210
Student Teaching
Fall 2009**

Darcie Peterson
Education Building, Room 371
Office Phone: 435.797.3252
E-mail: darcie.peterson@usu.edu
Office hours: Tuesdays and Fridays 2-5 and by appointment

Trisha Butterfield
Education Building, Room 371
Office Phone: 435.881.1662
E-mail: trisha.b@aggiemail.usu.edu
Office hours: By appointment

REGISTRATION & FEES

- Students outside of Cache County register through Distance Education (Nancy Glomb section)
- 15 credits TOTAL:
 - SPED 5210 -- 6 credits
 - \$200.00 fee: \$100 to cooperating teacher and \$100 materials & supervision fee
 - ELED 5100 or 5150 – 6 credits
 - \$ 140.00 fee: \$100.00 to cooperating teacher and \$40.00 materials & supervision fee
 - ELED 5250 – 3 credits
 - \$ 20.00 materials & supervision fee

STUDENT TEACHING DATES:

- Criminal Background Check (CBC) forms turned in by April 24
- UCAN/Americorp enrollment forms due in August. Forms will be sent if you are interested and information will be due before student teaching begins.
- Student Teaching: (1st Block: Tuesday, August 25 – Thursday, October 15)
(2nd Block: Monday, October 19 – Tuesday, December 8)
- Seminar Day: August 24 (**you only need to attend first day!!**)
- Placement Workshop: Monday, October 12th
- Portfolio Day: Friday, October 16
- Portfolio Due Date Friday, November 13, ELED supervisor by December 4
- ELED Exit Interview December 1

TEXT: Student Teaching Handbook. Will be provided.
Blackboard: bb.usu.edu. syllabus, handbook, FUBA forms, etc.

PLACEMENT WORKSHOP: *A mandatory placement workshop will be held on campus on Monday, October 12th from 8:00 - 5:00.* You will be excused from your student teaching site for that day to attend the workshop. The placement center will be there to help you set up a placement file. After lunch Special Education Directors will be there to discuss the application process in their districts and to answer your questions. Then most of the Special Education Directors will be available to do screening interviews. *Please make arrangements to be at the meeting until 5:00 (this includes work).* If you have to miss this workshop due to an emergency, you will need to complete a paper proving you have gathered all the material discussed in the workshop.

NAME BADGES: you will need to purchase a SPED student teaching name tag in the card office for \$10.00 (TSC 212). You will be required to wear it while you are student teaching in the schools.

LESSON PLANS: It is the responsibility of all student teachers to be organized and prepared to work in the classroom. Daily lesson plans are required. They must be typed. Check with your university supervisor and cooperating teacher to discuss the type of plan required for your placement.

LICENSURE: Applications can be picked up from Co Brunner in the Special Education Office, BUT Darcie will also pass them out at the placement workshop. A complete official transcript of credits that includes your student teaching grade and degree posted, and a \$50 money order made out to *The Utah State Board of Education* must accompany this application. **Licensure papers for SPED must be turned into Co Brunner (EDUC 313) or mail to Co Brunner 2865 Old Main Hill Logan, UT 84322-2865, not the Teacher Education Office.** This includes the official transcript.

COMPLIANCE WITH DISTRICT AND SCHOOL POLICIES: Student teachers are required to adhere to district and school policy where they have been assigned to teach; this includes faculty meetings, teacher in-services, IEP conferences and other teacher responsibilities before and after school hours. Student teachers are required to be at the school a minimum of school contract hours or one half hour before and after school –whichever is greater.

Elementary Education Requirements...in the student teaching/cooperating teaching guideline handout in student teaching packet.

ATTENDANCE: Attendance during student teaching is mandatory. Authorization form the cooperating teacher is required should a student teacher need to be excused from their student teaching responsibilities because of illness or death in the immediate family. Student teachers may be expected to provide cooperating teachers with lesson plans and necessary material for instructing pupils. If absences accrue beyond three days, the student teacher will be required to make-up time missed during student teaching. It could also result in the need to student

teach again. Doctor appointments, job interviews, etc. need to be scheduled during school holidays or after school hours.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the USU calendar. For spring semester student teachers, this includes spring break. Student teachers need to be at their assigned school all contract days – including teacher workdays and conference days.

Student Teaching Seminars are also mandatory. No absences are allowed.

SUBSTITUTE POLICY: It is the policy of the College of Education at Utah State University and the State Office of Education that student teachers NOT be used as substitutes for employed teachers. Failure to comply with this policy could mean you would repeat student teaching.

PROBLEMS/GRIEVANCES: Should problems or grievances develop during the student teaching experience, the cooperating teacher and the university supervisor should be made aware of the situation as soon as possible. See page 6 in the SPED Student Teaching Handbook.

SUGGESTIONS FOR AN EFFECTIVE STUDENT TEACHING EXPERIENCE:
It is a requirement to meet with your cooperating teacher before school begins. You will also meet with the principal the first day of student teaching before school begins.
See page 10 in your SPED Student Teaching Handbook

STUDENT TEACHING LICENSE AND LIABILITY INSURANCE:

See page 5 in your SPED Student Teaching Handbook.

The State Board of Education issues a Student Teaching License upon the recommendation of the College of Education. A Student Teaching License authorizes the student teacher to teach in a specified school or schools under the specific direction of a qualified and certified person. The license is valid only for the student teaching period. A person may not engage in student teaching without a current student teaching license.

A person employed in a position requiring state certification that holds a current license issued by the state board is a certified employee and is covered by a liability insurance program carried by the school district.

If a student teacher is performing a service for the school district, s/he has liability coverage by the district. If a student is in the classroom because s/he has chosen to go there on his/her own, s/he is not covered.

EVALUATIONS: The cooperating teacher has been provided business reply envelopes to return evaluations to Darcie and Vesna. Final evaluations must be received from both the cooperating teacher and the university supervisor before grades can be turned in. If you would like a copy of any evaluation, you can request one

from your cooperating teacher, supervisor, Darcie or Vesna. Copies of all evaluation forms will be in the back of your student teaching packet

GRADING: The grade received in student teaching is pass/fail. Passing student teaching will be determined by passing grades on observations, passing grades on final evaluation and passing each section of the portfolio.

EXIT INTERVIEW: Your exit interview will be conducted with Dr. Jim Dorward on Tuesday, December 2 at 4:00 in the Edith Bowen Auditorium.

PORTFOLIOS: There are sample ELED portfolios available for you to look at in Vesna Jenkin’s office (EDUC 371). Portfolios are due to your ELED supervisor by Friday, December 4. They are due to your SPED supervisor by Friday, November 13.

It is your responsibility to make arrangements with both supervisors for final critique by the above dates.

ORIENTATION EVALUATION - Please fill out the evaluation of today's meeting and give it to Darcie or Vesna before you leave.

Council for Exceptional Children Standards:

NCATE Standard	Course Objective	Observation Form and/or Portfolio Evaluation	Section of Portfolio
CC1K1	Models, theories, and philosophies that form the basis for special education practice.	Portfolio Evaluation	Philosophy
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.	Portfolio Evaluation	FUBA/BIP
CC1K3	Relationship of special education to the organization and function of educational agencies.	Portfolio Evaluation	Assessment
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	Portfolio Evaluation	Assessment
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	Portfolio Evaluation	Assessment and Lesson Planning
CC1K6	Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.	Portfolio Evaluation	Assessment
CC1K7	Family systems and the role of families in the educational process.	Portfolio Evaluation	Collaboration
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home	Portfolio Evaluation	Collaboration

	and school.		
GC1K1	Definitions and issues related to the identification of individuals with disabilities.	Portfolio Evaluation	Assessment
GC1K2	Models and theories of deviance and behavior problems.	Portfolio Evaluation	FUBA/BIP
GC1K5	Continuum of placement and services available for individuals with disabilities.	Portfolio Evaluation	Assessment
GC1K7	Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.	Portfolio Evaluation	Assessment
GC1K8	Principles of normalization and concept of least restrictive environment.	Portfolio Evaluation	Assessment
GC1K9	Theory of reinforcement techniques in serving individuals with disabilities.	Portfolio Evaluation	FUBA/BIP and Instruction
CC1S1	Articulate personal philosophy of special education.	Portfolio Evaluation	Philosophy
CC2K2	Educational implications of characteristics of various exceptionalities.	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.	Observation Form and Portfolio Evaluation	Collaboration
CC2K6	Similarities and differences among individuals with exceptional learning needs.	Observation Form	
GC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families, and society.	Portfolio Evaluation	Assessment
GC2K4	Psychological and social-emotional characteristics of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
CC3K1	Effects an exceptional condition(s) can have on an individual's life.	Portfolio Evaluation	Assessment
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.	Portfolio Evaluation	Collaboration
CC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.	Portfolio Evaluation	Instruction and Collaboration
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.	Observation Form and Portfolio Evaluation	Instruction
GC3K1	Impact of disabilities on auditory and information processing skills.	Observation Form	
GC3S1	Relate levels of support to the needs of the individual.	Observation Form and	Instruction

		Portfolio Evaluation	
GC4K1	Sources of specialized materials, curricula, and resources for individuals with disabilities.	Observation Form	
GC4K2	Strategies to prepare for and take tests.	Observation Form	
GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.	Observation Form	
GC4K5	Strategies for integrating student-initiated learning experiences into ongoing instruction.	Observation Form and Portfolio Evaluation	Instruction
GC4K6	Methods for increasing accuracy and proficiency in math calculations and applications.	Observation Form and Portfolio Evaluation	Instruction
GC4K7	Methods for guiding individuals in identifying and organizing critical content.	Observation Form and Portfolio Evaluation	Instruction
CC4S1	Use strategies to facilitate integration into various settings.	Portfolio Evaluation	Assessment
CC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	Observation Form and Portfolio Evaluation	Instruction
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	Observation Form and Portfolio Evaluation	Instruction
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.	Observation Form and Portfolio Evaluation	Instruction
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.	Observation Form and Portfolio Evaluation	Assessment
GC4S1	Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC4S3	Teach learning strategies and study skills to acquire academic content.	Observation Form and Portfolio Evaluation	Instruction
GC4S4	Use reading methods appropriate to individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC4S6	Modify pace of instruction and provide organizational cures.	Observation Form and Portfolio Evaluation	Instruction
GC4S7	Use appropriate adaptations and technology for all individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
GC4S8	Resources and techniques used to transition individuals with disabilities into and out of school and postschool environments.	Portfolio Evaluation	Assessment and IEP

GC4S9	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.	Observation Form and Portfolio Evaluation	FUBA/BIP
GC4S10	Identify and teach basic structures and relationships within and across curricula.	Portfolio Evaluation	Instruction
GC4S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	Observation Form and Portfolio Evaluation	Instruction
GC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners.	Observation Form and Portfolio Evaluation	Instruction
GC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum.	Observation Form and Portfolio Evaluation	Instruction and Assessment
GC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies.	Observation Form and Portfolio Evaluation	Instruction
GC4S15	Teach strategies for organizing and composing written products.	Observation Form and Portfolio Evaluation	Instruction
GC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	Observation Form and Portfolio Evaluation	Instruction
CC5K1	Demands of learning environments.	Observation Form and Portfolio Evaluation	Instruction
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.	Portfolio Evaluation	FUBA/BIP
CC5K3	Effective management of teaching and learning.	Observation Form and Portfolio Evaluation	Instruction
CC5K5	Social skills needed for educational and other environments.	Portfolio Evaluation	FUBA/BIP
CC5K6	Strategies for crisis prevention and intervention.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.	Observation Form and Portfolio Evaluation	Instruction
GC5K1	Barriers to accessibility and acceptance of individuals with disabilities.	Portfolio Evaluation	Collaboration
GC5K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
GC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.	Observation Form and Portfolio Evaluation	Assessment
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	Observation Form and Portfolio Evaluation	Instruction
CC5S2	Identify realistic expectations for personal and social behavior in various settings.	Portfolio Evaluation	FUBA/BIP

CC5S3	Identify supports needed for integration into various program placements.	Portfolio Evaluation	Assessment
CC5S4	Design learning environments that encourage active participation in individual and group activities.	Observation Form and Portfolio Evaluation	Instruction
CC5S5	Modify the learning environment to manage behaviors.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.	Observation Form	
CC5S8	Teach self-advocacy.	Observation Form	
CC5S10	Use effective and varied behavior management strategies.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Observation Form and Portfolio Evaluation	FUBA/BIP
CC5S12	Design and manage daily routines.	Observation Form and Portfolio Evaluation	Instruction
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.	Portfolio Evaluation	Instruction
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.	Portfolio Evaluation	Collaboration
GC5S1	Provide instruction in community-based settings.	Observation Form and Portfolio Evaluation	Instruction
GC5S2	Use and maintain assistive technologies.	Observation Form and Portfolio Evaluation	Assistive Technology
GC5S3	Plan instruction in a variety of educational settings.	Observation Form and Portfolio Evaluation	Instruction
GC5S5	Use skills in problem-solving and conflict resolution.	Observation Form and Portfolio Evaluation	FUBA/BIP
GC5S6	Establish a consistent classroom routine for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
CC6K4	Augmentative and assistive communication strategies.	Portfolio Evaluation	Assistive Technology
GC6K1	Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.	Portfolio Evaluation	Instruction
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	Observation Form	
GC6S2	Teach strategies for spelling accuracy and generalization.	Observation Form and	Instruction

		Portfolio Evaluation	
GC6S3	Teach individuals with disabilities to monitor for errors in oral and written language.	Observation Form and Portfolio Evaluation	Instruction
GC6S4	Teach methods and strategies for producing legible documents.	Observation Form and Portfolio Evaluation	Instruction
GC6S5	Plan instruction on the use of alternative and augmentative communication systems.	Portfolio Evaluation	Assistive Technology
CC7K2	Scope and sequences of general and special curricula.	Observation Form and Portfolio Evaluation	Instruction and Assessment
CC7K3	National, state or provincial, and local curricula standards.	Observation Form and Portfolio Evaluation	Assessment
CC7K4	Technology for planning and managing the teaching and learning environment.	Observation Form	
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.	Portfolio Evaluation	Collaboration
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
GC7K2	Model career, vocational, and transition programs for individuals with disabilities.	Portfolio Evaluation	IEP
GC7K4	Relationships among disabilities and reading instruction.	Observation Form and Portfolio Evaluation	Instruction
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs	Observation Form and Portfolio Evaluation	Assessment and Instruction
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.	Portfolio Evaluation	Collaboration and Assessment
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.	Portfolio Evaluation	Assessment
CC7S4	Use functional assessments to develop intervention plans.	Portfolio Evaluation	FUBA/BIP
CC7S5	Use task analysis.	Observation Form and Portfolio Evaluation	Instruction
CC7S6	Sequence, implement, and evaluate individualized learning objectives.	Observation Form and Portfolio Evaluation	Instruction and Assessment
CC7S7	Integrate affective, social, and life skills with academic curricula.	Observation Form and Portfolio Evaluation	Assessment
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Observation Form and Portfolio Evaluation	Instruction
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.	Observation Form and Portfolio Evaluation	Instruction
CC7S10	Prepare lesson plans.	Observation Form	Instruction

		and Portfolio Evaluation	
CC7S11	Prepare and organize materials to implement daily lesson plans.	Observation Form and Portfolio Evaluation	Instruction
CC7S12	Use instructional time effectively.	Observation Form and Portfolio Evaluation	Instruction
CC7S13	Make responsive adjustments to instruction based on continual observations.	Observation Form and Portfolio Evaluation	Instruction
GC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	Observation Form and Portfolio Evaluation	FUBA/BIP
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.	Observation Form and Portfolio Evaluation	Instruction
GC7S3	Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
GC7S4	Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.	Portfolio Evaluation	Instruction and Assistive Technology
GC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.	Observation Form and Portfolio Evaluation	Instruction
GC7S6	Design and implement instructional programs that address independent living and career education for individuals.	Observation Form and Portfolio Evaluation	Instruction
GC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.	Observation Form and Portfolio Evaluation	Instruction
CC8K1	Basic terminology used in assessment.	Portfolio Evaluation	Assessment
CC8K3	Screening, prereferral, referral, and classification procedures.	Portfolio Evaluation	Assessment
CC8K5	National, state or provincial, and local accommodations and modifications.	Portfolio Evaluation	Assessment
GC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities.	Portfolio Evaluation	Assessment
CC8S1	Gather relevant background information.	Portfolio Evaluation	Assessment
CC8S2	Administer nonbiased formal and informal assessments.	Portfolio Evaluation	Assessment
CC8S4	Develop or modify individualized assessment strategies.	Portfolio Evaluation	Assessment
CC8S5	Interpret information from formal and informal assessments.	Portfolio Evaluation	Assessment
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	Portfolio Evaluation	Assessment
CC8S7	Report assessment results to all stakeholders using effective	Portfolio Evaluation	Assessment

	communication skills.		
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.	Portfolio Evaluation	Instruction
CC8S9	Develop or modify individualized assessment strategies.	Portfolio Evaluation	Assessment
CC8S10	Create and maintain records.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
GC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
GC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities.	Portfolio Evaluation	Assessment
GC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.	Portfolio Evaluation	Assessment
CC9K1	Personal cultural biases and differences that affect one's teaching.	Portfolio Evaluation	Collaboration
CC9K3	Continuum of lifelong professional development.	Professional Development Program Requirement	Professional Development
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.	Portfolio Evaluation	Collaboration
CC9S8	Use verbal, nonverbal, and written language effectively.	Portfolio Evaluation	Portfolio
CC9S9	Conduct self-evaluation of instruction.	Portfolio Evaluation	Instruction
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.	Portfolio Evaluation	Instruction
GC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities.	Portfolio Evaluation	Assessment
CC10K1	Models and strategies of consultation and collaboration.	Portfolio Evaluation	Collaboration
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	Portfolio Evaluation	Collaboration and Assessment
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.	Portfolio Evaluation	Collaboration
GC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.	Portfolio Evaluation	Collaboration
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.	Observation Form	
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs	Portfolio Evaluation	Assessment
CC10S3	Foster respectful and beneficial relationships between families and	Portfolio Evaluation	Collaboration

	professionals.		
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.	Portfolio Evaluation	Assessment
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.	Portfolio Evaluation	Collaboration and Assessment
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.	Portfolio Evaluation	Collaboration and Instruction
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.	Portfolio Evaluation	Collaboration
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.	Portfolio Evaluation	Collaboration
CC10S11	Observe, evaluate, and provide feedback to paraeducators.	Portfolio Evaluation	Collaboration
GC10S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.	Portfolio Evaluation	Assessment
EC1K3	Law and policies that affect young children, families, and programs for young children.	Portfolio Evaluation	Assessment
EC3S1	Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.	Observation Form and Portfolio Evaluation	Instruction and Collaboration
EC4S1	Use instructional practices based on knowledge of the child, family, community, and the curriculum.	Observation Form and Portfolio Evaluation	Instruction
EC4S2	Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.	Portfolio Evaluation	Assessment
EC4S3	Prepare young children for successful transitions.	Portfolio Evaluation	Assessment
EC5S1	Implement nutrition plans and feeding strategies.	Observation Form and Portfolio Evaluation	Instruction
EC5S3	Design, implement, and evaluate environments to assure development and functional appropriateness.	Observation Form and Portfolio Evaluation	Instruction
EC5S4	Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.	Observation Form and Portfolio Evaluation	Instruction
EC5S5	Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.	Portfolio Evaluation	Instruction
EC6S1	Support and facilitate family and child interactions as primary contexts for learning and development.	Observation Form and Portfolio Evaluation	Instruction
EC7S1	Implement, monitor, and evaluate	Portfolio Evaluation	Assessment

	individualized family service plans and individualized education programs.		
EC7S2	Plan and implement developmentally and individually appropriate curriculum.	Observation Form and Portfolio Evaluation	Instruction
EC7S3	Design intervention strategies incorporating information from multiple disciplines.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
EC7S4	Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.	Observation Form and Portfolio Evaluation	Instruction
EC8S1	Assess the development and learning of young children.	Portfolio Evaluation	Assessment
EC8S2	Select, adapt, and use specialized formal and informal assessments for infants, young children, and their families.	Portfolio Evaluation	Assessment
EC8S3	Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education programs.	Portfolio Evaluation	Assessment
EC8S4	Assist families in identifying their concerns, resources, and priorities.	Portfolio Evaluation	Collaboration
EC8S5	Participate and collaborate as a team member with other professionals in conducting family-centered assessments.	Portfolio Evaluation	Collaboration
EC8S6	Evaluate services with families.	Portfolio Evaluation	Assessment
EC9S4	Apply models of team process in early childhood.	Portfolio Evaluation	Collaboration
EC9S6	Participate in activities of professional organizations relevant to the field of early childhood special education.	Professional Development Program Requirement	Professional Development
EC9S7	Apply research and effective practices critically in early childhood settings.	Observation Form and Portfolio Evaluation	Instruction
EC10K1	Dynamics of team-building, problem-solving, and conflict resolution.	Portfolio Evaluation	Collaboration
EC10S1	Assist the family in planning for transitions.	Portfolio Evaluation	Assessment
EC10S2	Communicate effectively with families about curriculum and their child's progress.	Portfolio Evaluation	Collaboration
EC10S3	Apply models of team process in early childhood settings.	Portfolio Evaluation	Collaboration
EC10S4	Apply various models of consultation in early childhood settings.	Portfolio Evaluation	Collaboration
EC10S5	Establish and maintain positive collaborative relationships with families.	Portfolio Evaluation	Collaboration
EC10S6	Provide consultation and instruction specific to services for children and families.	Observation Form and Portfolio Evaluation	Collaboration and Instruction
IC1K1	Definitions and issues related to the identification of individuals with	Portfolio Evaluation	Assessment

	disabilities.		
IC1K4	Continuum of placement and services available for individuals with disabilities.	Portfolio Evaluation	Assessment
IC1K6	Principles of normalization and concept of least restrictive environment.	Portfolio Evaluation	Assessment
IC1K7	Theory of reinforcement techniques in serving individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
IC1K8	Theories of behavior problems of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families, and society.	Portfolio Evaluation	Assessment
IC2K4	Psychological and social-emotional characteristics of individuals with disabilities.	Portfolio Evaluation	FUBA/BIP
IC3K2	Impact disabilities may have on auditory and information processing skills.	Observation Form and Portfolio Evaluation	Assessment
IC3K3	Impact of multiple disabilities on behavior.	Observation Form and Portfolio Evaluation	FUBA/BIP
IC3S1	Relate levels of support to the needs of the individual.	Observation Form and Portfolio Evaluation	Instruction
IC4K1	Specialized materials for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
IC4K2	Prevention and intervention strategies for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC4K3	Strategies for integrating student-initiated learning experiences into ongoing instruction.	Observation Form and Portfolio Evaluation	Instruction
IC4S1	Use research-supported instructional strategies and practices.	Portfolio Evaluation	Instruction
IC4S2	Use appropriate adaptations and assistive technology for all individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and Assistive Technology
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction and FUBA/BIP
IC4S4	Identify and teach basic structures and relationships within and across curricula.	Observation Form and Portfolio Evaluation	Instruction
IC4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	Observation Form and Portfolio Evaluation	Instruction
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.	Observation Form	
IC5K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC5K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.	Observation Form and Portfolio Evaluation	Instruction

IC5K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.	Portfolio Evaluation	Assessment
IC5S1	Provide instruction in community-based settings.	Observation Form and Portfolio Evaluation	Instruction
IC5S2	Use and maintain assistive technologies.	Observation Form and Portfolio Evaluation	Assistive Technology
IC5S3	Structure the educational environment to provide optimal learning opportunities for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC5S4	Plan instruction in a variety of educational settings.	Observation Form and Portfolio Evaluation	Instruction
IC5S5	Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.	Observation Form	
IC5S6	Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities.	Observation Form and Portfolio Evaluation	Instruction
IC5S7	Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.	Observation Form and Portfolio Evaluation	Instruction
IC5S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.	Observation Form	
IC5S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.	Observation Form	
IC5S10	Use skills in problem-solving and conflict resolution.	Observation Form	
IC5S11	Design and implement sensory stimulation programs.	Observation Form and Portfolio Evaluation	Instruction
IC5S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.	Observation Form and Portfolio Evaluation	Instruction
IC6K1	Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.	Observation Form and Portfolio Evaluation	Instruction
IC6S1	Teach individuals with disabilities to monitor for errors in oral and written language.	Portfolio Evaluation	Instruction
IC6S2	Teach methods and strategies for producing legible documents.	Portfolio Evaluation	Instruction

IC6S3	Plan instruction on the use of alternative and augmentative communication systems.	Portfolio Evaluation	Instruction and Assistive Technology
IC7K1	Model career, vocational, and transition programs for individuals with disabilities.	Portfolio Evaluation	Assessment
IC7S1	Plan and implement individualized reinforcement systems and environmental modifications.	Portfolio Evaluation	FUBA/BIP
IC7S2	Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	Observation Form and Portfolio Evaluation	Instruction
IC7S3	Select and plan for integration of related services into the instructional program.	Observation Form and Portfolio Evaluation	Instruction
IC7S5	Interpret sensory and physical information to create or adapt appropriate learning plans.	Observation Form and Portfolio Evaluation	Instruction
IC7S6	Design and implement instructional programs that address independent living and career education.	Observation Form and Portfolio Evaluation	Instruction
IC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.	Observation Form and Portfolio Evaluation	Instruction
IC8K1	Specialized terminology used in the assessment of individuals with disabilities.	Portfolio Evaluation	Assessment
IC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities.	Portfolio Evaluation	Assessment
IC8K3	Types and importance of information concerning individuals with disabilities available from families and public agencies.	Portfolio Evaluation	Assessment
IC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.	Portfolio Evaluation	Collaboration and FUBA/BIP
IC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities.	Portfolio Evaluation	Assessment
IC8S3	Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.	Portfolio Evaluation	Assessment
IC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.	Portfolio Evaluation	Assessment
IC8S5	Develop and use a technology plan based on adaptive technology assessment.	Portfolio Evaluation	Assistive Technology
IC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities.	Professional Development Program Requirement	Professional Development
IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.	Observation Form and Portfolio Evaluation	Assessment
IC10K2	Collaborative and/or consultative role	Portfolio Evaluation	Collaboration

	of the special education teacher in the reintegration of individuals with disabilities.		
IC10S1	Participate in the selection and implementation of augmentative or alternative communication systems.	Portfolio Evaluation	Assistive Technology
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities.	Portfolio Evaluation	Collaboration and Assessment
IC10S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.	Observation Form and Portfolio Evaluation	Assessment and Instruction
IC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation.	Portfolio Evaluation	Assessment