

**Student Teaching Handbook**  
**For**  
**SPE 591**  
**MSED Special Education-Childhood**

Curriculum and Instruction Department  
School of Education  
State University of New York College at Oswego

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## TABLE OF CONTENTS

### **PART I: GENERAL INFORMATION & COLLEGE POLICIES**

A. Philosophy and Conceptual Framework of the School of Education	5
B. Council for Exceptional Children (CEC) Standards for Beginning Special Educators	6
C. Oswego Philosophy of Student Teaching	9
D. Goals for Student Teaching	9
E. Admission to Student Teaching	9
F. College Policies	10
1. Assignment of Field Placements	10
2. Student Teaching Time Limits	11
3. Attendance	11
4. Employment While Student Teaching	12
5. Use of Student Teachers as Substitutes	12
6. Vacations During Student Teaching	12
7. Coursework while Student Teaching	13
8. Extended Student Teaching Experiences	13
9. Grading	13
10. Legal Action	13
11. Resolving Problems	14
12. Strike Policy	14
G. NY Education Law	14
1. Section 3023	14
2. Section 3001	14
3. Section 413	14
4. Sections 803, 804,806,808	14
5. Personal Insurance	14
H. Career Planning & Placement Office – Job Search Assistance	16

### **PART II: STUDENT TEACHING TEAM MEMBERS AND RESPONSIBILITIES** 17

A. Cooperating Teacher	16
B. Student Teacher	18
1. Responsibilities	18
2. Requirements	19
3. Required Experiences and Products for Special Education Student Teachers	20

C. College Supervisor	21
D. School Administrator	22
E. Field Placement Coordinator	23
F. Academic Coordinator	23

<b><u>PART III: STUDENT TEACHING EVALUATION FORMS</u></b>	24
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A. Midterm/Final Student Teacher Assessment	24
B. Lesson Plan: Required Formats	28
C. Classroom Observations	29
1. Supervisor's Observation Report	29

<b><u>PART IV: PROGRAM, FIELD PLACEMENT &amp; COURSE DESCRIPTIONS</u></b>	31
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A. Special Education - Childhood Education Grades 1-6 Program (36 sh)	30
B. Field Placements	30
C. Course Descriptions	32

## **GENERAL INFORMATION & COLLEGE POLICIES**

### **A. Philosophy and Conceptual Framework of the School of Education, SUNY Oswego**

Each program at the State University of New York at Oswego has the following goals for its graduates:

**SOCIAL JUSTICE** – Educators who graduate from Oswego State University are socially conscious catalysts for change who promote authentic learning by all students.

**AUTHENTIC LEARNING** – Educators provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

**KNOWLEDGE** – Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the New York State Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

**PRACTICE** – Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.

**REFLECTION** – Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

**COLLABORATION & LEADERSHIP** – Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

## **B. CEC Standards for Beginning Special Educators**

The MSED Special Education Program in the Curriculum and Instruction Department strives to prepare student teachers who will meet the ten standards set forth by the Council for Exceptional Children (CEC).

### **CEC Standard 1. Foundations.**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

### **CEC Standard 2. Development and Characteristics of Learners.**

Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1/</sup>. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can *impact* families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

### **CEC Standard 3. Individual Learning Differences.**

Special educators understand the **effects that an exceptional condition**<sup>2/</sup> can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

### **CEC Standard 4. Instructional Strategies.**

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula**<sup>3/</sup> and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

### **CEC Standard 5. Learning Environments and Social Interactions.**

Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and provide **guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

#### CEC Standard 6. Language.

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English**.

#### CEC Standard 7. Instructional Planning.

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

#### CEC Standard 8. Assessment.

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

#### CEC Standard 9. Professional and Ethical Practice.

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

**CEC Standard 10. Collaboration.**

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

**\*\*SUNY Oswego School of Education has added an additional standard:****OSWEGO 11. Paraeducator Training and Support**

Special educators understand and assume leadership to ensure appropriate roles and responsibilities for **paraeducators** as members of the instructional team.

## **Professional Dispositions**

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego.

Commitment to Authentic Learning and Teaching. Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

Critical Reflection. Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice.

Integrity. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.

Collaboration. Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

Advocacy. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.

Socially-Conscious Responsibility. Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.

Socially-Conscious Respect. Educators demonstrate cultural sensitivity, empathy, caring , and rapport; seek to understand others and believe all students can learn authentically at high levels.

### **C. Oswego Philosophy of Student Teaching.**

Student teaching, in order to be a worthwhile experience and to provide maximum results, must be a cooperative enterprise. It involves the student teacher, the cooperating teacher, school administrators and other public school staff, and the college supervisor. Each has a definite responsibility and each complements the other. The fundamental purpose of student teaching is to provide the student teacher with a variety of experiences through which he/she may develop teaching skills that reflect the philosophy and conceptual framework of the SUNY Oswego School of Education and the performance standards for beginning special educators as defined by the Council for Exceptional Children (CEC). Student teaching is an opportunity that permits the student teacher time to synthesize and apply information gathered in previous course work and field placements. During this time the student teacher is expected to develop professional skills in problem solving, assessment and self-reflection. It is expected that a student teacher will be exposed to all the activities of the classroom teacher(s), in the educational setting, and in the community.

The College believes that a successful plan of student teaching is a means of improving the whole program of teacher education both at the pre-service and in-service levels. Many changes in the professional program at the



College are due directly to experiences gained through the student teaching program. It is generally agreed by personnel of cooperating centers that the enthusiasm which student teachers bring to their centers often provides an additional stimulus for local professional improvement.

**D. Goals for Student Teaching**

- Demonstrate an understanding of both unique and shared roles and responsibilities of special educators as members of instructional teams, as well as school and district level teams/ committees.
- Demonstrate advocacy and leadership to support the participation and learning of students with a variety of learning characteristics in inclusive classes and the general education curricula.
- Demonstrate the ability to plan on both a daily and long-range basis using central concepts of the NYS Student Learning Standards, Individual Education Programs (IEPs), Universal Design for Learning, tools of inquiry, and structures of the disciplines to develop meaningful learning experiences appropriate for the full range of pupil's developmental, educational, cultural, and linguistic needs.
- Demonstrate ability to plan and provide appropriate and powerful individualized instruction in priority areas for special educators (i.e., development of student literacy abilities, positive behaviors, and functional skills).
- Use a variety of authentic instruction and support strategies including educational technology for accomplishment of learning outcomes in all areas of the curriculum, including IEP goals.
- Create a learning environment through motivational strategies that encourages positive social interactions and active engagement in learning for all students.
- Support students' physical, social, emotional, aesthetic, and intellectual development.
- Support students' development of critical thinking, problem solving, and performance skills.
- Use communication techniques to support inquiry, collaboration, and supportive interactions.
- Use formal and informal assessment strategies to monitor students' development and insure continuous intellectual, social, and physical growth.
- Organize and efficiently manage time, space, records, and learning materials to fulfill relevant professional responsibilities (e.g., instruction, assessment, committee participation and leadership).
- Develop effective management strategies that engage students in ethical explorations that promote collaborative problem solving and self-regulation.
- Collect, analyze, and reflect upon the choices and actions made by the teacher candidate and others in the learning environment and seek professional development opportunities.
- Demonstrate effective collaboration and leadership skills in relationship with students, teachers, paraeducators, related service providers, administrators, other staff members, and parents and agencies in the larger community to support students' learning and well-being.
- Develop or expand a professional teaching portfolio that reflects the experiences and professional accomplishments related to the special educator role.

**E. Admission to SPE 591, Student Teaching for MSED Special Education Program**

2. **Graduate candidates in the MSED Special Education program** may enroll in SPE 591, student teaching provided they have satisfied the following requirements in the MSED Special Education Program:
  - Completed all Professional graduate course work with B- or better.
  - Completed all undergraduate prerequisites and earned Degree Candidacy.
  - Maintained an overall GPA of 3.00.
  - Successfully completed all prior field experiences (embedded in SPE 515 and SPE 525).
  - Completed a written application for student teaching.
  - Completed SSHS 1020 Safe Schools, Healthy Students.

## F. College Policies

### 1. Assignment of Field Placements:

- Field placements in all teacher education majors are made in compliance with university policies for “Internships, Student Teaching, and Other Experiential Placements” found in the **SUNY Oswego Student Handbook**.
- Field placements are made only after the teacher candidate has met all program requirements as set forth by the major department.
- Field placements are made **only** by the Field Placement Office, based on recommendations from full time program faculty. Candidates should not contact schools or teachers directly to arrange placements.
- Field placements are made as close to candidates’ preferred location or residence as feasible given the quality and quantity of available placements, and the legitimate need of other candidates, schools, and college supervisors. **Preferred placements are not guaranteed.**
- Field placements that are not accepted by a teacher candidate may be assigned to another. The initial recipient of the assignment may not be assigned until the following quarter or semester.
- Field placements require that candidates provide their own transportation.
- Field placement notification will be completed in writing with a letter from the Field Placement Office. If time is an issue, a phone call or email will be used to notify the candidate of a placement.
- Candidates must comply with school rules, policies, and procedures, including those concerning student safety and management/discipline, teacher attendance, performance and behavior. Candidate attire must meet the standard set by teachers in the school and comply with school dress code(s) for teachers and students.

### 2. Student Teaching Time Limits: In order to meet the New York State Education Department’s teacher certification regulations, student teaching is offered for one ten week period during the Fall and Spring semesters only. Student teaching is not offered during winter session or during any of the summer sessions.

### 3. Attendance: The beginning and ending dates of student teaching placements are established by the official college calendar and/or the department within the framework established by the college calendar. The student teacher is required to:

- Be at the placement every day that the school is in session and /or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.
- Work the same hours and schedule, and perform the same duties, as the cooperating teacher.
- Attend faculty meetings, parent conferences, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.

The student teacher should expect to be in attendance each day school is in session. However, in case of absence or tardiness, due to illness or other unavoidable emergency, the student teacher must:

- Call the college supervisor, the cooperating teacher, and the school as soon as possible, but no later than one-hour before school starts on the day of the absence.
- Arrange delivery to the cooperating teacher of all material that the student teacher possesses that are necessary for instruction on the day of the absence.
- Follow school district policy for reporting and documenting teacher tardiness and absence to school officials.

### 4. Employment While Student Teaching: Working while student teaching is not advisable. However, because of rising costs of a college education, there is currently no regulation prohibiting employment.

Student teachers are not permitted to arrive late or leave the school early to accommodate outside work. Should a student teacher choose to be employed and it is the judgment of the supervisor and cooperating teacher that such employment hinders the student teacher's effective performance. The student teacher may be issued an unsatisfactory grade and be removed from student teaching.

5. **Use of Student Teachers as Substitute Teachers:** There are frequently requests for student teachers to substitute for teachers. A student teacher may substitute for the cooperating teacher with certain provisions and under the following conditions:
  - The substitution be requested by the cooperating teacher and the student teacher has demonstrated necessary competence.
  - The college supervisor and the local administrator must approve the substitution in advance.
  - If the student teacher substitutes for more than three days, approval is required from the Curriculum and Instruction Academic Coordinator as well as the college supervisor.
  - There will be no approval for a student teacher to substitute for a teacher other than his/her own cooperating teacher.
  - No student teacher will be permitted to accept a full-time substituting position.
  - Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.
6. **Vacations During Student Teaching:** Student teachers will follow the vacation schedule of the school district to which they are assigned **not the College schedule.**
7. **Coursework While Student Teaching:** Student teaching is extremely time consuming and requires a great deal of effort. Students are not permitted to enroll in courses other than SPE 540.
8. **Extended Student Teaching Experiences:** The student teaching experience may be extended only when extenuating circumstances (e.g. death of immediate family member, personal serious illness) occur upon recommendation of the college supervisor and the approval of the Curriculum and Instruction Academic Coordinator. The student teacher is expected to student teach on a full day basis for the assigned period.
1. **Grading:** The student teaching grade is determined by the college supervisor in consultation with the cooperating teacher. The grade will be either “S” for satisfactory work, and “U” for unsatisfactory work. Incomplete grades are given only in exceptional cases such as a major health issue or a death of an immediate family member (mother, father, brother or sister). **In order to earn a grade of “S”, all items on the final evaluation must be scored 2 or higher.** Candidates earning a “U” grade must meet with the Academic Coordinator and student teaching supervisor (full time program faculty member) to determine if a second placement is appropriate.

A student teacher who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory performance will receive a failing grade for the student teacher placement/course.

10. **Legal Action:** “SUNY Oswego expects students to be responsible, ethical and professional in all work environments consistent with the guidelines for on-campus behavior as expressed in the **Code of Student Rights, Responsibilities and Conduct**, including adherence to federal, state and local laws. Students who engage in experiential placements, both on and off-campus, such as internships, student teaching, practica, volunteer services, service learning, and field based independent studies are participating in SUNY Oswego-

sponsored programs and thus, are subject to the **Code of Student Rights, Responsibilities and Conduct**. Misconduct, poor judgment, and inappropriate actions in any work or volunteer placement may subject the student to dismissal for a specific placement and/or disciplinary action. SUNY Oswego will provide a due process forum to explain the circumstances surrounding the dismissal. SUNY Oswego in such circumstances has no obligations to reassign a student. (SUNY Oswego Student Handbook)

Student Teachers charged with violations of criminal law will be immediately suspended from participation in the field placement and from the teacher education program, until the case is settled or a determination has been made that the situation does not affect performance in the placement or program.

11. **Resolving Problems**: Despite the best intentions and efforts, problems sometimes arise between the student teacher and his or her cooperating teacher. If the problem cannot be resolved, the following steps must be taken in the order listed:
- Contact the college supervisor. She or he will discuss the matter with each party, individually, and arrange and coordinate a meeting for all concerned parties.
  - If no satisfactory resolution is reached, contact the Curriculum and Instruction Department Academic Coordinator. The Coordinator will discuss the problem with each party, individually, and coordinate a meeting of all concerned parties.
  - If the problem is not resolved at this point, the Chair of the Curriculum and Instruction Department will be consulted.
  - If no satisfactory resolution is reached, the procedures stated in SUNY Oswego's Student Handbook should be followed.

**Note:** Early identification of problems is important, as it can serve as a preventive measure. Cooperating teachers should notify the college supervisor if:

- The student teacher is not making adequate progress.
- The student teacher fails to report to the assignment.
- The student teacher is chronically late or absent.
- The student teacher is acting in an unprofessional manner.

Additional information about this policy can be obtained from the College supervisor or the Curriculum and Instruction Academic Coordinator.

12. **Strike Policy**: If a candidate is placed in a district that goes on strike, the following procedures should be followed:
- If a strike is anticipated or goes into effect, the candidate should notify the college supervisor and Director of Field Placement as soon as possible.
  - Candidates should not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a candidate to enter the building, the cooperating teacher should assist the candidate in obtaining the approval of all required parties.
  - During a short term strike of one week or less, the candidate and college supervisor should agree upon a plan to visit other schools, prepare lesson plans, assignments, etc. If the strike is prolonged, it may be

necessary to reassign the candidate to another placement.

## **G. New York Education Law**

The following sections of NYS Education Law apply to all Student Teaching placements:

### **1. Section 3023**

Section 3023 of the NYS Education Law requires, in effect, that each school district “save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher ... at the time of the accident or injury the individual was acting in the discharge of his duties within the scope of employment or authorized volunteer duties and/or under the direction of the Board of Education”. A student teacher who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter.

### **2. Section 3001, Subsection 2**

Education Law states that a student teacher is legally permitted to practice teaching without the presence of the certified teacher in the classroom providing the classroom certified teacher is available at all times and retains supervision of the student teacher.

### **3. New York Social Service Law, Section 413**

Pre-service Teachers, like their In-Service counterparts, are required “to report or cause a report to be made... when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child...” Should a student teacher become aware of information in this regard (s)he is expected to consult with his/her cooperating teacher and school administrator immediately, and contact the college supervisor as soon as possible thereafter. The cooperating teacher and school administrator should provide the student teacher with the name of the individual designated by the district to report matters of abuse or neglect, and should assist the student teachers in the event that a report is filed.

Training is provided for this in SSHS 1020 – Safe Schools, Healthy Students.

### **4. Sections 803a, 804, 806 and 808**

Training is provided in preventing child abduction (803a), prevention of tobacco, alcohol, and drug abuse (804), safety education (806) and fire and arson prevention (808) in SSHS 1020 Safe Schools, Healthy Schools.

### **5. Personal Insurance.**

All full-time undergraduate and graduate students at SUNY Oswego, including those enrolled in student teaching courses, are required to carry accident and hospitalization insurance covering themselves, which is available at a group rate through SUNY Oswego’s Auxiliary Services.

## **H. Career Planning & Placement Office – Job Search Assistance**

The work of the Career Services Office, 606 Culkin Hall (phone 315.312.2255), is a collaborative relationship in that the School of Education graduate (teacher candidate), employing officials, and the Career Services Office personnel share responsibilities. It is the candidate's responsibility to obtain a position, and it is the function of the Career Services Office to assist the candidate in doing so. Stated simply, the Career Services Office makes arrangements for candidates and employing officials to meet and gather information about one another, a process which hopefully will lead to the candidate securing a full-time position.

1. **Reference Folder Mailing Service**. One of the services of the Career Services Office is to maintain and send out folders of reference letters obtained by the candidate. Education graduates must contact the Career Services Office in order to register and pay a fee for this service.

This reference folder is a set of reference letters (with an optional copy of Oswego transcripts), maintained by the Career Services Office for the candidate, that gives written evidence of the candidate's background, experiences, and achievements. The reference folder includes two types of letters:

- **General Reference Letters** are reference letters that the candidate requests personally from the potential letter writer. The recommendation writer returns the completed form to the Career Services Office. These letters might be obtained from previous employers, professors, and others who know the candidate as his/her immediate supervisor.
- **Teacher Candidate References** are obtained in the same way as above, but specifically from cooperating teachers and college supervisors. It is the candidate's responsibility to solicit letters of recommendation from cooperating teachers and/or college supervisors. It is also to the teacher candidate's advantage to invite the building principal or other professional school personnel to observe his/her teaching. This enables them to write additional recommendations for the candidate's reference folder. If a person agrees to write a recommendation, the student gives him/her a Reference Form (obtained from the Career Services Office). A copy may be downloaded and printed from the Career Services website:  
[www.oswego.edu/careerservices/resources/credential/credentials.html](http://www.oswego.edu/careerservices/resources/credential/credentials.html)

2. **Additional Career Resources Available**. These include: resume assistance, mock interviews, job vacancy website, lists of school districts in New York and other states, the annual Teacher Recruitment Days, and free copies of *The Job Search Guide for Educators* published by AA/EE.

## **PART II: STUDENT TEACHING TEAM: ROLES & RESPONSIBILITIES**

A. **Cooperating Teacher**. Since all SUNY Oswego MSSED special education student teachers are certified childhood teachers, the cooperating teacher role is different from working with undergraduate or other student teachers who are in their first full time teaching experience. The cooperating teacher role in this placement focuses on mentoring a new teacher in a professional development experience that focuses on special educator roles and responsibilities. The following list of some of the most important responsibilities is offered to assist the cooperating teacher in planning for and working through the placement with the student teacher. Student teachers and cooperating teachers are individuals who develop their working relationships in many ways. Responsibilities include:

- Become acquainted with the expectations of SUNY Oswego's MSSED Special Education program by reviewing the Student Teaching Handbook. Either the student teacher or the college supervisor can provide you with this information.
- Provide for a time to meet your student teacher, once s/he has contacted you, and orient him/her to your role and responsibilities in your current position and team.
- Provide the student teacher with an appropriate, professional work area.
- Share your philosophy and curriculum with the student teacher.
- Discuss school policies and procedures regarding health and safety, discipline and attendance.
- Help the student teacher to understand the community from which the students come.
- Plan for the student teacher's involvement as an active, contributing team member from the first day (e.g., supporting students, conducting individual assessments, leading routines).
- Introduce the student teacher to all team members, including general educators, paraeducators and related service providers. Orient the student teacher to each member's roles within the team.
- Make the student teacher aware of available resources in the building, district, and BOCES.
- Set aside time for daily discussions.
- Familiarize the student teacher with general needs, abilities, and background of students.
- Provide the student teacher with opportunities to observe your approach to effective teaching and management strategies.
- Include the student teacher in your daily planning and lesson assessment.
- Provide the student teacher with curriculum materials.
- Monitor the student teacher's short and long range planning (i.e., review lesson plans).
- Identify opportunities within your context for the student teacher to assume leadership and gain experience in priority areas and requirements (e.g., focus student for team planning for positive behavior supports; exploring and implementing specific technologies for one or more students; developing individual support plans for a student with more significant disabilities and training/supporting paraeducators)
- Observe instruction and other performance regularly and provide specific feedback, orally or in writing.
- Encourage and allow the student teacher to attempt new strategies and develop his/her own teaching style.
- Encourage the student teacher to self-reflect about his/her teaching strategies, dispositions, and skills.
- Plan for meetings with college supervisor to discuss the student teacher's progress.
- Contact the supervisor at first signs of a problem.
- Complete a mid-quarter and final evaluation for the student teacher on hard copy or on line.
- Work with the college supervisor to contribute to an assessment of the student teacher's performance as it relates to competencies for beginning special educators (CEC) and SUNY Oswego program

requirements and dispositions.

- IF APPROPRIATE write a recommendation within a few days after the completion of the placement.

**B. Student Teacher.** The student teacher's role is to assume responsibility for her or his professional development experience in order to further develop and demonstrate professional competencies as a beginning special educator. The experience is intended to enable the student to engage in multiple decision-making roles and self reflection as a special educator in a semi-structured internship with ongoing feedback from experienced mentors (i.e., cooperating teacher and supervisor). In addition to specific competencies, the student teacher should gain an understanding of the professional roles and responsibilities that are central to the special educator role, regardless of service delivery models.

**1. Responsibilities:**

- Contact the cooperating teacher soon after the placement has been made to become acquainted with the teacher and program and make specific arrangements to begin the placement.
- Become familiar with the service delivery model, program curriculum and materials.
- Become familiar with school rules, policies, routines and facilities.
- Seek out and read the school's handbook.
- Follow policies and procedures established by the school regarding hours, discipline, and student safety.
- Keep the same hours and schedule as the cooperating teacher, including following the school calendar rather than the college calendar – full-time attendance. Full time attendance is required during student teaching unless there is an extenuating situation such as illness.
- Communicate with cooperating teacher, school personnel (faculty, staff, and administration) and parents, in a professional, tactful manner.
- Conform to standards of behavior and dress consistent with school and community requirements.
- Use discretion in sharing confidential information about students and colleagues.
- Become acquainted with school personnel and their functions.
- Establish professional rapport with students and maintain an appropriate teacher-student relationship.
- Demonstrate initiative and professionalism as an active, contributing team member, including, and beyond fulfillment of responsibilities required by the college or supervisor.
- Seek constructive criticism from cooperating teacher and college supervisor relative to professional progress.
- Participate in school functions, meetings, conferences, and activities as deemed appropriate by the cooperating teacher.
- Complete all requirements (see student teaching requirements).

Student teaching can and should be one of the most satisfying aspects of the teacher preparation program. Success depends on the student teacher's ability to adapt to the situation and develop a good working relationship with the cooperating teacher, college supervisor, and others who assist in the learning community. When students approach the semester with a spirit of eagerness and openness, success usually follows quite naturally. The following list of suggestions will help ensure success and avoid problems:

- Minimize other responsibilities during the student teaching semester. Student teaching is a full-time job!
- Take full advantage of each student teaching placement. Be sure to observe other teachers and support staff in addition to your cooperating teacher. Find out the role that others play in the



education of the students in your assigned class and be ready to work with them.

- Be as open as possible with the cooperating teacher and college supervisor about concerns. They are there to support you. They want you to successfully complete this experience.
- Ask questions and seek help. Find ways to grow and learn.
- Focus on key areas such as motivating and sustaining student interest, organization, planning, classroom management and discipline, budgeting your time and your students' time, understanding the content to be taught, monitoring student growth, and self-reflection of your own teaching knowledge, skills, and dispositions.
- Be prepared for an emergency. Know telephone numbers for contacting the cooperating teacher and school. Have an alternate ride planned in case of unforeseen car problems.
- Be on time and prepared for each day, professional meeting, and related extracurricular activities.

## 2. **Requirements:**

- Full-time attendance.
- Prepare and share daily lesson plans with cooperating teacher for all lessons **prior** to the date of instruction unless your cooperating teacher, building administrator, and/or college supervisor require a different schedule for completing your lesson plans.
- Plan weekly with Cooperating Teacher.
- Participate as an active team member throughout each school day. (E.g., Do not work on required written products during the school day.)
- Participate in all roles and responsibilities of mentor teacher (e.g., team and committee meetings), unless deemed inappropriate by mentor teacher or supervisor.
- Complete all required experiences and products for SPE 591 in a timely manner and with acceptable quality. (See **SPE 591- Special Education Student Teaching Required Activities and Products\*\*\***)
- Keep a well-organized portfolio/binder with products related to required experiences and have it available daily, on-site for cooperating teacher and supervisor.

*\*\*\* These activities are required for all student teachers for the MSSED Special Education program to ensure opportunities in a range of key competencies and roles as a special educator. However, your participation is not limited to these required activities. It is expected that you will become an active team member and participate in many additional roles and activities based on opportunities in your particular setting.*

**SPE 591- Special Education Student Teaching  
Required Activities and Products\*\***

<b>Week</b>	<b>Required Activities</b>	<b>Required Products (Keep all products in your Binder)</b>
Week 1	Shadow mentor Support and observe students Review IEPs and records Write your own PLOP for 3 students, including the individual student who has the most intensive needs. Identify general education co-teaching partner Identify literacy and math groups for which you will assume responsibility Review grade level general education curriculum for students with IEPs.	Present Levels of Performance for 3 students Develop a “program-at-a-glance” for each of these 3 students Schedule  Table/chart of all of your mentor’s students with IEPs including grade, expectations in the general education curriculum (same or modified), and summary of IEP priority areas.
Week 2	Support students with IEPs in general education classes. Develop general adaptations for routine lesson structures/ activities.  Observe and meet with related service providers for 2 students (including student with highest needs).  Individual literacy assessments for students in your literacy groups (e.g., QRI).  Assist with other routine assessments, if possible (e.g., literacy, math) Attend child study team (building RTI team) meeting(s)	Write professional development goals for this placement in this setting  Written summary—related service goals and implications for learning and participation throughout daily/weekly schedule and across curriculum.  Copies and Brief Summaries: individual literacy assessments (abilities and needs)  Write brief summary of steps for initial pre-referral & referral to CST.
Week 3	Assume responsibility for planning and providing <i>expert, intensive instruction</i> in literacy for at least one group of students (including students with IEPs).  Plan for and teach/co-teach other small groups as needed (e.g., math)  Keep records of student progress for literacy and other instructional groups (including IEP goals).  Plan for opportunities for formal assessments for identification or annual review.  Identify a student for IEP development.  Identify a student who needs instruction in a school routine or nonacademic skill (e.g., buying lunch, organizing materials).	Literacy lesson plans—one long form and others in short form. Written reflections on 3 of first week’s literacy lessons.  Lesson plans (at least one long form).  Records of student progress

Weeks 4-5	<p>Continue above teaching (literacy, etc.) and support responsibilities.</p> <p>Continue keeping records of student progress.</p> <p>Choose one student to focus on for planning focused regular class supports. Talk with classroom teacher and observe. Plan supports for two challenging regular class routines (can be specials). Share with team, including TA.</p> <p>Assess, plan and implement instructional program for a student who needs instruction in a school routine or nonacademic skill. Share strategies with appropriate teammates (e.g., other teachers, TAs).</p> <p>Identify classroom teacher partner and unit topic (science, social studies or health) for co-planned differentiated unit.</p>	<p>Literacy lesson plans—one long form and others in short form.</p> <p>Written reflections on 1 literacy lesson/ week.</p> <p>Records of student progress</p> <p>Notes and regular class support plan for one student.</p> <p>Outline differentiated unit overview: NYS learning standards, unit outcomes, individual outcomes, possible unit assessment activities, possible learning activities, possible technology related activities</p> <p>Mid term self assessment</p>
Weeks 6-9	<p>Continue above teaching (literacy, etc.) and support responsibilities.</p> <p>Assume responsibility for teaching individualized writing as well as reading.</p> <p>Explore and incorporate technology and specific software based on individual student needs in writing (e.g., word processing w/ spell check, word prediction software, screen readers, Inspiration to plan/organize writing, Powerpoint)</p> <p>Utilize technology to enhance participation and access in other curricular areas and school routines as appropriate</p> <p>Continue keeping records of student progress.</p> <p>Coordinate functional behavior assessment for a student with challenging behaviors (gather info from staff, observe).</p> <p>Co-develop a proactive behavior support plan with classroom teacher, mentor teacher, TA, etc. Implement the plan and monitor progress. Meet after 2 weeks to review and revise as needed.</p> <p>Co-plan and co-teach a general ed content unit with (not for) a classroom teacher partner within the general education classroom that includes some of your students. (one week)</p> <p>Implement formal assessments with your mentor's support for triennial review or other purpose.</p> <p>Coordinate (draft) IEP development for one student, using the district's system and forms.</p> <p>Develop a team support schedule that reflects student-staff assignments, student goals and suggested support strategies. Include TA's and all supported routines (e.g., lunch, arrival, specials).</p>	<p>Literacy lesson plans—one long form and one reflection/analysis /week.</p> <p>Records of student progress</p> <p>Lesson plans reflecting instruction in use of technology &amp; software.</p> <p>Lesson plans, models and student products (e.g., writing products using software, visual schedules using Boardmaker)</p> <p>FBA—all data from meetings and observations</p> <p>Proactive Behavior Support plan including steps for prevention &amp; teaching, people responsible for implementation; record keeping system.</p> <p>UNIT outline + Notes from co-planning meeting(s) 2 differentiated assessment products/ performances (not tests), 5 lesson plans (3 long form, one cooperative learning lesson, one technology related activity). Lesson plans must describe each teacher's role during each part of lesson. Records of student progress.</p> <p>Copies of formal assessments; brief narrative summary interpreting results.</p> <p>Copy of new IEP</p> <p>Support schedule</p>
Weeks 9-10	<p>Continue with small group instruction.</p> <p>Conduct informal assessments for report cards and IEP progress reports. (e.g., running records, book levels, sight words for individuals in literacy groups, data on other IEP goals). Help complete IEP progress reports.</p> <p>Compile and share summary information about individuals/ instructional groups that you serve with mentor teacher (e.g., literacy group, individuals with behavior or other instruction or support plans).</p>	<p>Individual student assessment records for literacy and IEP goals.</p> <p>Summaries of instructional groups shared with mentor.</p> <p>Final Self-assessment</p>

C. **College Supervisor.** The college supervisor serves as the student teacher's teacher and advocate. In addition, the college supervisor serves as the liaison between the college and the school. S/he is an ambassador for the college, sharing the requirements of college programs and expectations for successful student teachers. This is accomplished by the college supervisor observing and giving feedback to the student teacher and conferring with the cooperating teacher and school administrators. Responsibilities include:

- Meet with student teachers before the semester begins to become acquainted and share expectations.
- Be present in the schools during the first two weeks to meet with administrators, cooperating teachers and student teachers to answer questions and clarify expectations. Arrange for a three-way meeting between the student teacher, the cooperating teacher and yourself.
- Explain and clarify the goals and expectations for the student teaching experience to the student teachers, cooperating teachers and administrators.
- Discuss and identify/negotiate opportunities in the particular placement for the student teacher to complete required activities as intended (e.g., planning for and providing individualized literacy instruction).
- Provide your student teachers with a way to contact you, either by phone or email.
- Provide clear directions about the way in which you want the procedures of student teaching carried out – such as submitting weekly reports, assignments, and contacting you in case of an emergency.
- Observe each student teacher in the classroom and confer with im/her at least three times each quarter; complete an observation report for each visit. Encourage student teachers to be self-reflective in their teaching.
- Maintain a file for each student teacher. Include all observation reports and any other anecdotal information.
- Troubleshoot problems that arise. If the problem involves the placement, the Field Placement Office should be notified first. If the problem involves a student's performance, the Academic Coordinator should be contacted first.
- Determine a schedule for student teachers to complete assignments. Meet with each student mid-quarter and at the end of the quarter to provide evaluation.
- Assist the cooperating teacher in completing the final CEC checklists if necessary.
- Write a recommendation, **if appropriate**. This is not a requirement.
- Assign final grades.

D. **School Administrator.** As academic leader of the school, the administrator plays a very important role in the student teaching program. The administrator's role is to help the school community understand and support the student teaching program and to help the student teacher adjust to the total school program. Responsibilities may include:

- Create a positive attitude among school staff, student body, and community regarding the school's responsibilities in the student teaching program.
- Provide orientation for all student teachers explaining school policies and procedures.
- Assist, if time permits, with the evaluation of the student teacher's instructional competence and professional potential. While it is understood that the responsibilities of the school administrator are intense and time consuming, it is very helpful for the administrator to observe the student teacher during the student teaching period and offer feedback.
- Assist team members with the assessment of student teacher performance.
- Communicate with the Field Placement Office at 315-312-3098 if and when problems arise.

- E. Field Placement Coordinator.** The Coordinator of Field Placement serves as the liaison between the college and the school systems that participate in our programs. The Coordinator works closely with college and school personnel in the role of overseeing the placement process for all program-related field experiences as well as student teaching. Responsibilities include:
- Coordinate an office with the responsibility of locating all field placements for Curriculum and Instruction.
  - Assist with policy development for field placements.
  - Serve as liaison to school districts that participate in the education programs.
  - Visit school districts to locate additional placements and to share college policies and program requirements.
  - Assign placements and inform candidates of their placements.
  - Serve as liaison to school districts when placement related problems occur.
  - Participate in college supervisor meetings on a monthly basis.
  - Meet with various college personnel and local agencies to gain information about the latest NYS laws affecting student teaching policy.
  - Work closely with the Academic Coordinator of the Curriculum & Instruction Department so that field placements and courses correspond appropriately.
- F. Academic Coordinator.** The Academic Coordinator serves as liaison between the School of Education Field Placement Office, the department, and teacher candidates. S/he works closely with the Field Placement Coordinator, faculty, and students to insure that program procedures are followed and requirements are met. Responsibilities include:
- Provide overall leadership and direction for the program.
  - Interpret and enforce existing student teaching policies with the advice of department faculty and supervisory staff.
  - Revise and/or develop new policies with input from department faculty.
  - Meet with teacher candidates demonstrating problems in field placements prior to student teaching.
  - Meet with student teachers who demonstrate problems during the student teaching experiences.
  - Provide leadership in initiating and developing program changes and improvements as needed.
  - Confer with college supervisors in matters related to the student teaching program at monthly meetings.
  - Develop forms and materials necessary for proper evaluation and administration of the program.

## **PART III: STUDENT TEACHING EVALUATION FORMS**

### **MSED Special Education Childhood STUDENT TEACHING ASSESSMENT SPE 591**

Please indicate your assessment of your student teacher's special education content knowledge by completing the following checklist. Check the answer that most frequently describes your student teacher's ability in each area. **Please Comment On Specific Ratings.** Please use the following scale:

0 = Indicators Not Met

1 = Indicators Not Met, But Some are Emerging – See Comments

2 = Indicators Met, But Some Developing – See Comments

3 = Indicators Met at Appropriate Level for Beginning Special Educator

<b>CEC STANDARDS</b>	<b>PERFORMANCE INDICATORS</b>	
<b>1. Foundations</b> Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. (SOCIAL JUSTICE, KNOWLEDGE, PRACTICE, COLLABORATION)	<ul style="list-style-type: none"> <li>Understands and can explain rights of students with disabilities and their parents,</li> <li>Understands and can explain roles and responsibilities of teachers and other professionals and staff related to serving students with disabilities,</li> <li>Performance is consistent with current special education laws, policies and ethical practices.</li> <li>Respects privacy and confidentiality of students and families.</li> <li>Establishes respectful and productive relationships with all parents and guardians.</li> <li>Understands impact of language and culture on identification and services for students with disabilities and their families.</li> </ul>	<b>Foundations</b>  3    2    1    0 Met    Not Met  Comments:  (Reformatted to save space – actual form has more space for comments)
<b>2. Development and Characteristics of Learners</b> Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN) <sup>1</sup> . Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community. (AUTHENTIC LEARNING, KNOWLEDGE)	<ul style="list-style-type: none"> <li>Candidate's performance reflects knowledge of individual learner profiles related to human development, individual learner strengths and impact of disabilities.</li> <li>Interprets individual's current learning holistically, based on performance across a wide range of settings and activities.</li> <li>Demonstrates an understanding of how individual disability characteristics impact learning and participation.</li> </ul>	<b>Development and Characteristics of Learners</b>  3    2    1    0 Met    Not Met  Comments:

<p>3. Individual Learning Differences</p> <p><b>Special educators understand the effects that an exceptional condition<sup>2</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</b></p> <p>(SOCIAL JUSTICE, AUTHENTIC LEARNING, PRACTICE).</p>	<ul style="list-style-type: none"> <li>Individualized decision making for instruction and support considers the full range of learner characteristics, including nature and impact of individual's disability, culture, language and family values.</li> <li>Seeks information and takes action to prevent inappropriate disability assessment and identification of students based on characteristics (e.g., culture, ethnicity, language)</li> <li>Demonstrates cultural sensitivity/openness regarding family perceptions/expectations for their child who has a disability.</li> </ul>	<p><b>Individual Learning Differences</b></p> <p>__3__2__1__0 Met Not Met</p> <p>Comments:</p>
<p>4. Instructional Strategies</p> <p><b>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</b></p> <p>(PRACTICE, AUTHENTIC LEARNING, EDUCATIONAL TECHNOLOGY).</p>	<ul style="list-style-type: none"> <li>Plans/co-plans and implements/shares specialized instructional strategies to address individual goals in general education classes and school routines.</li> <li>Uses on-going assessment to provide appropriate individualized instruction and support in:</li> <li>Literacy Instruction</li> <li>Math Instruction</li> <li>Behavior/participation</li> <li>IEP goals (strategies, functional skills)</li> <li>Monitors student progress and adjusts teaching to facilitate maintenance and generalization of skills.</li> <li>Provides consultation and technical assistance (for professionals and families).</li> <li>Leads team proactive problem solving with professional teams and families.</li> <li>Locates, evaluates and use current evidence-based instructional practices and appropriate materials (including assistive technology) for students with disabilities.</li> </ul>	<p><b>Instructional Strategies</b></p> <p>__3__2__1__0 Met Not Met</p> <p>Comments:</p>
<p>5. Learning Environments and Social Interactions</p> <p><b>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN; foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world; shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN; help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions; use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis; coordinate and provide guidance and direction to paraeducators and others.. (SOCIAL JUSTICE, COLLABORATION &amp; LEADERSHIP, AUTHENTIC LEARNING).</b></p>	<ul style="list-style-type: none"> <li>Models and shares effective strategies for facilitating relationships between students with various characteristics (e.g., disability, culture, language, gender)</li> <li>Co-plans and implements class routines and flexible groups using accessible curriculum materials for diverse learners.</li> <li>Uses and shares multiple effective strategies to build community and promote positive behaviors and relationships.</li> <li>Co-plans for appropriate individualized expectations and supports to maximize motivation and minimize frustration.</li> <li>Facilitates team problem solving and implementation of individual proactive plans for students with challenging behaviors.</li> </ul>	<p><b>Learning Environments and Social Interactions</b></p> <p>__3__2__1__0 Met Not Met</p> <p>Comments:</p>
<p>6. LANGUAGE</p> <p><b>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</b></p> <p>(PRACTICE, SOCIAL JUSTICE, COLLABORATION)</p>	<ul style="list-style-type: none"> <li>Planning and decision-making reflects thorough understanding of individual student abilities and characteristics in language and literacy, including primary language and culture.</li> <li>Collaborates with speech and language therapists and other professionals to assess, plan and implement strategies that foster language and communication development of students with disabilities.</li> <li>Accesses specialists and advocates for augmentative, alternative, and assistive technology to support and enhance communication of individuals with limited verbal abilities.</li> </ul>	<p><b>Language</b></p> <p>__3__2__1__0 Met Not Met</p> <p>Comments:</p>



<p><b>7. Instructional Planning</b> Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction. (PRACTICE, KNOWLEDGE, SOCIAL JUSTICE, COLLABORATION)</p>	<p><b>Program Planning</b></p> <ul style="list-style-type: none"> <li>• Uses New York State Learning Standards to plan instruction in the general education curriculum.</li> <li>• Leads team development of IEPs.</li> <li>• Actively involves students, families and professional teammates to develop individual education programs.</li> <li>• Supports and monitors IEP implementation across school routines and settings.</li> <li>• Plans and develops expanded curriculum (e.g., life skills, communication skills) for individual learners within the typical classroom and school routines.</li> <li>• Develops student-centered instructional plans including regular education and special education</li> </ul> <p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• Co-plans and implements adaptations &amp; supports for general Ed curriculum.</li> <li>• Utilizes technology and assistive technology to support learning.</li> <li>• Assesses, plans and implements individualized plans in developmental literacy or other foundation skills, which augment and support regular education programming.</li> <li>• Assesses, plans and implements proactive behavior support plans which focus on instruction.</li> <li>• Assesses, plans and implements individualized instruction in nonacademic skills/routines.</li> </ul>	<p><b>Instructional Planning</b></p> <p> <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0  Met Not Met </p> <p><b>Comments::</b></p>
<p><b>8. Assessment</b></p> <p><b>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</b></p>	<ul style="list-style-type: none"> <li>• Selects appropriate measures, administers, scores, interprets and reports on formal and informal assessments for identification, eligibility, program development and instructional planning (e.g., standardized achievement tests, functional behavior assessments, curriculum based assessments, individual reading inventories, ecological inventories, structured observations).</li> <li>• Communicates assessment results in a variety of formats to multiple audiences (e.g., families, IEP teams).</li> <li>• Involves families as partners when planning assessments.</li> <li>• Initiates, contacts and collaborates with other professionals for identification and program planning.</li> <li>• Gathers multiple perspectives on student's abilities and needs (e.g., family, general educator)</li> <li>• Guards against over- and under-identification of disabilities related to cultural, ethnic, gender and linguistic diversity.</li> <li>• Ensures that students with disabilities participate in district and statewide assessments.</li> <li>• Provides and documents use of accommodations or alternate assessments.</li> <li>• Monitors progress in general ed curriculum and IEP.</li> </ul>	<p><b>Assessment</b></p> <p> <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0  Met Not Met </p> <p><b>Comments:</b></p>
<p>(PRACTICE, KNOWLEDGE, REFLECTION, SOCIAL JUSTICE, COLLABORATION)</p>		

<p>9. Professional &amp; Ethical Practice</p> <p><b>Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</b></p> <p>(REFLECTION, COLLABORATION &amp; LEADERSHIP, SOCIAL JUSTICE).</p>	<ul style="list-style-type: none"> <li>• Verbal and written communication reflects professional standards.</li> <li>• Performs duties in a manner that is consistent with sound ethical and professional practices and legal requirements of the field.</li> <li>• Continually reflects on and adjusts practice.</li> <li>• Seeks opportunities to participate in learning communities for professional growth to benefit all students and their families</li> <li>• Continually reflect on personal biases and the influence of these biases on instruction of students and interactions with other personnel, families and the community (e.g., open to new evidence-based approaches and strategies)</li> <li>• Leads, manages and fulfills full range of responsibilities in special educator role.</li> </ul>	<p><b>sProfessional &amp; Ethical Practice</b></p> <p><u>  3  </u> <u>  2  </u> <u>  1  </u> <u>  0  </u> Met Not Met</p> <p><b>Comments:</b></p>
<p>10. Collaboration</p> <p>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services. (COLLABORATION &amp; LEADERSHIP, SOCIAL JUSTICE).</p>	<ul style="list-style-type: none"> <li>• Provides team leadership and facilitation to accomplish goals of students' instructional programs</li> <li>• Uses appropriate formats to share student information in positive and educationally relevant ways with team members (teachers, related service staff, parents)</li> <li>• Advocates for students and supports family advocacy in culturally responsive ways.</li> <li>• Collaborates with families around IEP development, family support and community services</li> <li>• Facilitates families' participation and involvement in the students' instructional program</li> <li>• Co-plans and co- teaches with general education team members to support educational program for students</li> <li>• Collaborates with related service providers in design and implementation of instructional plans, integrating therapy services to support students educational programs)</li> <li>• Participates in various building level student planning teams</li> <li>• Leads on-going team problem-solving to address programmatic challenges.</li> </ul>	<p>Collaboration</p> <p><u>  3  </u> <u>  2  </u> <u>  1  </u> <u>  0  </u> Met Not Met</p> <p><b>Comments:</b></p>
<p><b>OSWEGO 11. Paraeducator Training and Support</b></p> <p>Special educators understand and assume leadership to ensure appropriate roles and responsibilities for paraeducators as members of the instructional team. (COLLABORATION, LEADERSHIP)</p>	<ul style="list-style-type: none"> <li>• Determines roles and responsibilities of paraeducator (s) within the instructional team.</li> <li>• Trains and monitors paraeducators for specific contexts and students they serve.</li> <li>• Co-plans and clarifies paraeducators's roles and responsibilities within the professional team (e.g., general educators, special area teachers).</li> <li>• Guards against misuse of paraeducators and unintended outcomes (e.g., paraeducator support replacing special education teacher instruction, fostering dependence, limiting peer opportunities).</li> </ul>	<p><b>Paraeducator Training and Support</b></p> <p><u>  3  </u> <u>  2  </u> <u>  1  </u> <u>  0  </u> Met Not Met</p> <p><b>Comments:</b></p>

## C. Lesson Plans: Required Formats

### Required Guided Reading Lesson Plans

Special educators must be able to assess students and design and deliver individually appropriate instruction in literacy. Guided reading or other developmental reading lessons must be based upon individual student abilities and needs (per individual assessments) and must reflect student teacher decisions regarding appropriate materials, objectives and procedures to support the student's developing reading process. Use

of scripted or “packaged” commercial teaching materials cannot meet this requirement. Contact your supervisor, if necessary, to negotiate opportunities to ensure that you are able to gain this important experience and meet this critical requirement.

### **Required Format for Guided Reading Lesson Plans (Long Form)**

**Students:**

**Abilities:** (Instructional level according to Fountas and Pinnell GR levels, features of appropriate books, interests, strategies, level of support needed...)

**Priorities:**

**Today’s Objectives:** (What will the student be able to do as a reader and a writer? Address ALL parts of lesson. Include scaffolding, anticipated levels of support.)

**Familiar reading:** List title(s) of previously read book(s) and F&P levels

**Work Work:** Include today’s actual content (e.g., Actual words for word sort or making words)

**Guided Reading:** Today’s new book: \_\_\_\_\_ F&P Level \_\_\_\_

**Before Reading:** (Book Intro, Focused Strategy Instruction)

**During Reading** (Expected student performance, Anticipated teacher support)  
)

**After Reading** (Discussion, Writing Connection)

### **Short Form Lesson Plan: SPE 591**

Date \_\_\_\_\_ Topic \_\_\_\_\_

Objectives: (including individual objectives if appropriate)

Materials:

Brief description of activity steps or procedures:

### Supervisor's Observation Report

A report is to be written for each visit and placed in the student teacher's folder, with a copy for the student teacher and cooperating teacher. Each report should contain comments on the teaching observed and progress to date.

Student Teacher \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_

Visit: 1st \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

4<sup>th</sup> \_\_\_\_\_ 5<sup>th</sup> \_\_\_\_\_ 6<sup>th</sup> \_\_\_\_\_

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Supervisor's Signature

White: Student Teacher Folder

Yellow: Student Teacher

Pink:

## **PART IV: PROGRAM, FIELD PLACEMENT & COURSE DESCRIPTIONS**

**A. MSED Special Education: Childhood ( Grades 1-6).** The MSED Special Education-Childhood Education Program (36 sh) leads to Initial Certification in Special Education - Childhood (Grades 1-6) with the MSED Degree and Professional Certification after completing three years of successful teaching. Candidates are required to hold a B.S. or B.A. degree and valid NYSED Teaching Certificate in Childhood Education Grades 1-6, or equivalent. Courses in the program include:

SPE 504	Teaching for Inclusive Schooling	(3 sh)
SPE 507	Collaboration and Co-Teaching	(3 sh)
SPE 514	Educational Planning: Students with Mild and Moderate Disabilities	(3 sh)
SPE 515	Educational Planning: Literacy for Special Educators	(3 sh)
<i>A 25 Hour Field Experience is a required part of SPE 514 and SPE 515, which includes supervised literacy tutoring for a student who has mild disabilities and needs in literacy.</i>		
SPE 521	Educational Planning: Proactive Behavior Supports	(3 sh)
SPE 525	Educational Planning: Students with Severe Disabilities	(3 sh)
<i>A 25 Hour Field Experience is a required part of SPE 525, which includes individualized weekly instruction for a student who has severe disabilities in a local public school.</i>		
SPE 537	Assessment for Special Educators	(3 sh)
SPE 591	Student teaching in the Special Educator Role	(9 sh)
<i>10 weeks full time, fall or spring semesters only.</i>		
SPE 540	Leadership and Program Management for Special Educators	(3 sh)
<i>Taken concurrently with SPE 591.</i>		
EDU 516	Introduction to Research	(3 sh)
Comprehensive Examination		
<i>After successful completion of all coursework and student teaching.</i>		

### **B. Field Placements**

Candidates in the MSED Special Education Childhood program must complete 50-clock hours of supervised, course related field experience and student teaching in the special educator role. Field experiences and student teaching placements ensure that all candidates gain experience at both the primary (1-3) and intermediate (4-6) grade levels. All candidates bring prior experience in high needs and urban schools with socio-economically diverse learners and English Language learners from their initial teacher preparation as classroom teachers. Graduate special education placements also include urban and high needs schools that serve economically, culturally and linguistically diverse learners.

The MSED Special Education Childhood program includes two 25 hour supervised, course-related field experiences and one full time, ten-week student teaching placement (during the regular academic year) in the special educator role. The 25 hour field experiences include one semester focused on serving students who have mild disabilities (with significant emphasis on supporting literacy development and modifying environments) and one semester serving students with severe cognitive disabilities (with focus on modifying environments, individualized goals and positive behavior supports). Student teaching placements are made in the service area in non-categorical public school programs where candidates serve students with various disabilities and other diverse characteristics. All candidates are supervised for all field experiences and student teaching by full time special education program faculty, in

collaboration with public school mentor teachers.

Field experiences are related to three courses. One 25 hour practica is completed as part of a 6 sh fall professional block: SPE 514 (Educational planning for students with mild and moderate disabilities) and SPE 515 (Literacy for special educators). Candidates assess and tutor a student (who has a mild/ moderate disability) in literacy for 12 weeks, as well as conduct school-based observations of the student in her/his school program. At the completion of tutoring, candidates complete a final progress report about the students' progress and recommendations. They also develop a critical analysis of the student's current "full day" literacy program, with recommendations for both the special education and general education components.

The second 25-hour field experience is completed during the spring semester as part of SPE 525 (Educational planning for Students with Severe Disabilities). Candidates serve a student who has a severe cognitive disability. They see the student across an entire day (including general and special education contexts/services) conduct an ecological inventory and parent or teacher interview. Candidates are then required to assess, plan and implement two instructional programs for their focus student, complete with lesson plans and teaching materials. Candidates also complete a detailed critical analysis and reflections of their focus student's current program. They address such topics as: behavioral support, daily schedule, communication system, related services support, teaming and collaboration, social interactions and relationships, and reducing and eliminating stigma. At the end of the field placement, candidates share instructional program results with mentor teachers.

After completing 21sh in graduate special education coursework (including 50 hours of special education field experience) candidates complete **10 weeks of full time student teaching** in the special educator role in a regular public school setting. Required activities and products include individual assessments in literacy and other IEP priorities; instructional plans; designing interventions for literacy, participation and behavior; modifying curricula and environments; collaboration with professionals, paraprofessionals and families, coordinating IEP development, and reflections on emerging understandings of the professional role, implications for advocacy and social justice, and priorities and opportunities for ongoing professional development). The student teaching timeframe (10 weeks) matches participating schools' marking period for reporting student progress. The 10-week placement supports their team participation in reporting student progress on IEP goals, as well as data for their students' report cards. The length and structure of the capstone student teaching experience ensure candidates' attention to student learning as it relates directly to their professional decision-making, as well as strengths and limitations of the student's program.

## **E. Course Descriptions**

### **SPE 504, Teaching for Inclusive Schooling (3sh)**

This course provides an introduction to federal laws and state regulations for educating students with disabilities. Characteristics of various disabilities will be presented with a focus on educational implications. Course content will emphasize the referral process, roles and responsibilities of general and special educators, effective strategies for meeting individual student needs within the regular classroom (e.g., curriculum, instruction and assessment practices for diverse groups, collaboration of special education -general education teammates), and specialized services and supports. Pre-requisite: Graduate standing

### **SPE 507 Collaboration and Co-teaching (3sh)**

This course explores theoretical and practical issues relevant to contemporary models of collaborative education. Representative topics include strategies for effective communication, parent-professional partnerships, multicultural

considerations, team structures, working effectively with paraprofessionals and related service providers, teaming with community-based service providers, facilitation and problem-solving skills, planning effective meetings and strategies for co-planning and co-teaching with general education partners. Pre-requisite: Graduate standing

SPE 514-515 Educational Planning: Literacy for Students with Mild & Moderate disabilities (6sh)

This course will emphasize decision-making special educators need to co-plan high quality literacy instruction and support for students with mild and moderate disabilities. It will address ways to enhance meaningful participation in authentic literacy routines in general education classes for students with disabilities. The course will also address knowledge and skills to design individual instructional programs in literacy, when needed, to augment general education opportunities. Issues such as individualized assessment, grouping, scheduling, curriculum, materials, guided lesson plans, methods, use of technology and assistive technology for literacy development and instruction will be addressed. This course includes a 25 hours supervised field experience. PREREQUISITE: ADMISSION TO MSED SPECIAL EDUCATION PROGRAM

SPE 521 Educational Planning : Proactive Behavior Supports (3 sh)

This course will emphasize knowledge and skills special educators need to lead team planning to manage the classroom environment and to teach students who need individualized instruction to develop positive behaviors. The course framework will consider a systemic approach (building-classroom-individual) to behavior management and support to help a wide range of students succeed in regular classes and other typical settings. Considerations for learning characteristics of students with challenging behaviors and skills to facilitate Functional Behavioral Assessments and to develop individual Proactive Behavior Support Programs will also be addressed. PREREQUISITE: ADMISSION TO MSED SPECIAL EDUCATION PROGRAM

SPE 525 Educational Planning for students with Severe Disabilities (3 sh)

This course will address knowledge and skills educators need to plan individualized programs for students with severe and multiple disabilities. Emphasis will be on teaching and supporting students within regular classes and typical school activities, based on a vision of childhood and adult participation in typical community activities and settings. Representative topics include learning characteristics of students with severe disabilities, program planning and IEP development, assessment and instructional planning in literacy, communication, functional skills for typical routines, assistive technology, supporting participation and progress in the general education curriculum, social skills and peer relationships. This course includes a 25 hours supervised field experience. PREREQUISITE: ADMISSION TO MSED SPECIAL EDUCATION PROGRAM

SPE 537 Assessment for Special Educators (3 sh)

This course focuses on basic concepts and theory of educational measurement in relation to the selection, interpretation, use, and design of assessment instruments and practices for students with disabilities. Candidates will conduct, interpret and report on assessments for a variety of common purposes including identification, program planning, instructional planning, and monitoring student progress. Course content encompasses non-discriminatory methods of formal and informal assessment for a variety of student characteristics and educational purposes. PREREQUISITE: ADMISSION TO MSED SPECIAL EDUCATION PROGRAM

SPE 540 Leadership and Program Management for Special Educators (3sh)

This seminar will emphasize synthesis of candidate's understanding of the special educator's unique roles and responsibilities within public school contexts (team, building and district level). Content will include examination and application of knowledge and skills special educators need to fulfill their unique administrative roles and responsibilities. These include program coordination, scheduling staff, scheduling students, co-planning with general education colleagues, strengthening school-family partnerships, training and monitoring paraprofessionals and considerations for model development and restructuring of special education programs.

PREREQUISITE: COMPLETION OF 21 SH IN MSED SPECIAL EDUCATION PROGRAM, CONCURRENT REGISTRATION WITH SPE 591 (STUDENT TEACHING).

#### SPE 591 Student Teaching in Special Educator Role (9 SH)

This course provides an extended supervised, field-based experience for the participant to integrate knowledge of development, pedagogy, assessment, and research in an elementary setting that provides special education services to students with disabilities (grades 1-6). Each participant will develop and demonstrate key competencies for special educators related to program planning, collaboration and management, assessment, curriculum and instruction (including use of technology), managing learning environments and professional development as they relate to delivering effective programs for students with disabilities in typical public schools.

PREREQUISITE: COMPLETION OF 21 SH IN MSED SPECIAL EDUCATION PROGRAM, CONCURRENT REGISTRATION WITH SPE540.