

## 1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 12/9/2016

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Amy Spriggs

Email: amy.spriggs@uky.edu

Phone: 859-257-9105

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDS 401

2c. Full Title: Intermediate Practicum in Special Education

2d. Transcript Title: Inter Practicum SpEd

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 6

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This field-based course is intended to provide opportunities for students to demonstrate their readiness for teaching students with disabilities across grade levels, special education settings, and types of disabilities. This intermediate practicum will allow you to gain experiences in teaching students with disabilities and apply your course content to a classroom setting.

2k. Prerequisites, if any: You must have been admitted to the special education teacher education program (TEP), and successfully completed the EDS 357 and EDS 301. Additionally, you must be enrolled in EDS 528, EDS 549, and EDS 518.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: A member of the current faculty in the special education department will serve as the instructor for this course.

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: A member of the current faculty in the special education department will serve as the instructor for this course.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Bachelor of Science: Special Education

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

February 3, 2015

MEMORANDUM

To: Chair, Courses and Curriculum, College of Education  
Chair, Undergraduate Council  
Chair, Graduate Council  
Chair, Senate Council  
Chair, Senate

From: Amy D. Spriggs, Moderate and Severe Disabilities Program Faculty Chair  
Sara Flanagan, Learning and Behavior Disorders Program Faculty Chair

RE: Proposed Program Change for Moderate and Severe Disabilities

The two program faculties in Special Education (Moderate and Severe Disabilities [MSD] and Learning and Behavior Disorders [LBD]) have been working for four years to address the current special education staffing needs of our state.

There are currently more than six million children in the United States that qualify for Special Education services. These students require specialized, evidence-based instruction. There is a national and state shortage for special education teachers. Currently, we teach our candidates in either MSD or LBD. We are proposing to combine the two into one Special Education program. The Special Education program will prepare pre-service teachers to use these specialized, evidence-based instructional skills to teach students with mild, moderate, and severe disabilities. Changes in this program (currently MSD) will add existing coursework in LBD. Preparing pre-service teachers to teach children with mild, moderate, and severe disabilities meets the need of many classrooms where these students are taught together. Students who graduate from this program will be more marketable, receiving certification in both MSD and LBD. This will also prepare students to enter UK's Teacher Leader Master's in Special Education (currently, our candidates are only eligible to get a Master's degree in the same area in which an undergraduate degree has already been awarded). The Special Education undergraduate program is the only program at UK that prepares pre-service teachers in the area of Special Education.

There are a few changes to courses outside of the Department of Early Childhood, Special Education, and Rehabilitation Counseling that will be affected. These changes were made in consultation with the course instructors and department chairs. For example, candidates teaching special education are required to teach all content areas so courses in Social Studies and Science methods were added. Letters of support are attached.

The materials that are included in this program change include:

- Program Change Form, Moderate and Severe Disabilities

- EDS 301 – New Course
  - EDS 401 – New Course
  - EDS 402 – New Course
  - EDS 517 – Minor Change
  - EDS 518 – New Course; DL
  - EDS 526 – New Course; DL
  - EDS 528 – Major Change; DL
  - EDS 529 – Major Change; DL
  - EDS 530 – Major Change
  - EDS 546 – Major Change
  - EDS 548 – Minor Change
  - EDS 549 – Minor Change
  - EDS 550 – Major Change
  - EDS 570 – Major Change; DL
  - EDS 650 – New Course; DL \*This is not an undergraduate course, but since EDS 550 is being changed, it is no longer appropriate for some of the graduate students who take the course; this course was created for them
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- EDS 513 - no change
  - EDS 516 – no change
  - EDS 547 – no change

**EDS 401 Intermediate Practicum in Special Education (3 credit hours)**  
**XX 20XX Syllabus**  
**Meeting Times: TBA**  
***“Research and Reflection for Learning and Leading”***

Instructor	TBA
Office location	TBA
Phone number	TBA
Email	TBA
Office hours	TBA
Technological requirements	Computer with internet access or access to UK computer facilities.
For technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated response time	Within 24 hours; within 48-72 hours on weekends and holidays
Face-to-face librarian	Sarah Vaughn, Education Librarian <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a> , 859.257.7977
Face-to-Face interlibrary loan service	<a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a>
Course website	Canvas ( <a href="http://uk.instructure.com/">http://uk.instructure.com/</a> )

### Course Description

This field-based course is intended to provide opportunities for students to demonstrate their readiness for teaching students with disabilities across grade levels, special education settings, and types of disabilities. This *intermediate* practicum will allow you to gain experiences in teaching students with disabilities and apply your course content to a classroom setting.

### Prerequisites/Corequisites

- You must have been admitted to the special education teacher education program (TEP), and successfully completed the EDS 375 and EDS 301. Additionally, you must be enrolled in EDS 528, EDS 549, and EDS 518.

### Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of

Highly Effective Teaching and Learning. By the end of this course, candidates will exhibit the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Demonstrates applied content knowledge (EPSB, Standard 1)	<p>Formative: Practicum experiences Summative: Practicum assignments and evaluations</p>
Designs and plans instruction (EPSB, Standard 2)	
Creates and maintains learning climate (EPSB, Standard 3)	
Implements and manages instruction (EPSB, Standard 4)	
Assess and communicates learning results (EPSB, Standard 5)	
Demonstrates the implementation of technology (EPSB, Standard 6)	
Reflects on and evaluates teaching (EPSB, Standard 7)	
Collaborates with colleagues/parents/others (EPSB, Standard 8)	
Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC, Standard 1)	
Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC, Standard 2)	
Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC, Standard 3)	
Use multiple methods of assessment and data-sources in making educational decisions (CEC, Standard 4)	
Use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC, Standard 5)	
Use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC, Standard 6)	
Collaborate with families, other educators, related service provide, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC, Standard 7)	

\*\*Specific learning targets will vary by each associated class. Listed above are general standards for beginning special education teachers (CEC, <https://www.cec.sped.org/Standards>) and teachers in Kentucky (EPSB, <http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf>).

### Course Delivery

This course is a field-based course. Student will complete assignments from other courses during their practicum. Specifically, EDS 528, EDS 549, and EDS 518.

### **Unbridled Learning Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

### **Required Readings**

None

### **Course Components**

Course readings and assessments for special education coursework have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards. All course components are embedded in other classes. There are no assignments specific to EDS 401.

### **Assignments**

#### **1. Practicum Hours (25 points)**

Students are required to complete the following number of hours within their practicum placement in order to complete the courses successfully:

Required Practicum Hours

- EDS 401: 6 hours per week (90 total hours)

You are expected to log all hours and associated assignments in OTIS (<http://otis.coe.uky.edu>). You must log all required hours to pass EDS 401. Each log must include a short description of your activities and include information related to student demographics (e.g., disability category, SES, ethnic diversity, type of school).

#### **2. Supervisor Evaluation (15 points)**

In your practicum settings, you are expected to demonstrate professionalism (e.g., appropriate dress; on time and consistent attendance; completing all assignments from your classes, supporting the classroom teacher; engaging appropriately with students, parents, and other school personnel; refraining from personal technology use). Your practicum teacher(s) will evaluate your professionalism at the midterm and conclusion of each placement. (see attached evaluation).

#### **3. University Supervisor Evaluation (15 points)**



A university supervisor will evaluate your teaching performance in the classroom. Information will be gathered via direct observation, materials developed, conversations with your practicum teacher, and conversations with you. (see attached evaluation).

#### **4. Practicum Assignment from EDS 518 (15 points)**

The instructor of EDS 518 will provide instructions for the assignment to be completed during practicum for EDS 401.

#### **4. Practicum Assignment from EDS 528 (15 points)**

The instructor of EDS 528 will provide instructions for the assignment to be completed during practicum for EDS 401.

#### **4. Practicum Assignment from EDS 549 (15 points)**

The instructor of EDS 549 will provide instructions for the assignment to be completed during practicum for EDS 401.

### **Grades**

Grades are assigned for EDS 401 based on completion of required practicum hours documented in OTIS, supervisor evaluation(s), and assignments completed for EDS 518, EDS 528, and EDS 549.

### **Grading Scale, undergraduate**

100% to 90% = A

89.9 to 80% = B

79.9% to 70 = C

69.9% to 60% = D

59.9% and below = E

**\*\*Note:** Students who receive below a C will be required to retake EDS 401

**\*\*\*In order to successfully complete EDS 401, you MUST complete all hours, have a satisfactory teacher evaluations and supervisor evaluations (midpoint and final), and upload all hours to OTIS.**

### **Final Exam Information**

There will be no final exam.

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

### **Submission of Assignments**

Submit all assignments completed within the practicum to the associated class.

### **Attendance**

You are expected to attend all assigned practicum hours. As a student entering a professional field, attendance and punctuality are expected. You are responsible for inform Dr. XXX and your practicum teaching in writing (email) that you will be absent. Use your professional judgment when missing practicum hours.

**Excused Absences.** Students need to notify Dr. XX and your practicum teacher of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

**Verification of Absences.** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence. Students will have up to one week to produce an excuse.

**Excessive Absences.** According to the Rules of the University Senate, those students who miss more than 20% of the class (i.e., practicum hours) FOR ANY REASON may be asked to withdraw from the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course. From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87).

### **Participation and Professionalism**

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend practicum on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with program faculty to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program.

### **Students with Special Needs**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource

Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. EDSRC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students. All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Special Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Margaret Bausch, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/StudentAffairs/Code/part1.html>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Part II of Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

*Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.*

### **Legal Action**

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

### **Commitment to Diversity & Equity**

The Special Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skills that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **Commitment to Addressing the Achievement Gap**

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in special education.

### **Commitment to Technology**

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by

NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

### **Course Schedule and Due Dates**

Practicum classes will meet three times throughout the semester. The first will be at the beginning of the semester to assign placements. **YOU WILL TURN IN YOUR PRACTICUM SCHEDULE BY THE THIRD WEEK OF CLASS.** The second will be at mid-term to evaluate placement and the final will be the end of the semester. The rationale for such few meetings is that the course instructors of the associated courses will provide the assignments. A university supervisor will also periodically observe you in your practicum class. These observations may or may not be announced. (Note: If there will be additional scheduled meetings, you will be notified ASAP). There are also no specific assignment due dates. Refer to your other course syllabi for class meetings and due dates.

*Changes in topics and assignment due dates may be necessary to meet the needs of the students during the semester. If there are changes in the course schedule or assignment dates, students will be provided with a new schedule within one week of the change. Changes to assignment due dates will not be made earlier in the semester.*

*Tentative Course Schedule and Outline*

**Special Education Observation Form  
EDS 401**

Student's Name:

Cooperating Teacher:

Observer:

School:

Classroom setting/type:

Date:

Key: A = acceptable, NI = needs improvement, NS = not satisfactorily demonstrated, NO = no opportunity to judge, NA = not applicable

<b>GENERAL PROFESSIONAL BEHAVIORS</b>						
<b>Indicator</b>	<b>A</b>	<b>NI</b>	<b>NS</b>	<b>NO</b>	<b>NA</b>	<b>Comments</b>
Follows setting's dress code						

Maintains professional demeanor						
Maintains confidentiality						
Adheres to time schedule (arrives promptly, departs as scheduled)						
Follows school policies						
Maintains appropriate interactions with team members						
Acts as a reinforcing agent						
Takes initiative						
Reflects and evaluates own performance						

### STUDENT SUPPORT

Indicator	A	NI	NS	NO	NA	Comments
Maintains behavior management program						
Circulates and scans classroom						
Checks/follows classroom schedule						
Communicates with staff						
Communicates appropriately with students (positive and respectful)						
Facilitates students' independence						
Provides opportunities for choice						
Maintains student dignity						
Uses hierarchy of prompts						
Specific/descriptive praise used						
Uses student's assistive technology						

### PLANNING

Indicator	A	NI	NS	NO	NA	Comments
Appropriate materials are developed						
Prepares and maintains data sheets						
Prepares and maintains graphs						
Prepares and maintains up-to-date lesson plans						
Paperwork related to assignments is organized						
Communicates effectively related to fieldwork						
Uses technology to plan instructional material						

### INSTRUCTION/CURRICULUM

Indicator	A	NI	NS	NO	NA	Comments
Rules reviewed in positive manner						
Gains/maintains student attention						
Implements procedures accurately						
Maintains appropriate pace						
Records data accurately						

Delivers consequences						
Manages behavior during instruction						
Delivers nontarget information						
Facilitates generalization						
Culminates lesson appropriately						
Transitions to next activity						

<b>ASSESSMENT/DATA COLLECTION</b>						
<b>Indicator</b>	<b>A</b>	<b>NI</b>	<b>NS</b>	<b>NO</b>	<b>NA</b>	<b>Comments</b>
Records direct observation data correctly						
Graphs behavior data correctly						
Designs appropriate teacher-made assessments						
Gains/maintains student attention during assessments						
Has appropriate assessment materials prepared						
Uses assessment instrument fluently						
Adheres to instrument delivery standards						

#### Overall Rating of Student

- Outstanding/Exceeds expectations (20 points)
- Sufficient/Meets expectations (15 points)
- Needs improvement (10 points)
- Insufficient/Minimal performance (5 points)

**\*\*NOTE:** This assignment is worth 15 points; exceeding expectations will result in extra credit.



**ACTIVITIES OBSERVED**

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**COMPETENCIES DEMONSTRATED**

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**COMPETENCIES TO BE DEVELOPED**

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**COMMENTS**

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