



SPED 176 FINAL PRACTICUM IN MODERATE/SEVERE DISABILITIES

Term:
Credit: 3.0 units
Day and Time:
Location:
Department Office: ED 350

Instructor:
Office:
Email:
Phone:
Office Hours:

Course Description

SPED 176: Final Practicum in Moderate/Severe Disabilities is the final of four required supervised field experiences in the program. Teacher candidates will take part in an 8hr. day, full semester experience in a K-12 classroom or SDC, serving students identified with Moderate/Severe disabilities. They will spend a minimum of 350 hours in the field setting completing assessment, curriculum development and implementation, instructional activities and other professional duties of the special education teacher. Teacher candidates are required to demonstrate competency in those planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities, if they are in an approved fieldwork placement site. Those teachers currently teaching with an intern credential can complete SPED 176 in their own classrooms and will be supported in ensuring that their program meets the majority of items on the *Evaluation Criteria Checklist* by the time their final practicum is completed.

Prerequisites: Completion of all coursework in Semesters 1, 2, and 3 (CI 171, LEE 172, LEE 173, SPED 130, EHD 174, LEE 177, CI 175, CI 176, SPED 125, EHD 178, SPED 145, SPED 146, SPED 172)

SPED 176 Final Practicum in Moderate/Severe Disabilities is taken concurrently with SPED 147, SPED 156, and SPED 177. SPED 176 is a required field experience for all candidates seeking the Preliminary Level I Education Specialist Credential in Moderate/Severe Disabilities.

Required Texts and Instructional Materials:

Special Education Student Teaching Handbook

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at <https://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>.)

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Program standards:3,5,12,13,15,16

Specialty specific (M/S) program standards: 2,3,4,6,8
TPEs: 2,4,5,9,10,11,13

Specific Pedagogical Skills for Subject Matter Instruction

1. Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
2. Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction

1. Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students' Individualized Education Programs (IEP).
2. Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
3. Education Specialist candidates anticipate, check-for, and address common student misconceptions and misunderstandings.

Interpretation and Use of Assessments

1. Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
2. Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are ecologically-based, standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.

Making Content Accessible

1. Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.
2. Education Specialist candidates demonstrate the ability to modify curriculum to ensure that students with moderate/severe disabilities have access to core-curriculum content, through individualized supports.
3. Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including various assistive technologies and development of augmented/alternative communication supports to facilitate access to curriculum by students with moderate/severe disabilities.

Student Engagement

1. Education Specialist candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
2. Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's interest and motivations.
3. Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.
4. Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings, and is able to articulate learning outcomes for individual students within the context of group instruction.

Developmentally Appropriate Teaching Practices

1. Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
2. Education Specialist candidates develop and implement age-appropriate, positive behavior support plans and accommodations that promote successful inclusion of students with disabilities within the general education setting,

Teaching English Learners

1. Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
2. Education Specialist candidates use a range of instructional techniques, including systematic instruction and contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
3. Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support through paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Learning About Students

1. Education Specialist candidates use formal and informal methods to assess student's prior mastery of skills in order to maximize learning opportunities for all students.
2. Education Specialist candidates learn about student's abilities, ideas, interests and aspirations.

Instructional Planning

1. Education Specialist candidates plan instruction that is individualized, comprehensive, and systematic, in accordance with both state-adopted academic content standards and individual IEP/learning goals for students.
2. Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
3. Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments. They plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

Instructional Time

1. Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
2. Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.
3. Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

Social Environment

1. Education Specialist candidates demonstrate the ability to use a variety of effective strategies to build relationships between students with disabilities and their peers without disabilities, as well as the ability to use formal and informal methods of peer supports.
2. Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support, based on functional analysis, in a variety of educational settings.

Professional, Legal, and Ethical Obligations

1. Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
2. Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals

Professional Growth

1. Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
2. Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, dialoging, and applying new strategies and new ways of thinking.

Case Management

1. Education Specialist candidates demonstrate skills in case management including legal & instructional requirements based on the individual needs of the student with moderate/severe disabilities.

2. Education Specialist candidates demonstrate coordination of the IEP process and service delivery for individuals identified with moderate/severe disabilities.
3. Education Specialist candidates demonstrate collaboration, communication and documentation of student needs, services and progress, including collaboration and communication with Gen Ed teachers, other Sp. Ed service providers, paraprofessionals, community agencies, and parents.
4. Education Specialist candidates demonstrate skills in providing consultation, resource information, and materials regarding individuals with disabilities to their parents and to staff members.
5. Education Specialist candidates demonstrate monitoring of pupil progress and data collection on IEP goals, on a regular basis, as well as participation in the review and revision of IEPs.

University Policies are available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Evaluation

1. **University Supervisor Observations:** Your university supervisor will visit the practicum site approximately one time each two-three weeks (six visits). Supervisors will observe teacher candidates implementing fieldwork requirements, provide written and verbal feedback to candidates, and participate in discussions between candidates and cooperating teachers about programmatic issues and questions that arise. At the end of each visit, the University supervisor will identify three activities related to the cooperating teacher's program and the knowledge-based of core methods courses that should be addressed by the following visit (*see Prioritized Program Management Activities form*). Candidates are required to call their university supervisor if they are going to be off campus or absent from school on any day.
2. **Mid-term and Final Evaluation:** You, your cooperating teacher (if in a placement) and your university supervisor will meet and complete the Mid-Semester Evaluation Form and Final Conference and Exit Evaluation Form. You will also complete a self-evaluation at midterm and final evaluation (*see Fieldwork Evaluation form*).
3. **Fieldwork requirements:** With the support of your cooperating teacher and university supervisor you must develop and implement a set of required fieldwork assignments. These are closely linked to the content taught in SPED 147. You will receive these requirements at the beginning of the semester in SPED 147. Your University supervisor will observe your implementation of some of these requirements during site visits and will monitor your progress on their completion throughout the course of the semester (*see Fieldwork Requirements form*). If you are teaching in your own program, you will be supported in meeting the majority of the items on the *Evaluation Criteria Checklist*. If you are in a placement site you will develop a cohesive action-plan, with your cooperating teacher, to support the program you are placed in implementation of the majority of the items on the checklist that will remain with the cooperating teacher. The items on the *Evaluation Criteria Checklist* form the backbone of an educational program built around best practices in the field of Moderate/Severe Disabilities. The *Evaluation Criteria Checklist* will be introduced during Semester 3 (in SPED 146) and then re-distributed at the beginning of the semester in SPED 147. All participating cooperating teachers will be given the checklist prior to the placement beginning.

GRADING POLICY FOR FINAL PRACTICUM

Candidates must receive an A or a B in the evaluation of their performance in their placement site and in completion/implementation of fieldwork requirements. As stated above, there is a mid-term and a final evaluation, completed between the cooperating teacher and university supervisor.

Grades are weighted as follows:

Final evaluation (the mid-term score is not counted in the grade): 40%

Successful completion/implementation of fieldwork requirements (minus the instructional plans): 30%

Instructional plan development and implementation: 30%

Early Warning Process

When candidates do not successfully complete all student teaching requirements, the steps listed below will be followed and completed within a timely manner.

1. A **joint conference** will be held with the student teacher, master teacher, and university supervisor. The coordinator of Professional Field Experiences and/or the Special Education coordinator and site principal will be notified.
2. The university supervisor will prepare a written summary of the conference. This report will state the areas of needed improvement and recommendations for remediation, including a timeline. The student teacher and university supervisor must sign and date the report. Copies of all observations, evaluations, and competency reports are attached to the report. Copies will be given to all concerned parties.
3. The master teacher and/or the university supervisor will document progress. The university supervisor will conduct weekly formal observations and evaluations. A conference to review progress will be conducted at least once weekly, which may necessitate the student teacher coming back to school for meetings outside of student teaching hours. If satisfactory improvement has not been demonstrated by the student teacher, a **second joint conference** will be conducted between the student teacher, master teacher, university supervisor, and the coordinator of Special Education. The site principal will be informed of this conference. The university supervisor will prepare a written summary of this conference. This summary, with evaluations, the weekly block plan (SPED 171) and competency matrix attached, will include a notation that the student teacher has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the teacher candidate must adhere to this time line or be removed from the classroom. Removal from the classroom will result in a grade of F. The student teacher and university supervisor must sign and date this report and copies will be given to all concerned parties.
4. A **third joint conference** will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved. The final responsibility for the assignment of a course grade lies with the university supervisor. A grade of C or below indicates unsuccessful completion of the course. A recommendation for the Preliminary Credential **will not** be made under these circumstances.
5. This process will not be extended beyond the term of the CSUF semester.
6. If the student believes the grade has been assigned unfairly, information may be obtained pertaining to the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room, 224. Teacher candidates may petition the faculty to retake a course. The student teacher may be allowed an additional field experience based on the circumstances and the assessment of the individual's potential for success. This decision is made in consultation with the members of the Admissions and Standards Committee

****See Handbook for week-by-week Student Teaching Schedule**

SPED 176 Fieldwork Requirements

| Activity | Date | Completed Satisfactorily | Supervisor Observed/Comments |
|----------------------------|------|--------------------------|------------------------------|
| Instructional plans | | | |
| Student designed: | | | |
| 1. | | | |
| 2. | | | |

| | | | |
|------------------------------------------|--|---------------------------------------|--|
| 3. | | | |
| 4. | | | |
| (Dis)ability awareness activities | | Opportunity for implementation | |
| Classroom-level | | | |
| 1. | | | |
| 2. | | | |
| School-level | | | |
| 1. | | | |
| Staff management and training | | | |
| Individual staff plans | | | |
| 1. | | | |
| 2. | | | |
| Group training documentation: | | | |
| 1. | | | |

Instructional plan #1:

Instructional plan #2:

Instructional plan #3:

Instructional plan #4:

User-friendly format (e.g. in staff notebook, folder on back of wheelchair, index card):

| Program 1 | Program 2 | Points | Rubric |
|-----------|-----------|------------|-------------------------------------------------------------------|
| | | 10 | Format is accessible and usable from the initial design of the IP |
| | | 7.5 | Format is accessible and usable at the mid-semester |
| | | 5 | Format is accessible and usable at the end of semester |
| | | 0 | Format is not functional |
| Program 3 | Program 4 | Points | Rubric |
| | | 10 | Format is accessible and usable from the initial design of the IP |
| | | 7.5 | Format is accessible and usable at the mid-semester |
| | | 5 | Format is accessible and usable |

| | | | |
|--|--|----------|--------------------------|
| | | | at the end of semester |
| | | 0 | Format is not functional |

Revision, implementation, training others to implement:

| Program 1 | Program 2 | Points | Rubric |
|-----------|-----------|-----------|------------------------------------------------------------------------------------------------|
| | | 10 | Takes initiative and consistently implements and revises program; shows staff how to implement |
| | | 5 | Needs reminders to implement and revise program and teach others to implement |
| | | 0 | Program not consistently implemented or revised |
| Program 3 | Program 4 | Points | Rubric |
| | | 10 | Takes initiative and consistently implements and revises program; shows staff how to implement |
| | | 5 | Needs reminders to implement and revise program and teach others to implement |
| | | 0 | Program not consistently implemented or revised |

Data collection:

| Program 1 | Program 2 | Points | Rubric |
|-----------|-----------|-----------|---------------------------------------------------------------------------------------------------------|
| | | 10 | Consistently evaluates student program (e.g. data collection, graphing, and/or collecting student work) |
| | | 5 | Occasionally evaluates student progress |
| | | 0 | Does not consistently evaluate student progress |
| Program 3 | Program 4 | Points | Rubric |
| | | 10 | Consistently evaluates student program (e.g. data collection, graphing, and/or collecting student work) |
| | | 5 | Occasionally evaluates student progress |
| | | 0 | Does not consistently evaluate student progress |

| Date | Prioritized Program Management Activities | Complete |
|------|-------------------------------------------|----------|
| | 1. 2. 3. | |
| | 1. 2. 3. | |
| | 1. 2. 3. | |
| | 1. 2. 3. | |
| | 1. 2. 3. | |

**Evaluation Criteria Checklist for Programs Serving Students with Moderate/Severe Disabilities
Moderate-Severe Disabilities Credential Program; California State University, Fresno**

| Evaluation Areas and Specific Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scheduling |
| <ul style="list-style-type: none"> • A written schedule is posted and delineates what each student and each staff member is doing, when, where, and with whom, including all integration periods. |
| <ul style="list-style-type: none"> • Student and staff schedules are consistently implemented. |
| <ul style="list-style-type: none"> • Each student's general schedule coincides and interfaces with his or her same-grade typical peers (for example: recess, lunch). |
| Integration Opportunities |
| <ul style="list-style-type: none"> • All students eat lunch and attend recess times with their peers. |
| <ul style="list-style-type: none"> • All students attend school events (e.g., assemblies, pep rallies). |
| <ul style="list-style-type: none"> • Each student is integrated into general education classes for a minimum of 2 hours per week. |
| <ul style="list-style-type: none"> • For secondary programs (middle/high school): community-based instruction/vocational training in age- appropriate meaningful environments is provided. |
| Curricula Development |
| <ul style="list-style-type: none"> • Education goals and activities address foundational skills: that is, "skills that open doors for students and provide the basis for interacting with people and information, solving problems, and making contributions (Ford, Davern, & Schnorr, 2001). |
| <ul style="list-style-type: none"> • Instruction is individualized for the learner and implemented in a manner relevant to the student's daily life. |
| <ul style="list-style-type: none"> • All students have access to the general education curriculum that is adapted for them in consideration of their level of symbol use and the classroom, school and comm natural and motivating opportunities to learn. |
| <ul style="list-style-type: none"> • There is a system in place to gather, file and systematically update performance data for all IEP goals for each student. |
| <ul style="list-style-type: none"> • Instructional activities and materials, bulletin boars, and other class materials are age-appropriate. |
| <ul style="list-style-type: none"> • Students are given opportunities to make choices across the day that allow then to give meaningful input. |

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Systematic instruction is provided to all students across instructional settings. |
| • Individualized modifications to facilitate participation, students learning, and independence are implemented for students who need them. |
| • Functional assessments and positive behavioral support plans are developed and implemented across settings. |
| • Students are provided with appropriate AAC systems as needed and are taught to use them. |
| • Evaluation information on student acquisition of IEP objectives is gathered regularly. |
| • Practices that support self-determination are infused throughout the school day for each student. |
| Social Interaction with Schoolmates |
| • All students have multiple and frequent opportunities to interact with their peers without disabilities and community members. |
| • Staff effectively facilitate social interactions between students and their schoolmates with and without disabilities, as well as with general educators and school staff. |
| • Strategies to support integration and foster friendships are employed (e.g., buddies, circle of friends, partner of the day, lunch clubs, peer tutor programs, after-school clubs). |
| • Peers are provided with appropriate information, demonstration, and reinforcement in effectively work as a peer partner. |
| Staff Training |
| • Staff meetings are arranged and conducted for instructional assistants on at least a monthly basis. |
| • Instructional assistants receive training and ongoing monitoring on implementation of instructional programs, participation plans, communication programs and positive behavior plans. |
| Collaboration with General Educators and Parents |
| • Regular planning meetings with general education teachers are held to discuss curriculum, ongoing integration issues, and other collaborative activities, as well as to monitor student progress. |
| • Parents are active participants in assessment activities and the development of IEP goals. |
| • Positive public relations skills with general education staff, parents, support staff, and community members are demonstrated. |
| Ability Awareness |
| • Information is provided about integration/inclusion to school staff, students without disabilities, and parents. |
| • (Dis)ability awareness information and instruction is provided to school staff, peers, parents, students, and administration as needed. |
| • The special education personnel model positive attitudes towards and appropriate interactions with all students. |
| Membership In and Contributions to the School Community |
| • The credential candidate participates in school committees and special events at the school site. |
| • The credential candidate attends faculty meetings and staff development activities at the school site. |

Fieldwork Evaluation for Students placed in their own program

| |
|--------------------------------------------------------|
| Student: _____ Semester: _____ Supervisor: _____ |
|--------------------------------------------------------|

Scoring Key:

| | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Very strong. Exceeds specific practicum requirements in this area. Demonstrates initiative and ability to analyze ongoing classroom operations. Demonstrates an understanding of all concepts and practices presented in courses and reflects on the best ways to implement best practice with students in the placement site. |
| 3 | Good performance. Performs well within the existing structure of the program and effectively carries out teacher directed or practicum required activities. Demonstrates an understanding of most of the concepts and practices presented in courses and an ability to implement them with some assistance from the university supervisor and/or the cooperating teacher. |
| 2 | Need for more information, intervention, and/or practice. Credential candidates performance demonstrates the need for more information, intervention, and/or practice to be effective in this area. |
| 1 | Weak. Performance does not demonstrate understanding of basic strategies and/or basic theoretical concepts. Direction and support from the cooperating teacher and/or |

| | |
|--|------------------------------------------------------------------|
| | university supervisor does not alter unsatisfactory performance. |
|--|------------------------------------------------------------------|

| | Mid-term | Final |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|
| I. PROFESSIONALISM | | |
| A. Demonstrates a positive attitude, willingness to learn, and commitment to inclusive education | | |
| B. Develops a rapport with <u>all</u> students | | |
| C. Develops rapport, interacts appropriately and supports colleagues in both general and special education | | |
| D. Assumes a teacher role and supports all students in their learning. | | |
| E. Exhibits professional dress and conduct matching other site personnel instructional programs, get feedback, ask questions, etc | | |
| F. Exhibits initiative in consulting with classroom teachers and school staff on a regular basis (obtains information, seeks, input, offers suggestions, etc.) | | |
| G. Recognize areas of strength, as well as acknowledges areas for growth | | |
| H. Asks for feedback and responds to suggestions without becoming defensive | | |
| I. Addresses areas of disagreement professionally | | |
| II. INTEGRATION/INCLUSION SUPPORT ROLE | | |
| A. Instruction In Inclusive School and Community Settings | | |
| 1. Follows schedule by arriving on time, collecting materials as needed promptly initiating instructional activity and providing adequate time for wrap up | | |
| 2. Provides smooth transition (directs students, prepares for next activity, provides timely reminders, anticipates and provides support and follows through with request, etc.) | | |
| 3. Facilitates meaningful interactions (greeting, conversation, asking for help, etc.) of included students across school and community settings | | |
| 4. Provides relevant information and reinforcements to schoolmates, school staff, co-workers, etc. | | |
| 5. Facilitates students with disabilities being perceived as competent. Statements are positive when speaking of their abilities. | | |
| 6. "Scan" instructional area/room and demonstrates ability to intervene quickly in order to avoid or reduce stigmatizing outcomes | | |
| 7. Supports student(s) to demonstrate age-appropriate behavior, appearance, social manners, and social skills | | |
| 8. Adapts activities and ensures that students with disabilities are actively engaged in both academic and social activities | | |
| 9. Implements systematic instructional procedures consistently | | |
| 10. Uses incidental opportunities and/or provides assistance appropriate to each student to facilitate learning | | |
| 11. Leads large group lessons for diverse populations and maintains participation of <u>all</u> students | | |
| 12. Allows for partial participation, choice making, expression of preferences, and motivational outcomes for each student. | | |
| 13. Emphasizes positive aspects of student behavior and provides positive reinforcement for appropriate behavior | | |
| 14. Analyzes learning activities and identifies what is and is not working | | |

| B. Specialized Instruction to Students with Physical, Sensory, Communication, and Behavior Challenges | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| 1. Demonstrates ability to handle and position students with physical challenges | | |
| | Mid-term | Final |
| 2. Arranges the environment to facilitate learning for students with physical, sensory, and/ or communication disabilities | | |
| 3. Selects appropriate instructional strategies for students with physical or sensory disabilities | | |
| 4. Assists students in utilizing communication system(s) as needed | | |
| 5. Implements behavior management techniques and/or positive behavioral support plans generated by classroom teacher | | |
| 6. Handles unexpected behaviors in a manner that is calm, respectful to the individual, and appropriate to the setting | | |
| II. EVALUATION OF STUDENT LEARNING & OUTCOMES | | |
| A. Conducts assessments before designing any instructional activity program | | |
| B. Designs practical measurement system | | |
| C. Evaluates effectiveness of programs by regularly collecting data completing graphs, gathering work samples, noting progress, etc. Shares program data and students progress with master teacher, classroom teachers, and supervisor | | |
| D. Revises programs in a timely manner as needed | | |
| E. Trains master teacher or instructional assistants on student-developed instructional programs | | |

MASTER TEACHER AND SUPERVISOR COMMENTS

| Strengths | Focus Areas |
|------------------|--------------------|
|------------------|--------------------|

Midterm:

Final:

Final rating : _____

Date:

STUDENT SELF-REFLECTION

This form is to be attached to the final evaluation document.

Student: _____

Master

Teacher: _____

Semester: _____

Supervisor: _____

| | Mid-Semester Meeting | Final Meeting |
|--------------------|------------------------|------------------------|
| Strengths | 1) 2) 3) | 1) 2) 3) |
| Focus Areas | 1) 2) 3) | 1) 2) 3) |
| | Meeting Date | |

Optional: Additional experiences I would like to have:

Converting Practicum Scores to Grades 4-Point System

| Grade | Score |
|-------|-------------------------------------------------------|
| A | 3.6, 3.7, 3.8, 3.9, 4.0 |
| B | 3.0, 3.1, 3.2, 3.3, 3.4, 3.5 |
| C | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 |
| D | 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0 |