

CPSE 487
Student Teaching: Students with Severe Disabilities
Brigham Young University
Counseling Psychology and Special Education

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Purpose, Objectives, and Portfolio Entries

Purpose of Student Teaching

The purpose of student teaching in special education is to demonstrate competency in collaborating with others in the provision of special education services to students with disabilities. The student teacher's performance is evaluated by formal observations by the university supervisor and cooperating teacher; and by examination of the student teacher's portfolio. Details regarding the portfolio are below.

Portfolio

You have ten standards to meet during your student teaching experience, each of which is recorded in a student teaching portfolio. This portfolio is a collection of, and reflection on, materials that best represent your philosophy of teaching and the related competencies needed to be an effective special educator.

Your portfolio entries are to be typed, not handwritten, with the FBA/BIP as the one exception. Your university supervisor will grade the portfolio on content, punctuation, spelling, grammar, and appearance of each section. The following are the steps for completing your portfolio:

- You and your university supervisor will determine a schedule for completing each portion of the portfolio. Use the "Schedule for Portfolio Requirements" form.
- It is your responsibility to edit each section carefully before turning it in to your university supervisor.
- You are required to self-evaluate your portfolio objectives. You must first evaluate your portfolio work by completing the Student Teaching Portfolio Evaluation. Your university supervisor will then use the same form to evaluate your work.
- Due date of portfolio competencies and final portfolio are determined by your university supervisor, no later than December 1 for Fall student teachers and April 1 for Winter student teachers and interns.

The Utah Effective Teaching Standards (UETS)

You will be expected to demonstrate competency in the following standards from UETS during your student teaching assignment.

The Learner and Learning

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Instructional Practice

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structure of the discipline.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content area, Core Curriculum standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Professional Responsibility

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, and colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

The Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

You will be expected to demonstrate competency in the following InTASC standards during your student teaching assignment.

The Learner and Learning

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum pedagogy, as well as knowledge of learners and the community context, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Approved by the CEC Board of Directors, January 22, 2010

Schedule for Portfolio Requirements

Student Teacher's Name: _____

Source of Evidence	UETS Standard	InTASC Standard	Date Due	Date Completed	Points Earned
LEARNER DEVELOPMENT AND LEARNING DIFFERENCES (Evidence is embedded in other assignments)	1, 2	1, 2			
LEARNER DEVELOPMENT AND LEARNING ENVIRONMENTS (Evidence is embedded in other assignments)	1, 3	1, 3			
CONTENT KNOWLEDGE A. PRAXIS Exam and/or Department Special Education Exit Exam	4	4, 5			/6
TWS: 1. Contextual Factors 2. Learning Goals 3. Assessment Plan 4. Design for Instruction 5. Instructional Decision Making 6. Summative Report of Student Learning 7. Reflection and Self-Evaluation 8. TWS Final Document Scoring Guide	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10			/93
FBA/BIP	3	3			/60
ASSESSMENT A. Achievement Battery or Criterion Referenced Battery B. Curriculum Based Assessment C. Behavior Observation D. Comprehensive Education Assessment Report	5	6			/60
INSTRUCTIONAL PLANNING A. Participation in IEP B. Developing, Writing, & Conducting an IEP	6	7			/45
REFLECTION AND CONTINUOUS GROWTH AND PROFESSIONAL AND ETHICAL BEHAVIOR A. Reflection on Professional Practice 1. Teacher Observation B. School/Professional Involvement	8, 10	9			/21 /9
LEADERSHIP AND COLLABORATION A. Training of Paraeducators or Others 1. Training B. Collaborative Meeting Assignment	9	10			/33
Portfolio Score Rating Scale: 95-100% = 5 87-94% = 4 80-86% = 3 73-79% = 2 59-72% = 1	Portfolio Score:				/327

Overview of Teacher Work Sample (TWS)

1. Identify a topic/unit that aligns with what you are expected to teach during student teaching or internship.
2. Prepare a work sample:
 - a. Describing the **contextual factors** that may influence student learning.
 - b. Identifying **learning goal(s)** based on state and/or district content standards.
 - c. Creating an **assessment plan** designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) the sample lessons.
 - d. **Design instruction** (lessons) based on your overall learning goal.
3. Teach the lessons you have prepared.
4. Report results:
 - a. **Describe** your instructional decision making.
 - b. **Report** student learning using the results from the post-assessments.
 - c. **Reflect** upon and evaluate your teaching and **analyze** what caused students to learn.
5. Finalize the preparation of your TWS using the format guidelines below.
 - a. **Cover Page.** Include 1) your name and BYU ID#; 2) grade level and subject taught; 3) major; 4) date; 5) your university.
 - b. **Table of Contents.** List the sections and attachments in your TWS document with page numbers.
 - c. **Charts, Graphs and Attachments.** Charts, graphs and assessment instruments are required as part of the TWS document. A few samples of student work may also be included. Be selective and make sure your attachments provide clear evidence of your performance or student learning.
 - d. **Length.** A suggested page length is given at the end of each section. The total length of your document (excluding items in the Appendix A) typically will be 18-20 pages, double-spaced, 12-point font, 1" margins.
 - e. **References and Credits.** If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. The American Psychological Association (APA) style is required (explained in the manual entitled "Publication Manual of the American Psychological Association").
 - f. **Anonymity.** To ensure the privacy of students in your class, do not include any identifying information (e.g., name, birthdate, IEP classification) in any part of your TWS.
 - g. **Comprehensiveness of the TWS.** All TWS must be submitted in complete form including required appendices, charts, graphs, student work samples, etc. Incomplete TWS's will be returned to the candidate ungraded.
6. Submit an e-copy of the TWS, titled "Teacher Work Sample" **on mYlink** by the due date.

General Information and Policies

BYU Special Education Programs

Mission Statement

We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who will provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at (801) 422-5895 or (888) 238-1062 (24 hours); or contact the Honor code Office at (801) 422-2847. Please see information that defines sexual harassment and inappropriate gender-based behavior and recommends actions that you can take to deal with such behavior on the following website: <https://titleix.byu.edu/>.

Students with Disabilities

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this program successfully, please contact the University Accessibility Center (801) 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at (801) 422-5895, D-282 ASB. Please see information about resources, guidelines, orientation, and technology available on the following website: <https://uac.byu.edu/>.

Diversity and Unity Policy

The CPSE Department, the MSE, and BYU are committed to preparing teacher candidates to serve effectively in a diverse society and to promote respect for individual differences. In each course teacher candidates will learn methods and materials that may be adapted to various settings and contexts. In this program teacher candidates are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and with diverse linguistic and cultural backgrounds. To assist you in this preparation, the Educational Growth and Unity Association was organized. For more information about the McKay School's resources on Diversity and Unity, see <http://education.byu.edu/diversity>.

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Code of Ethics for Educators of Persons with Exceptionalities

Council for Exceptional Children

We declare the following principles to be the Code of Ethics for Educators of Persons with Exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles.

Members of The council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

Academic Integrity

Students at Brigham Young University have a moral responsibility to perform and act in accordance with the student honor code and standards. All students attending BYU have agreed to do so. If you abide by the code and standards you should meet your commitments as a student teacher or intern. This behavior should transfer to the schools in which you are working.

Public Access

There is information on page 98 of the Student Teaching/Internship Handbook concerning access to Schools and Students for Pre-service Teachers

Grading Procedures

Final grades are based on the supervisor's evaluations, the cooperating teacher's evaluations, and completion of teaching obligation. The university supervisor determines the final grade for student teachers and interns using several evaluations:

1. University Supervisor Evaluations

- a. Direct Instruction Observations (6-8 completed)
- b. Teacher Candidate's Portfolio
- c. Once Formative UPTOP
- d. Once Final UPTOP (incorporating information from the observations and portfolio)

2. Cooperating Teacher Evaluations

- a. One formative UPTOP
- b. One UPTOP

3. Completion of Teaching Obligation

Minimum Grade for Student Teaching/Interning

The grading policy states that student teachers/interns will receive a pass/fail grade. In order for students to pass their Student Teaching/Internship experience, it will be necessary to meet the following criteria:

1. Receive a minimum overall score of "3" on a "5" point scale on the final direct instruction observation form; and no items scored at a 1.
2. Receive a minimum score of "3" on the portfolio.
3. Receive a minimum score of 80% (53/66 points, 2.4 average) with no item scored a 0 on the final US UPTOP.

Student Teachers and Interns must earn a passing grade in order to be recommended to the Utah State Office of Education for licensure. Student teachers/interns who do not earn a passing grade may petition the faculty for a second student teaching/internship experience. The faculty will consider the request and inform the teacher candidate of the decision. Student teaching/interning may be repeated only once. The requirements and length of the repeat experience are determined by the university supervisor, a university faculty member, and the cooperating teacher (if appropriate). The placement for this experience is arranged by the Special Education student teacher coordinator. If the teacher candidate does not earn a passing grade in the repeated student teaching/internship experience, he/she will not be permitted to continue the program and will not be recommended for licensure.

Interns will receive a "T" grade for Fall semester of their Internship. At the conclusion of the Internship, the Fall "T" grade will be changed to match the Winter/Spring grades.

Minimum Grades for the Special Education Program

After admission to the Special Education program, candidates are required to maintain a 3.0 GPA. In addition, candidates must achieve at least a C in each course in the four-semester program. Violation of either of these two standards results in suspension from the program until the deficiency is rectified. During the program, faculty regularly review each candidate's standing in (1) academics, (2) teaching, (3) interpersonal relations, and (4) professionalism. Patterns of deficiencies in any of these areas may result in suspension or termination from the program.

Graduation and Licensure Procedure

Requirements can be found in the Handbook on page 45.

Student Teaching/Internship Policies

Attendance policy for Student Teachers

Student teaching begins on the first day of the BYU semester. The last day will be the first Friday that occurs within university reading days or final exams, unless otherwise approved. Student teachers must follow the school district calendar for all other days. Student teachers are required to teach full days for one semester and log teaching hours on the “Attendance Log” found in the Assignment Forms section of this handbook. Student teachers/interns must be at school at least one half hour before school starts and one half hour after school ends, or during the district contract hours, whichever is greater. Student teachers are expected to be punctual and should not leave school early.

In the case of illness or an emergency that prevents teaching, it is the student teacher’s responsibility to notify both the cooperating teacher and the university supervisor. For illness or reason(s) which constitute an emergency, student teachers are allowed to miss up to 21 hours (3 days) but must still notify the cooperating teacher and the university supervisor. Student teachers must make up time missed. If absent, the student teacher is required to provide the cooperating teacher with lesson plans and necessary materials for instructing pupils. Student teachers who desire exceptions to this policy must submit requests in writing to the BYU Special Education faculty, and the faculty must come to a joint agreement in order for the exception to be granted.

Attendance Policy for Interns

Interns begin on the first day of the district calendar and follow the calendar for the entire school year. As an intern, you are required to teach full days for the contracted school year. You are expected to follow the district attendance policies as outlined in your contract. Failure to do so would result in not passing CPSE 496R and not being recommended for licensure. Interns are expected to be punctual, following the teacher’s schedule of when to arrive and leave.

Transportation

Student teachers must arrange their own transportation to and from assigned schools.

Teacher Job Actions (Strikes) and Student Teachers/Interns

BYU student teachers work in the classrooms of licensed cooperating teachers in their field assignments. In the event of a job strike action that results in cooperating teachers leaving the school buildings, the integrity of the student teaching site is compromised. All student teachers are released from their field assignments while the job action is in force at their schools whether or not cooperating teachers participate in the walk out. University supervisors may elect to hold a class or seminar on campus during the time student teaching is interrupted.

Student teachers are expected to resume their field assignments as soon as the full complement of teachers returns to the schools and the training sites are again intact.

BYU interns are contracted employees of the school district in which they teach for the full school year. In the event of a job action, interns, like other teachers under contract, have the choice to remain in the school or follow the action recommended by their local teachers association.

Nepotism and Anonymity

In order to provide the best experience possible, student teachers and interns may not be placed with a mentor teacher who is a relative or be supervised by a relative. This action is required to avoid any practice which might be interpreted as favoritism or discrimination.

Substitute Policy

Student teachers are not to serve as substitute teachers. If an emergency situation arise in the student teacher’s classroom and a substitute teacher is not available, the student teacher may assume the substitute role without pay for not more than a **one-day** period. With joint approval from the BYU supervisor and the school principal, student teachers may assume teaching responsibilities in their own classroom while the mentor teacher attends partnership conferences or other professional assignments approved by the principal for a period not to exceed **two days**. Professional activities extending beyond a two-day period must be cleared through the Field Services office.

Compliance with District and School Policies

The student teacher/intern is required to adhere to district and school policies in the assigned district. This includes participation in faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers/interns must be at school at least one half hour before school starts and one half hour after school ends, or during the district contract hours, whichever is greater.

Problems and/or Grievances

Should problems or grievances develop during the student teaching/intern experience, the cooperating teacher and/or university supervisor should be made aware of the situation as soon as possible. The student teacher/intern is encouraged to discuss professional problems at any time with his/her cooperating teacher, university supervisor, and then the student teaching coordinator.

Roles

Roles of the Student Teacher/Intern, Cooperating Teacher/Mentor, Principal, and University Supervisor can be found in the Handbook starting on page 48.

The Utah Preservice Teacher Observation Protocol (UPTOP) can be found on page 64 of the Handbook

Student Teacher Assignment Checklist

Student Teacher: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Teacher Work Sample (TWS) on mYlink	December 5	April 10
<input type="checkbox"/> Completed Portfolio submitted to Supervisor	December 1	March 31
<input type="checkbox"/> Electronically sign UPTOP-MT & UPTOP-US on mYlink	December 12	April 17
<input type="checkbox"/> Exit Exam on Qualtrics (taken in Testing Center)	September 22	February 9
<input type="checkbox"/> Exit Survey on Qualtrics (link sent via e-mail)	December 12	April 17
<input type="checkbox"/> Student Teacher Evaluation of University Supervisor On Qualtrics (link sent via e-mail)	December 12	April 17
<input type="checkbox"/> Exit Checklist completed and sent to SpEd Secretary (sent via e-mail)	December 12	April 17