

SPECIAL EDUCATION

TEACHER CANDIDATE (Student Teaching) HANDBOOK

Department of Special Education

College of Education

St. Cloud State University

Revised: August 2006

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Section I

Department of Special Education Mission, Vision, and Description

Mission

The primary mission of the Department of Special Education is to maximize human potential and to improve the quality of life for individuals with disabilities regardless of emotional needs.

In order to accomplish this mission, the faculty will dedicate themselves to:

1. prepare well-qualified personnel to function in public schools and community agencies to deliver educational services and increase opportunities for individuals with learning differences;
2. prepare students to pursue advanced academic study and to contribute to the body of professional knowledge through research and education;
3. program cooperatively with members of the college and university while reflecting the value of multicultural education, services, and experiences;
4. provide continuing educational experiences for those providing direct services to children; and
5. provide collaboration and consultation services to community agencies, clinics, state departments, and other organizations concerned with the delivery of services to children.

While the central focus of these efforts is with individuals who provide service to students with disabilities, it also includes general educational personnel, parents, paraprofessionals and related service personnel who provide services.

Vision

We share these responsibilities with the community at large and are responsible for the fruition of the department philosophy and goals; namely to prepare personnel who:

1. demonstrate skill in problem-solving and critical thinking, particularly in dealing with the mismatch and inconsistencies between environmental expectations and learning characteristics and needs;
2. accept normalization and inclusive education as standards;
3. view the individual within a world culture;
4. facilitate problem-solving through collaboration, teaming, and consultation; and
5. accept accountability for progressive change within a process of orientatio

Program Description

Students in the special education program at the undergraduate or graduate level may obtain k-12 licensure in one or more of the following disability categories:

- Developmental Disabilities (DCD classrooms)
- Learning Disability (LD)
- Emotional and Behavioral Disorders (EBD)
- Physical Health Disability (P/HD) -- graduate students only (POHI classrooms)

Web site for the College of Education and Department of Special Education:

<http://www.stcloudstate.edu/coe/academic/departments/sped/>

Prior to student teaching, students will have completed foundation courses in special education, individual differences, child development and special education teaching methodology. All required courses must be successfully completed prior to student teaching with the exception of the licensure-specific methods course.

Student Teaching

Undergraduate students and graduate students without one year of contractual teaching experience must do their student teaching during the academic year. They may student teach fall or spring semester. They will be placed in two settings each for about eight weeks, to provide the breadth of experience needed for a k-12 teaching license.

Teacher candidates are expected to follow the guidelines and regulations of the host school district as well as those guidelines and regulations that have been established by the building principal and cooperating teacher. During the dates that a Teacher candidate is assigned to a setting, she or he is expected to follow the same calendar as his or her cooperating teacher. If St. Cloud State University has off, but the school district in which the teacher candidate is working is in session, the teacher candidate is expected to be at the school. In addition, the teacher candidate is expected to attend parent/teacher/student conferences, in-service sessions, and extra-curricular activities that the supervisory teacher attends.

Teacher candidates also attend a weekly mentor group meeting and take an instructional methods class. Teacher candidates should follow the university calendar regarding these classes.

For graduate students with at least one year of contractual teaching experience, student teaching may be completed during the summer. If the student is obtaining a LD license, she/he takes the methods course during the intersession preceding student teaching. For licensure in DD, EBD, and PHD the methods course is taken during the academic year.

Special Education Student Teaching Dates 2006-2007

FALL 2006

Orientation August 28, 2006

SESSION 1

Begin: Check August workshop schedule in your school district

End: October 20, 2006

SESSION 2

Begin: October 23, 2006

End: December 13, 2006

FINALS WEEK

December 14 to December 20, 2006

SPRING 2007

Orientation: January 16, 2007

SESSION 1

Begin: January 17, 2007

End: March 16, 2007

SESSION 2

Begin: March 19, 2007

End: May 4, 2007

FINALS WEEK

May 7 to May 11, 2007

Section II

Special Education Portfolio

Kathy David will send this info to you on Monday August 7

Section III

Absences

Absences are acceptable only under the following conditions. More than **three** such absences **in a semester** will cause your student teaching assignment to be extended to make up all the lost days. The student teaching experience can be canceled due to excessive tardiness or absences. All absences must be discussed with your University Supervisor. Teacher candidates are not given “personal days”, and are expected to adhere to the school calendar.

Illness/Bereavement

In case of illness

Contact your cooperating teacher and university supervisor as soon as you know you will not be at school.

In case of emergency

Contact your **cooperating teacher, university supervisor** as soon as possible.

In case of poor weather conditions

Follow your **building’s policies**; listen for closing or late start announcement on radio or television.

Calendar Issues

Holidays

Follow the school’s schedule, not St Cloud State University’s

In-service

Attend all functions required for your cooperating teacher, including professional meetings

Attendance at the Professional Development Day conference at SCSU is required.

Your cooperating teacher and university supervisor must approve attendance at other conferences and workshops. These days must be added to the end of the session or semester if the number of absences for the entire semester is more than three.

Progression of Teacher Candidates

Each teacher candidate's progress is individual, arising from the experience and confidence that he or she brings to the setting. For this reason, no specific timelines are assigned to these sequences. Each is described here to provide guidance for the cooperating teachers and the teacher candidates. The sequences include: 1) orientation, 2) observation, 3) participation, 4) conferencing, and 5) full teaching responsibility.

I. Orientation

A good orientation is a vital part of the learning and induction process for teacher candidates. While it is significant at the beginning of the teaching experience, the literature suggests that orientation is most effective as a continuous process.

General Orientation

During the orientation sequence, the cooperating teacher can assist with general orientation by:

- introducing the teacher candidate to faculty members, administrators, and other school personnel;
- helping the teacher candidate become acquainted with the facilities such as the nurse's office, student records, instructional supplies, audio-visual materials and general layout of the building;
- modeling professional behavior;
- providing an environment for learning;
- discussing teaching philosophy, methods, school policies, rules, and regulations;
- classroom and school-wide behavior management and crisis management procedures;
- providing information about the total school experiences that occurs throughout the academic year;
- suggesting and implementing techniques for becoming acquainted with students.

Orientation with Students

The cooperating teacher orients the students by:

- informing them before the teacher candidate arrives that there will be another teacher in the room;
- establishing the teacher candidate in the role of another teacher;
- introducing the teacher candidate to all classes.

Orientation to the Community

- sensitizing teacher candidates to the community in general and more specifically to its educational resources;

- familiarizing teacher candidates with community agencies serving people with various disabilities.

II. Observation (for teacher candidates)

Observation with a Purpose

During the first several days of the teaching assignment, most of the day will be spent observing the classroom, the cooperating teacher and other professionals. To make these observations meaningful, candidates may find the following guiding questions useful.

Role of the Teacher Candidate--Building/Site Protocol

1. Who is contacted when help is needed? How is the contact made?
2. What matters of concern are reported to the school principal?
3. How are the media and audio video resources obtained and used (computers, electronic IEPs, reports, confidential student records)
4. How and where are materials copied for classroom use?
5. How and when are daily/weekly announcements given?
6. What are the procedures for fire/tornado drills?
7. What are the procedures for crisis management?

Specific Classroom Customs/Procedures to be Observed

1. How are attendance and tardiness handled?
2. What are the procedures for greeting visitors to the classroom?
3. What are the procedures when students become ill?
4. What are the routine procedures and expectations for students sharpening pencils, leaving the room and talking to other classmates?
5. What are the behavior management systems that are being used for the class and for individual students?
6. What are the discipline strategies?
7. What are the standards for evaluating student behavior?
8. Are there any automatic privileges and penalties?
9. How are students reinforced for positive behavior and accomplishments?

Students--The Teaching Process

(Observe a specific lesson or series of lessons and respond to the following):

1. What are the objectives for this lesson?
2. What are the materials used to help accomplish these objectives?
3. What teaching methods are used? (direct instruction, motivation strategies)
4. What accommodations and modifications are being implemented, how and rationale?
5. How are unexpected events or behavior handled?
6. How does the teacher use eye contact, voice inflection, proximity, and other nonverbal prompts and cues?
7. What seems to be the most interesting class activity in this lesson?
8. What learning, academic, social, behavioral, etc. skills are being developed?

9. What elements or aspects of the lesson affect the child's attention to task, learning and behavior?
10. How does the classroom atmosphere have an impact on the learning process?

III. Participation

It is a good idea for the teacher candidate to assume some responsibilities immediately. These responsibilities will vary from school to school and with different grade levels, degree of individual student need, etc.

- Assisting with duties such as playground, lunchroom, and bus supervision
- Administering and interpreting tests
- Providing individual and small group instruction for pupils
- Participate in student program planning including IEPs and other staffings
- Consulting with regular and special education teachers and support staff
- Sharing special talents and experiences

Because shared planning is considered to be such an important part of teaching candidate's practice, it should take place throughout the entire experience; however, it is most helpful during that time period when the teacher candidate is observing, participating, and beginning actual teaching. The cooperating teacher may share written as well as verbal plans with the teacher candidate. It can be helpful to discuss a daily plan with the candidate covering such things as goals, objectives, methods, materials and evaluation procedures.

IV. Conferences between Cooperating Teachers and Teacher Candidates

Supervision cannot be successful unless the persons involved (cooperating teacher, SCSU supervisor, and teacher candidate) discuss the experience of the teacher candidate. These conferences may involve two individuals (e.g., cooperating teacher, teacher candidate) or they may involve several individuals (e.g., cooperating teacher, teacher candidate, SCSU supervisor).

The following suggestions pertain to the relationship between the cooperating teacher and the teacher candidate. The cooperating teacher should:

- acquaint the teacher candidate with the purpose of the conferences and his or her responsibility in the conference;
- be prepared to analyze the teacher candidate's ideas, strategies, methods professionalism, etc., and offer constructive feedback and suggestions for changes;
- take advantage of "free" moments for frequent informal conferences to discuss daily needs and strengths;
- try to gain insight into the teacher candidate's interests, background, ambitions, and professional attitude;
- be willing to learn through the experience as a supervisor. Listen and accept reasonable proposals for conducting the class, particular lessons and behavior management.

Effective conferences can be facilitated by assuring that:

- each person understands the purpose of the conference;
- the setting is free from tension;
- each individual feels free to play an active role to contribute, suggest, and listen;
- each individual is respected for his or her contributions;
- the conference is used for constructive planning.

V. Full Teaching Responsibility

A teacher candidate is expected to assume responsibility for teaching as soon as the cooperating teacher believes that s/he is ready. It is desirable that this be a cooperative decision between the teacher candidate and the cooperating teacher. Teacher candidates are expected to assume greater responsibility for teaching over the course of their placement and demonstrate the ability to assume total responsibility as a beginning teacher. The amount of time spent independently teaching will vary from situation to situation.

Section IV

Suggestions to Guide Teacher Candidates

The following suggestions are made to help the teacher candidate. During the first days in the placement the teacher candidate will find it helpful to:

- become familiar with administrators, faculty members, related services professionals, and other school personnel;
- learn about the expectations of student behavior, standards for evaluating students' behavior, and the particular disciplinary and behavior management system in place;
- obtain a school handbook and other school bulletins which deal with school policies and regulations;
- learn about school procedures such as attendance reports, nurse's services, and lunchroom facilities;
- become familiar with school schedules, homeroom activities, assemblies, and teachers' duties;
- learn the rules and regulations governing such activities as registration, fire drills, field trips, and excursions;

Teacher candidates need to establish a positive and cooperative working relationship with the cooperating teacher in order for the student teacher to develop effectiveness as a teacher.

Suggestions for the teacher candidate include:

- learn as much as possible about the teaching situation;
- initiate discussion with your cooperating teacher and determine a mutually agreed upon time to meet;
- carefully observe the cooperating teacher;
- carefully observe the students;
- ask questions during conferences with the cooperating teacher;
- remember that a positive attitude toward suggestions and feedback is best reflected in actions that follow the conference. Candidates may find it helpful to take notes;
- remember that much success as a student teacher depends upon the ability to work effectively with the cooperating teacher and other professionals in the setting.

The teacher candidate should become acquainted with the students, preferably before assuming responsibility for teaching. The following suggestions may help establish rapport:

- Learn the names of students. A seating chart may facilitate this.
- Strive to gain an appreciation of cultural influences on individual students.
- Meet students in a social atmosphere such as a school party, lunchroom, or other situations suggested by the cooperating teacher.
- Strive to gain professional respect of students.
- Strive to gain rapport with students.
- Become informed about the specific learning and behavior expectations for individual and groups of students.

To increase effectiveness as a professional person, it is recommended that awareness and involvement in community activities while involved in the field experience should be encouraged. This awareness and involvement can result from:

- studying the community and its cultural climate;
- acquainting oneself with community organizations;
- participating in community activities and organizations;
- planning with the cooperating teacher to make the best use of available community resources.

Guidelines for developing professional awareness and responsibility can result from:

- reading various professional books, periodicals, journals and bulletins, and state publications;
- assembling a bibliography of professional books, magazines, and other resource material;
- becoming acquainted with the nature and functions of national, state and local professional organizations;
- attending state and local workshops, clinics, conferences, or other meetings at which professional practices and developments are discussed;
- talking with many practicing teachers to understand that there are multiple perspectives on the same topic.

Teacher candidates are expected to follow the guidelines and regulations of the host school district as well as those guidelines and regulations that have been established by the building principal and cooperating teacher. During the dates that a teacher candidate is assigned to a setting, she or he is expected to attend.

Candidates may wish to use the following form to assist them gather information when they visit the school.

Initial Visit

School: _____ Cooperating Teacher: _____

SCSU Faculty Supervisor: _____ Date: _____

Room Number: _____

Please obtain as much of the following information as possible as you visit your site.

1. What time are you expected to be in the building each day?
2. What is the recommended dress code for this particular building?
3. What is the population of the class?
4. How do I as a teacher candidate work with paraprofessionals?
5. May I prepare something for the first day?
6. In the event of an absence or delay in arriving at the setting, what are the procedures for notifying the cooperating teacher, principal, and SCSU supervisors?
7. Set up a weekly meeting time.

Also note the following:

- Physical aspects of the classroom (layout, seating, work areas, etc.)
- Materials
- Parking

Section V

Expectations for Cooperating Teachers

The cooperating teacher plays a major role in the education of the teacher candidate. Because of the significance attached to this supervisory role, it is necessary that the cooperating teacher be thoroughly familiar with a number of guidelines. The policies and procedures described in this handbook should provide assistance in this role. In addition, we invite your suggestions and comments for future revisions of this document. The teacher candidate's background including a current resume and autobiography will be given to each cooperating teacher.

Throughout the teaching experience, the cooperating teacher and teacher candidate will function as a teaching team. This will include cooperative planning, teaching, and evaluating. During the early part of the experience, the major responsibility for planning, teaching, and evaluating students is typically maintained by the cooperating teacher while the teacher candidate thoughtfully observes.

The cooperating teacher is responsible for providing supervision and completing formal written observations on a teacher candidate as well as completing a final evaluation of each teacher candidate.

Meet at least once a week with the teacher candidate.

The following sections will describe the teacher candidate's progression, supervision, and evaluation.

Supervision

The quality of the daily supervision is essential to a high quality student teaching performance. No other single factor is as important in the development of the total potential of a beginning teacher.

In their daily work with teacher candidates, cooperating teachers should:

- meet at least once per week;
- do 3 formal observations with written and verbal feedback;
- help teacher candidates relate teaching theory to actual teaching in the classroom. Discuss with them the reasons for selection of methods and materials to be used;
- try to assure understanding and application of the basic principles of learning;
- monitor the development of teacher candidate's lesson plans; discuss the plans, and offer suggestions prior to the teaching of the lesson; help teacher candidates evaluate lessons after they are taught; encourage independent thinking in planning, use of materials, motivation, and teaching approaches;
- summative observation form, to be filled out on line, and a letter of recommendation. Send these to EB A-211;
- withhold criticisms during a lesson except in rare cases;
- help develop consistent classroom control, which is conducive to learning. This should include promoting self-control, positive behavior management strategies and respect for others;
- help promote a natural, working atmosphere in the classroom in which the teacher is poised and confident and the pupils are self-directed and free from tensions;
- help teacher candidates meet the needs of the individual students;

- emphasize the development of such attitudes as concern for others, willingness to do the best quality of work possible, willingness to help others, honesty and fair play, and appreciation for cultural, linguistic, and intellectual values;
 - assist teacher candidates in becoming familiar with various sets of cultural values that exist within the community and school. Also familiarize them with resources that exist to enhance learning especially for those students whose cultural experiences differ from those of the student teacher;
 - assist teacher candidates in realizing the need for continuous evaluation of their teaching techniques. This should affect their planning and improve the quality of classroom instruction.
-
- Do not use a teaching candidate as a substitute teacher. S/he is not licensed.

Section VI

Expectations of University Supervisors

Supervisor responsibilities include:

- The university supervisor will assess various special education settings in order to determine the best placements for meet the needs of the teacher candidate.
- The university supervisor informs the cooperating teacher of any university expectations.
- The university supervisor confers with the cooperating teacher about the teacher candidate placed with him or her.
- The university supervisor visits the teacher candidate and cooperating teacher a minimum of three times per placement.
- The university supervisor conducts and writes 2-3 formal observations, reporting on strengths and weakness and areas of improvement for the teacher candidate.
- The university supervisor provides constructive feedback to the teacher candidate.
- The university supervisor submits grades.
- The university supervisor meets with teacher candidates an average of one hour per week in mentor group.

The university supervisor is available to assist individual teacher candidates with personal and professional problems as they relate to their field experience.

The university supervisor provides necessary orientation for teacher candidates concerning their responsibilities.

The university supervisor informs the teacher candidate whether his/her progress and performance is satisfactory/unsatisfactory following each observation.

The university supervisor informs the teacher candidate of professional concerns and/or performance concerns arising anytime during the semester.

The university supervisor will be responsible for enacting termination procedures if necessary (See Section VIII).

Section VII

Withdrawing from Student Teaching

A teacher candidate who voluntarily withdraws from student teaching must contact the Office of Clinical Experiences, the university supervisor, cooperating teacher and any other university personnel whom s/he deems necessary. It is the responsibility of the teacher candidate to withdraw from the courses in accordance with university policies. It is also the responsibility of the candidate to determine whether university policy provides a partial or full refund of tuition and fees. If appropriate, the teacher candidate also needs to contact the Financial Aids office to notify them of the withdrawal.

In the case of a voluntary withdrawal on the part of the teacher candidate, the university supervisor will write a report describing, in detail, the circumstances of the withdrawal. It will be placed in the teacher candidate's student teaching file. The file will be held in the Special Education office for ten years.

Even if the last day to withdraw has passed, the teacher candidate, with the approval of the university supervisor may receive credit for the time that was spent in the schools. The university supervisor will determine whether the student teaching credits can be converted to SPED 499 credits (for undergraduates) or SPED 600, (for graduate students) credits. However, if the teacher candidate wants to withdraw because it is not likely s/he will successfully complete the student teaching experience, the university supervisor may assign a grade of u (unsatisfactory) or give the teacher candidate an incomplete. In situations such as this, the student teaching credits cannot be converted to SPED 499 or SPED 600 credits.

Procedures for Termination

Unsatisfactory performance during student teaching may include problems in any of the following categories:

1. Deficiencies in teaching skills.
2. Deficiencies in knowledge of academic subject matter.
3. Deficiencies in interpersonal relationships.
4. Personal problems that hinder professional accomplishment.
5. Chronic tardiness and/or absences.

Existence of the problem and its degree of severity will be determined by the university supervisor and cooperating teacher. The university supervisor can bring in other university faculty to observe the teacher candidate and/or consult with the university supervisor regarding the teacher candidate.

After the conference, the university supervisor will write an Action Plan or contract. It will include a description of the concerns, the steps to be taken to remediate the situation, and a timeline for the completion of the steps. This contract will be given to the teacher candidate, along with an explanation of its contents.

After the university supervisor and cooperating teacher have determine the scope and severity of the problem, the university supervisor will advise the student about the nature of the problem and the process to be followed to remedy the situation. Next, the university supervisor will set up a conference with the teacher candidate, university supervisor, and the cooperating teacher unless the cooperating teacher requests not to be present. Other appropriate school personnel may be a part of the conference.

At this conference the problem will be described, as well as the steps and timeline the student should follow to remediate the situation. Also, the decision to terminate or continue the teacher candidate's student teaching should be conveyed to all at the conference by the university supervisor. The teacher candidate may be removed from the student teaching site immediately if the school so desires this action. If the teacher candidate is removed from the site, but still has materials that belong to the school, s/he will bring these materials to the university supervisor, who will then deliver them to the school. The teacher candidate must not return to the student teaching site or contact the cooperating teacher in any manner.

The university supervisor will contact the Office of Clinical Experiences as soon as the decision to terminate student teaching has been made.

The amount of academic credit the teacher candidate will be granted will be discussed. A passing or incomplete grade will not be given for student teaching courses in situations where the student teaching experience has been terminated. Th teacher candidate will not be able to withdraw from the student teaching courses. Only a grade of unsatisfactory will be given if the student teaching experience was terminated.

Requests to reenter student teaching must be initiated with the teacher candidate sending a letter to a committee comprised of at least four Special Education student teaching supervisors. The letter must include evidence that the problem that led to the termination has been remedied, and the steps in the Action Plan or contract have been completed. Reentry cannot take place sooner than one year after the date of termination, nor until all the steps of the Action Plan have been successfully completed.

When, and if, the teacher candidate reenters student teaching, s/he will be under an Action Plan or contract. The teacher candidate will be expected to complete the entire student teaching semester.

APPENDICES

A. Praxis I and Praxis II

B. Professional Concerns Process

C. 8700.7500 Code of Ethics for Minnesota Teachers

D. Ethics for Educators of Persons with Exceptionalities (Council for Exceptional Children)

E. Resources

APPENDIX A

Add 2006-07 teaching dates OCE has more info re Praxis

Praxis I and Praxis II

Background

Legislation enacted in 1985 required the Minnesota Board of Teaching to adopt examinations for assessing skills in reading, writing and mathematics for teachers licensed under Board authority and to adopt rules for implementing an ongoing administration of the tests. In addition, Minnesota Statute 122A.09(e) requires the Minnesota Board of Teaching also to adopt general pedagogy and content tests for teacher licensure. Effective September, 2001, all candidates applying for their first Minnesota teaching license will also be required to complete the adopted examinations in general professional knowledge and specific content fields.

1. Undergraduates
 - Praxis I Pre-Professional Skills Test (PPST)
 - Praxis II Content Exam- (Education of Exceptional Core: 0353) & Pedagogy (Principles of Learning and Teaching: 0522)
2. Graduate students without a teaching license (initial license) Take Praxis I & II
3. Graduate students (regular education teachers) with a teaching license and adding a special education license take the Praxis II: Education of Exceptional Core: 0353.
4. Graduate students (special education teachers) with a teaching license adding a different SPED area: No exams necessary.

TEACHERS OF SPECIAL EDUCATION

Examination # 20353 Education of Exceptional Students: Core Content knowledge
Passing score: 158 (Sept. 1, 2005 and after).
140 (passing score if licensed before Sept 1, 2005)

Special Education licenses:

Developmental Disabilities, Grades K-12
Emotional Behavioral Disorders, Grades K-12
Learning Disabilities, Grades K-12
Physical and Health Disabilities, PreK-12

Resources for the Praxis

Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-8691
Website: www.education.state.mn.us

The Praxis Series
Educational Testing Service (ETS)
P. O. Box 6051
Princeton, MN 08541-6051
Phone: 609-771-7395
Website: www.ets.org/praxis/

If you need assistance or have question contact the College of Education, (320) 308-3023.

APPENDIX B

PROFESSIONAL CONCERNS PROCESS

Department of Special Education/St. Cloud State University

The Department of Special Education has developed a Professional Concerns process to assist in the evaluation and assessment of St. Cloud State University (SCSU) students in special education who are having difficulty negotiating their graduate or undergraduate program. This process is independent of other legal or academic processes taking place at SCSU.

1. Any SCSU faculty or staff member(s) who has a concern about a student should talk to the student to express their concern and try to formulate an informal plan to remedy the situation.
2. The faculty/staff person with a concern may check the Professional Concerns Process file in the Special Education Department office (EB-A211) to see if there is a record of earlier concerns with that student.
3. If the concern persists, the person with the concern writes a description of the concern and any steps that have been taken to remedy the situation on the Professional Concerns Form. The student then has the opportunity to read the information and submit a written response on the Professional Concerns Process file in the Special Education Department office.
4. If the concern continues, a remedial contract will be formulated by the SCSU student, the faculty or staff member(s), and site supervisors if appropriate. This contract must consist of specific objectives, progress assessment procedures, and a timeline for progress assessment. The contract should be signed by all parties who are involved with its development. The student must also sign a release form so that information pertaining to the contract can be shared with people outside the university who are affected by the contract, such as cooperating teachers, principals, counselors, etc. At the end of the timeline, or upon completion of the contract, an assessment meeting will be conducted to review the contract and evaluate student documentation of completion of contract objectives. This meeting will include the faculty or staff member(s), the SCSU student, an advocate (if so desired by the student), and others involved with the contract.

Successful completion of the contract will result in the student being allowed to continue the program. Unsatisfactory completion of the contract may result in redoing or extending the contract, or removal from the program. The student also has the option of withdrawing voluntarily from the program. If the student does not withdraw, she or he will be terminated, and referred for university discipline if appropriate.

Note: All legal consequences and other related department, college, and university policies will continue to apply at all points. Dissemination of Information on the Policy: Students may obtain a copy of the policy and relevant forms in the Special Education office (EB-A211). The information can also be found on the Special Education Department web page.

PROFESSIONAL CONCERNS

Category 1: Commitment to the Teaching Profession

- 1A. has a commitment to education as a career. Expresses and demonstrates a desire to be a superior teacher.
- 1B. Conducts professional activities in a legal and ethical manner (including protecting student confidentiality).
Maintains student health and safety.
- 1C. Demonstrates ongoing pursuit of professional growth by eliciting feedback and consulting professional resources.
- 1D. Demonstrates responsiveness to suggestions for change by engaging in positive discussion with supervisor and implementing suggestions.
- 1E. Demonstrate ongoing professional development by reading and evaluating current research literature and participating in professional development activities.

Category 2: Awareness of Personal Responsibilities

- 2A. Demonstrates sensitivity to social expectations in varied environments. Adapts to school expectations for dress appearance, personal hygiene, and language level.
- 2B. Meets social standards of conduct, of interpersonal interaction, and discharges responsibilities without compromising personal integrity.
- 2C: Demonstrates industriousness by taking initiative in planning and carrying out teaching and related duties.
- 2D: Demonstrates resourcefulness by being flexible and adapting to unforeseen events. Is able to solve problems.
- 2E: Takes pride in her or his work and environment.

Category 3: PERSONALITY CHARACTERISTICS

- 3A: Relates in a poised, confident, and professional manner.
- 3B. Interacts and relates with others with confidence. Initiates conversation, contributes to or leads discussion, speaks before a group, or takes a leadership role.
- 3C. participates cooperatively in group enterprises, contributes constructively, disagrees courteously, avoids sarcasm, makes constructive suggestions, takes suggestions, accepts constructive criticism, and modifies behavior appropriately.

Category 4: Responsibility Characteristics

- 4A. Meets university, field experience, resident teaching, and program deadlines and time commitments.
- 4B. Anticipates needs and problems and plans ahead. Adapts to institutional or professional standards and policies.
- 4C. Is on time for class, field experiences and resident teaching assignments, and appointments. Submits assignments and completes requirements on time. Meets program deadlines. Arranges ahead of time for unavoidable delays or absences. Solicits exceptions for only very special and legitimate circumstances.

- 4D. Acknowledges her/his own responsibility and culpability, does not attempt to transfer fault or blame to others or rationalize inadequate or missing performance.

Category 5: Communication Skills

- 5A. Uses appropriate verbal and nonverbal communications with children, faculty, teachers and staff in schools.
- 5B. Demonstrate proficiency in **oral communication** through standard grammatical usage when appropriate. Expresses self concisely. Uses correct professional terminology. Uses gender-fair, person first language. Does not over use colloquialisms or clichés. Adjusts language to the formality of the situation.
- 5C. Demonstrates proficiency in **written communication** through standard grammatical usage when appropriate. Expresses self concisely. Uses correct professional terminology. Uses gender-fair, person first and language. Does not over use colloquialisms or clichés. Adjusts language to the formality of the situation.

Category 6: Social Relationships

- 6A. Complies with rules and seeks change using established channels. Reports problems to appropriate persons.
- 6B. Relates easily and appropriately to students and others responsible to her/him. Provides leadership or direction and listens to and incorporates ideas of others when appropriate.
- 6C. Is cooperative with faculty, staff and students during collaborative work and discussions.
- 6D. Avoids negative and/or disrespectful comments and attitudes directed at faculty, staff and students. Avoids incidents of physical and/or verbal intimidation or discrimination towards faculty, staff, and students.
- 6E. Does not verbally, physically, or sexually assault others.
- 6F. Reports all cases or suspected cases of abuse and/or neglect to the appropriate agency.
- 6G. Demonstrates fairness, sensitivity, empathy, and openness.
- 6H. Is aware and respectful of the effect of culture on establishing and maintaining relationships.

Category 7: Physical Characteristics

- 7A. Has good health and physical characteristics, motor coordination needed to effectively and independently carry out the duties for which the candidate is being prepared.
- 7B. Is free of any chronic illness that causes frequent or persistent absences.

- 7C. Has, with correction, adequate visual and auditory acuity to perform teaching and managerial duties required of teachers.
- 7D. Has fluent and articulate speech capabilities which enable others to understand her/his oral communication. Can project voice to be heard in all areas of the classroom.

PROFESSIONAL CONCERNS

Student Response Form
Special Education Department
St. Cloud State University

Name: _____
Date: _____
Faculty/Staff expressing concern: _____
Course Number: _____

AREAS OF CONCERN: (To be filed out by faculty/staff person with the concern).

STUDENT RESPONSE:

Student _____ Course _____ Semester/Year _____

Special Education		Professional Concerns		St. Cloud State University	
<p><i>FACULTY/STAFF MEMBER: This report is to be completed for each student who fails to meet one or more of the criteria below. Refer to the document "Professional Concerns" for complete descriptions of each criterion.</i></p>					
CHECK APPROPRIATE CRITERIA (Those which evidence suggest that the student does not meet):		SUPPORTING EVIDENCE	STEPS TO REMEDY THE SITUATION	OUTCOME (Date)	
ρ I. Commitment to the Teaching Profession					
ρ II. Awareness of Personal Responsibilities					
ρ III. Personality Characteristics					
ρ IV. Responsibility Characteristics					
ρ V. Communication Skills					
ρ VI. Social Relationships					
ρ VII. Physical Characteristics					
		_____	_____		
		Faculty Member	Date		
		_____	_____		
		Faculty Member	Date		
		_____	_____		
		Faculty Member	Date		

APPENDIX C

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.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and their Families.

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

- 1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.
- 2. Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
- 3. Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.
- 4. Maintain class size and case loads which are conducive to meeting the individual instructional needs of individuals with exceptionalities.
- 5. Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- 6. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
- 7. Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.

8. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior

Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

1. Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.
2. Clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.
3. Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
4. Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.
5. Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

Procedures

1. Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.
2. Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.
3. Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

1. Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
2. Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
3. Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.
4. Extend opportunities for parent education utilizing accurate information and professional methods.
5. Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.
6. Recognize and respect cultural diversities which exist in families with persons with exceptionalities.
7. Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

1. Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.
2. Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
3. Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.
4. Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
5. Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional Employment Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

1. Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
2. Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.
3. Professionals give notice consistent with local education agency policies when intending to leave employment.
4. Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.
5. Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.
6. Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.
7. Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
8. Professionals respond objectively when requested to evaluate applicants seeking employment.
9. Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

1. Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.
2. Professionals promote educational quality and intra- and interprofessional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.
3. Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.
4. Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.
5. The administration and supervision of special education professionals provides for clear lines of accountability.
6. The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

1. Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as in-service training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
2. Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
3. Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession

1. Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.
2. Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.
3. Special education professionals refrain from using professional relationships with students and parents for personal advantage.
4. Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.
5. Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:
 - a. Adopt procedures that protect the rights and welfare of subjects participating in the research.
 - b. Interpret and publish research results with accuracy and a high quality of scholarship.
 - c. Support a cessation of the use of any research procedure, which may result in undesirable consequences for the participant.

d. Exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

Professionals in Relation to Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

1. Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.
2. Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.
3. Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may not occur.
4. Provide consultation and assistance, where appropriate, to both regular and special educators as well as other school personnel serving persons with exceptionalities.
5. Provide consultation and assistance, where appropriate, to professionals in non-school settings serving persons with exceptionalities.
6. Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

APPENDIX D

Resources

Resource	www.stcloudstate.edu/sped
Career Services (SCSU)	http://condor.stcloudstate.edu/~careersv/
Teachers-Teachers.COM	http://www.teachers-teachers.com/minnesota
Minnesota Personnel Licensing	http://education.state.mn.us/html/intro_licensure.htm
Rita Moore-Assistant Registrar: Handles licensure applications for SCSU.	Phone: (320) 308-4037 Email: rmoore@stcloudstate.edu
Teacher Licensing Information	http://www.stcloudstate.edu/registrar/ Click on “Teacher Licensing” and you will find updated checklists and information on how to apply for a first-time license or how to apply for an addition to a current license.