

Special Education Field Placement Handbook SPED 338, 339, 455



FIELD PLACEMENT SUPERVISORS

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Mission and Vision of the Department of Special Education

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 their educational needs.

In order to accomplish this mission, the faculty 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 education experiences for those providing direct services to children.
5. Provide collaboration/consultation services to community agencies, clinics, state departments, and other organizations concerned with the delivery of services to children.

The department will provide qualified personnel to function in the public schools and other agencies charged with the delivery of services to children and youth with disabilities. While the central focus of these efforts is with individuals who provide service to students with disabilities, it also includes general education personnel, parents, paraprofessionals, and ancillary professional personnel who provide services.

The **vision** of the Department of Special Education is 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 as a whole person within a world culture.
4. Facilitate problem solving through collaboration, teaming, and consultation.
5. Accept accountability for progressive change within a process orientation.

FIELD PLACEMENT DEADLINES

Making field placement arrangements with school districts for the early field placements is a collaborative effort between the **Department of Special Education, the Office of Clinical Experiences, and District 742**. Because of the large number of individuals and schedules that are impacted and the importance of creating an organized and professional program for the children, cooperating teachers, teaching candidates, staff, and supervisors involved, a timely and accurate application to the field placement(s) is required of all undergraduate and graduate students completing the field placements, SPED 338, 339, and/or SPED 455.

Department of Special Education Application Deadlines:

Fall field placement and student teaching applications: March 1st
 Spring field placement and student teaching applications: October 1st

Office of Clinical Experiences (OCE) Application Deadlines:

In addition to the Department of Special Education application deadlines, all student teaching candidates must apply to the Office of Clinical Experiences *at least one year in advance of the student teaching semester*. For undergraduate student teachers, those deadlines are as follows:

Fall student teaching applications: October 1st
 Spring student teaching applications: March 1st

Alternate Site Student Teaching Application Deadlines:

In addition to the above deadlines, teaching candidates interested in student teaching in alternate sites (those not designated as choices by the SPED Department) must prepare well advance of the semester prior to student teaching. The deadlines can be found in the table below, and a more detailed description of other requirements can be found later in the Alternate Site Student Teaching section of this handbook.

Entity Making Placement	Type of Placement	Location	Application deadlines
UNI	International	Any country where Americans can safely travel	January 15 for fall September 15 for spring
UNI	Out of State	Any state	January 15 for fall September 15 for spring
SCSU OCE MnSCU	Common Market	Any area of Minnesota that has MnSCU university with a licensure program the student is seeking	March 1 for fall October 1 spring
SCSU Special Partnerships	Out of State or International	Aldine, TX; Cartwright, AZ; South Africa; and China	January 15 for fall September 15 for spring

The teaching candidate is responsible to complete all pre-requisite coursework, PPST I Exams, GPA requirements, submission of Appeals documents, remedies for any outstanding professional concerns, and any other necessary communication according to

the procedures and deadlines described in this handbook, the SPED undergraduate and graduate handbooks, and the Office of Clinical Experiences requirements.

FIELD PLACEMENT SPECIAL CONSIDERATIONS

The **Office of Clinical Experiences (OCE)** is responsible for securing sites for the field experiences. Students are not allowed to secure their own field placement sites. All students must adhere to the established placement policies, field placement sites offered, and the deadlines described above. However, exceptions to the official guidelines may be considered with appropriate documentation. The explicit exceptions include those students with the following special circumstances:

Medical: Students who have medical reasons for being in a particular center must present evidence from a physician that placement in another center would unduly interfere with medical treatment.

Disabilities: Teaching candidates who have disabling conditions, which preclude their placement in another center or in instances where the medical problems of the candidate would be exacerbated by placement in an a specific center, are eligible for preferential placement.

If a teaching candidate has a disability, he or she may require accommodations. In order to receive accommodations for courses, field experiences, and/or student teaching, students must be registered with Student Disability Services (320-308-4080). It is important to contact the Student Disability Services office to determine if different accommodations may be required for specific settings.

It is the candidate's responsibility to notify the course instructor and field experience/student teaching supervisor if accommodations are required. When accommodations are needed in public school settings, the student must notify the Director of the Office of Clinical Experiences (320-308-4783), who will share this information with the school principal.

Dependents: Teaching candidates who are providing care for dependent individuals in their families where the absence of the student would create considerable hardship for the dependent may also be eligible for preferential placement. The fact that there are dependents living in the household such as aged parents, children, spouse, or other relatives is not sufficient reason for preferential placement. The student must demonstrate her/his absence would have an adverse effect upon the care and treatment of those dependents.

Notify a Field Placement Coordinator in the Special Education Department immediately if any of the above exceptions apply to you. If you inform the SPED Department about one of the above exceptions only after the field placements have been arranged or only after you have encountered problems in your field placement, your special circumstances will not be considered for preferential placement or accommodations until the following semester.

REGISTRATION FOR THE FIELD PLACEMENTS AT THE OFFICE OF CLINICAL EXPERIENCES (OCE):

In addition to registering for the appropriate course numbers for the field placement through the ordinary channels of the Office of Records and Registration, field placements require an additional registration step at the OCE. Candidates are expected to have a criminal background check completed and approved, field placement and student teaching insurance through MNEA, and receive a contract between the cooperating teacher and the teaching candidate. This documentation is recorded in the database at the OCE, and therefore, candidates will not be allowed to enter the field placement until this important step is completed at the Office of Clinical Experiences. The Office of Clinical Experiences can be contacted at:

Office of Clinical Experiences

www.stcloudstate.edu/oce/

Director

EB B 120

720 So 4th Ave

St. Cloud State University

St. Cloud Minnesota 56301-4498

Phone: (320) 308-4783

PORTFOLIO ASSIGNMENTS:

<http://www.stcloudstate.edu/SPED/>

All candidates in the Special Education Field Placements taking co-requisite courses will be required to document competency of critical skills for a special educator through completion of strategic portfolio assignments. The portfolio assignments have been designated for each course based on the Minnesota Board of Teaching Standards and the NCATE Accreditation process and the SPED program sequence has been designed to facilitate the professional development of each teaching candidate. In other words, these course assignments document critically important teaching skills for a special educator, and usually, they document an entire cluster of important skills.

For example, in SPED 419, candidates complete a case study project where a student is identified who may benefit from academic remediation in reading, spelling, written expression, and/or math. The candidate then assesses the student's current baseline, progress over a period of time in response to the intervention the candidate has designed, and finally, assesses the success of the overall case study project. This important assignment documents the candidate's mastery of the following cluster of teaching skills: Generalized Outcome Measurement or Curriculum Based Measurement procedures, lesson design, Response to Intervention procedures, implementation motivational strategies, and writing of an Evaluation Report following completion of the assignment.

Whenever possible, we hope that many of the portfolio assignments in the candidates' field placements will be completed with students within the field placement.

Questions about these important assignments should be directed to the course instructor, and arrangements to work with public school children should be made with the cooperating teacher's permission only. In the event that completion of a portfolio assignment cannot be made within the field placement, the course instructors will provide the candidates with alternatives for completing the assignments.

E-FOLIO: Teaching candidates will complete the electronic teaching portfolio during the student teaching semester. Candidates will begin compiling the documents upon entry into the SPED Program, and therefore, they are directed to the official Minnesota E-folio website where they will begin saving their documents at <http://efoliominnesota.com/>. A sample format for the e-folio can be found at <http://davidrogers.efoliomn2.com/>.

SPECIAL EDUCATION STUDENT TEACHER HANDBOOK: For a full explanation of the portfolio requirements that must be completed during student teaching, go to the *Special Education Student Teacher Handbook* at <http://www.stcloudstate.edu/SPED/>

SUGGESTIONS TO GUIDE COOPERATING TEACHERS

Throughout the field experience, the graduate assistant, university supervisor, cooperating teacher and Jr./Sr. Block teacher-candidate should function as a team. The following suggestions for each of the following areas of supervision are presented to serve as a guide for the supervisor: 1) Orientation; 2) Observation and participation; 3) Supervision; and 4) Conferences.

ORIENTATION

The cooperating teacher assists with general orientation by:

- Introducing Jr./Sr. Block teaching candidates to other faculty members, administrators, custodians, and others with whom they will be in contact during their assignments.
- Helping Jr./Sr. Block candidates become acquainted with the facilities - such as the nurse's office, pupil records, instructional supplies, and audio-visual materials.
- Discussing teaching philosophy, school policies, rules and regulations with them.
- Informing Jr./Sr. Block students of instructional, evaluating, and grading practices in the district and building.
- Helping them to become thoroughly familiar with the classroom and all teaching aids and materials that are available for their use.

OBSERVATION AND PARTICIPATION

- Observe the Jr./Sr. Block candidate teach a lesson or two.
- Regularly provide the Jr./Sr. Block candidate with feedback.
- Review the Jr./Sr. Block teaching candidate's plans prior to teaching day.

SUPERVISION

In their daily work with resident teachers, the supervising teachers should:

- Help Jr./Sr. Block 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 lesson plans of Jr./Sr. Block candidate; discuss the plans and offer suggestions prior to the teaching of the lesson; help Jr./Sr. Block students evaluate lessons after they are taught; encourage independent thinking in planning, use of materials, motivation, and teaching approaches.
- Withhold criticisms during a lesson except in rare cases.
- Help develop consistent classroom control, which is conducive to learning.
- Help Jr./Sr. Block candidates meet the needs of the individual pupils.
- Assist Jr./Sr. Block candidates to realize the need for continuous evaluation of their teaching techniques. This should affect their planning and improve the quality of classroom instruction.

CONFERENCING

Supervision cannot be successful unless the persons involved (supervising teacher, graduate assistant, university supervisor, and Jr./Sr. Block teaching candidate) discuss the experience of the Jr./Sr. Block candidate. These conferences may involve two individuals (e.g., supervising teacher and Jr./Sr. Block candidate) or they may involve several individuals (e.g., supervising teacher, Jr./Sr. Block student, graduate assistant, university supervisor). The following suggestions pertain to the relationship between the supervising teacher and the Jr./Sr. Block student.

Effective conferences may be achieved if:

- Each person recognizes the purpose of the conference.
- The setting is free from tension.
- Each individual feels free to play an active role—to contribute, suggest and respond to others comments and suggestions.
- Each individual is respected for her/his contributions.
- The conference is used for constructive planning.

ROLE OF GRADUATE ASSISTANT

Duties of the graduate assistant are presented as they pertain to the university supervising teachers, the local community, and Jr./Sr. Block students.

The university supervisor is responsible to the university for:

- Providing realistic evaluations of Jr./Sr. Block teaching candidates upon completion of their experience.
- Maintaining files containing Jr./Sr. Block teaching evaluations, etc.
- Keep university supervisors updated on Jr./Sr. Block candidates' performance in the field experience and coursework, if necessary.

The graduate assistant is responsible to supervising teachers for:

- Supplying information concerning the program.
- Furnishing information about the Jr./Sr. Block candidate.

- Giving suggestions on how to work with a particular Jr./Sr. Block candidate.
- Consulting with the supervising teacher and observing the Jr./Sr. Block candidate's performance if deemed necessary.
- Evaluating the work of the Jr./Sr. Block candidate cooperatively with the supervising teacher.

The graduate assistant is responsible to the Jr./Sr. Block candidates for:

- Informing Jr./Sr. Block candidates of their responsibilities.
- Conduct a weekly seminar for the Jr./Sr. Block candidates s/he supervises.
- Observing Jr./Sr. Block candidates while they teach and providing feedback as soon as possible after the lesson.
- Helping Jr./Sr. Block candidates evaluate their experience and thus guide their continued growth.
- Reading the Jr./Sr. Block candidate's reflective journal.

ROLE OF UNIVERSITY SUPERVISOR

- Determine eligibility of all Jr. and Sr. Block teaching candidates for the field placements: SPED 338, 339, and 455.
- Inform all candidates of meetings, application procedures, and expectations.
- Develop and coordinate the evaluation system for meeting the Minnesota Board of Teaching and NCATE Standards for Dispositions for the Teaching Profession.
- Advertise, interview, and hire graduate assistant field placement supervisors.
- Facilitate weekly meetings with the graduate assistant supervisors.
- Develop professional development training for the graduate assistants and the Jr./Sr. Block candidates.
- Procure placement sites for all Jr./Sr. Block candidates through the Office of Clinical Experiences.
- Provide the Office of Clinical Experiences with timely and accurate numbers regarding placement needs.
- Communicate regularly with the Office of Clinical Experiences regarding field placement quality, etc.
- Ensure student teaching insurance, identification badges, and criminal background checks for all Jr./Sr. Block teaching candidates.
- Consult with supervising teachers regarding Jr./Sr. Block candidates and graduate assistant performance.
- Observe and conference with Jr./Sr. Block candidates, especially those who are experiencing difficulty.
- Inform the cooperating teacher, graduate assistant, and Jr./Sr. Block students with regard to the Special Education department's Professional Concerns Process.
- Ensure fair application of the Professional Concerns Process, particularly with regard to the Department of Special Education transition points and Dispositions for the Teaching Profession (see Final Evaluation Form in Appendices).
- Assign grades for SPED 338, 339, and 455.

SUGGESTIONS TO GUIDE THE JR/SR BLOCK TEACHING CANDIDATE

The following suggestions are made to help the Jr./Sr. Block teaching candidate. During the first days within the placement, the Jr./Sr. Block student should:

- Become familiar with administrators, faculty members, and other school personnel.
- Conduct an active observation of the field placement (see Appendices for *Active Observation Form*) that will be due at the first mentor meeting on Wednesday.
- Obtain a school handbook and other school bulletins, which deal with school policies and regulations.
- Determine the procedure the Jr./Sr. Block teaching candidate is to follow in the event of late arrival or absence.
- Provide feedback to the graduate assistant regarding her/his supervision.
- **ACT IN A PROFESSIONAL AND ETHICAL MANNER.**

It is suggested that the Jr./Sr. Block student:

- Learn as much as possible about the teaching situation.
- Ask questions when not sure.
- Carefully observe the supervising teacher.
- Carefully observe the pupils.
- Ask questions during conferences with the supervising teacher.
- Remember that an attitude toward suggestions and criticism is best reflected in actions following a conference.
- Remember that much success as a Jr./Sr. Block teaching candidate depends upon ability to work effectively with the supervising teacher and other professionals in the setting.
- The Jr./Sr. Block candidate should become acquainted with the students, preferably before assuming responsibility for teaching. The following suggestions are given for establishing rapport:
 - Learn the names of pupils. A seating chart may facilitate this.
 - Strive to gain an appreciation of cultural influences on individual pupils.
 - Strive to gain rapport with pupils.

USE OF THE EVALUATION FORMS

Evaluation of Jr./Sr. Block teaching candidate has three major purposes:

- To measure and communicate to Jr./Sr. Block candidates the progress they are making and to encourage growth in those areas where progress is needed.
- To give employing officials some indication of the level of competence attained by the teacher candidates in this particular setting.
- To indicate to the university, the individual's performance as a Jr./Sr. Block student for grading purposes.

Junior/Senior Block teaching candidates should:

- Ask their university supervisors and supervising teachers to discuss their evaluations with them.
- Critically evaluate their progress on an ongoing basis.
- The supervising teacher of each Jr./Sr. Block setting is expected to provide a written final evaluation for the Jr./Sr. Block student.
- Evaluation of teaching effectiveness should be a daily process where Jr./Sr. Block candidates and supervising teachers examine lessons taught, discuss strengths and

weaknesses in the teaching process, and decide on ways of improving teaching in the classroom.

- In order for Jr./Sr. Block candidates to strengthen the areas in which they need improvement, they will have to share in the evaluation process and put forth special effort where needed.

The evaluation forms (see Appendices) are especially significant because they are the basis for evaluating growth and development of Jr./Sr. Block students. These forms are based on the Standards of Effective Practice, NCATE Accreditation Standards, and Minnesota Board of Teaching Standards, particularly those Dispositions for the Teaching Professional that are foundational for building more technical skills during student teaching and beginning teaching. The *Special Education Field Placement Observation Form* (p. 19) is used by the graduate assistant and university supervisor to provide feedback to the Jr./Sr. Block candidate as he or she teaches and interacts with children. It is primarily designed to provide ongoing feedback about teaching and preparation. At the end of the field experience the graduate assistant and the cooperating teacher both complete the *Final Evaluation Form* (p. 18) to provide summative feedback to the Jr./Sr. Block student about his or her disposition to the teaching profession. The Jr./Sr. Block students will have an opportunity to evaluate their graduate assistant using the Graduate Assistant Evaluation Form. Each Jr./Sr. Block teaching candidate will have a total of six, satisfactory *Final Evaluation* forms and a number of direct teaching evaluations in his or her SCSU file in order to be eligible for progressing to the Student Teaching Block.

PROCEDURAL GUIDELINES TO BE FOLLOWED WHEN UNSATISFACTORY PERFORMANCE EXISTS DURING THE FIELD EXPERIENCE

Unsatisfactory performance during the field experience 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 that precludes accomplishment of the field experience objectives.

The graduate assistant and/or public school personnel will determine existence of the problem. Following this determination the university supervisor will be advised of the situation and may take on the primary responsibility for the supervision of the Jr./Sr. Block candidate for the remainder of the field experience. The Jr./Sr. Block candidate will be informed in writing about the nature of the problem, the process to be followed, and the time and location of the conference. The conference will include the Jr./Sr. Block candidate, the university supervisor, and may include the graduate assistant and/or the public school supervisor unless the public school supervisor requests not to be present. Other appropriate school personnel may be a part of the conference if the problem so warrants.

At the conference the decision to terminate or continue the teaching candidate in the Jr./Sr. Block field placement should be made. The cooperating teacher can request to remove the Jr./Sr. Block candidate from the setting. **The teaching candidate will be notified by the university supervisor or the graduate assistant and will be removed immediately upon request of the cooperating teacher. See the Appendix for a detailed description of the Final Field Evaluation form, evaluation criteria, and the professional concerns process.**

TERMINATION

The Jr./Sr. Block teaching candidate will be terminated for any of the following reasons:

1. If evidence is presented that the problem is not amenable to change within the practicum experience.
2. If the cooperating teacher is unwilling to continue to supervise the Jr./Sr. Block teaching candidate.
3. If the Jr./Sr. Block teaching candidate does not accept the conditions of the Professional Concerns contract.
 4. If violation of the confidentiality of children's files occurs, inappropriate physical or sexual behavior with children, or any other behavior that violates the Minnesota Ethics of Professional Behavior for teachers occurs.

Termination decisions are the primary responsibility of the University Supervisor(s).

TERMINATION ACTIONS

1. The university supervisor or the graduate assistant will notify the Jr./Sr. Block teaching candidate if the cooperating teacher has asked to have the student removed immediately.
2. A failing grade of U will be given for the practicum course (SPED 338, SPED 339, or SPED 455). **In addition, the Jr./Sr. Block teaching candidate will not be given permission to enroll in any subsequent field experiences or coursework in the next major program block until the Jr./Sr. Block field experience for which the candidate received an unsatisfactory grade is satisfactorily completed.**

NOTE:

A request to re-enter the field experience must be initiated by a letter to the Special Education Department Appeals Committee. The letter must include evidence that the problem that led to termination has been remediated. The candidate will be expected to complete an entire practicum experience regardless of how much of the prior experience was completed before termination. The decision about termination and re-entry may be appealed to the Special Education Appeals Committee.

CONTINUATION

The practicum experience will be continued if the following conditions exist:

1. If evidence is presented that the problem is amenable within the practicum experience.
2. If the supervising teacher is willing to continue to supervise the Jr./Sr. Block student.
3. If the Jr./Sr. Block student accepts the conditions of the continuance contract.

After the decision to terminate or continue the student, one or the other set of the following actions will take place:

CONTINUATION ACTIONS

1. A written contract specifying objectives and criteria for success will be developed.
2. A timeline for meeting the objectives is established.

STUDENTS WITH DISABILITIES

If a student has a disability, he or she may require learning accommodations. When a student discloses a disability, s/he is responsible for exploring the need for a planning conference with a representative from Student Disability Services (320) 308-4080 or (320) 308-4704.

STUDENT APPEALS

In an attempt to insure fair treatment of all students the department has developed a process of decision-making. Candidates should discuss any problems and/or solutions with the course instructor or graduate assistant, and if need be with their adviser. In the event that candidates feel appropriate consideration has not been rendered or if the adviser is not able to make a decision unilaterally, candidates may choose to submit a letter of appeal to the Student Appeals Committee. This committee consists of at least three faculty members who will consider each appeal individually, based upon the concerns presented in the appeal letter. Letters of appeal should be mailed or submitted in

person to the secretary of the Special Education department, who will then forward it to the Student Appeals Committee. If the candidate wishes to meet with the committee, s/he should communicate this to the secretary who can provide information about committee meeting dates and times. If the appeal is denied, the student may then appeal to the Associate Dean of the College of Education.

PROFESSIONAL CONCERNS

The Department of Special Education has developed a Professional Concerns process to assist in the evaluation and assessment of special education majors who are having difficulty negotiating their undergraduate program. Information concerning this process is available in the Special Education department office, room A-211 in the Education building. See the Appendix for a detailed copy of the Department of Special Education Professional Concerns Process and official documents.

**JUNIOR and SENIOR BLOCK SYLLABUS SPED 338, 339, 455
Elementary, Secondary, and Special Education Field Experiences
for the Special Educator**

The vision of our field experiences for special educators is to provide teacher candidates with the opportunity to observe elementary and secondary regular and special education practices and develop goals toward effective service delivery and instruction in special education. Teacher candidates will observe and participate in regular and special education procedures and practices and document their progress with projects suitable for their professional portfolio. The field experience provides candidates the opportunity to apply coursework learning activities in the field and to more fully prepare for their capstone student teaching experience.

Course Requirements:

- Field Placement Attendance: Attendance is required for ALL days and times arranged for your field placement.
- Mentor Group Attendance: Attendance is required for ALL days and times in the mentor group course schedule.
- Daily Reflective Journal: Candidates will write daily, critical reflections on their observations and experiences in the field placement. These journal reflections will be submitted to the Graduate Assistant Supervisor each Wednesday during mentor group. All journal entries should reflect that the teaching candidate is applying and evaluating methods and procedures learned in the corresponding coursework. Entries should NOT be log of daily activities. In fact, a high quality journal entry may only focus on a signal event. The purpose of journaling is to develop a habit of being reflective and evaluative about the teaching process while the candidate is developing future goals and resources for the student teaching block and first year of teaching.
- Satisfactory completion of all field placement coursework assignments at a level suitable for the professional portfolio.
- Completed field placement application requirements through Office of Clinical Experiences, proof of insurance, and SCSU identification badge.

Teacher candidates in Junior and Senior Block will NOT be accepted into the Student Teaching Block if a grade point average of 2.75, a grade of C or higher in all major courses, and grades of S are achieved in ALL field placement experiences. A teacher candidate's program will take a minimum of 1 semester longer to complete if ANY of the program requirements listed above are not met. A formal Professional Concerns process will be initiated by the Department of Special Education in the event that any of the above expectations are not met. In addition, in order to qualify for Minnesota licensure at the time of graduation, a teacher candidate in Special Education must complete all state mandated exams at the level required by law.

Evaluation: Grades will be based on successful completion of all course requirements. (Please see SPED 338, 339, and SPED 455 Final Field Experience Evaluation rubric on

p. 19.) Teacher Candidates must receive satisfactory observation evaluations from each of the following: graduate assistant supervisors, SCSU faculty supervisors, and the cooperating teacher. Grades will be assigned on the following basis:

S – Satisfactory

U – Unsatisfactory

Professional Concerns: Candidates are held accountable for reading and understanding all information in the *Junior and Senior Block Field Placement Handbook*. The Department of Special Education has a Professional Concerns Process in place. Unprofessional performance and/or conduct in this course may result in the initiation of this process. (See Appendices)

Academic Dishonesty: Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials (SCSU Code of Conduct).

Special Accommodations:

It is St. Cloud State University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a documented disability that requires an accommodation, please notify me within the first week of the semester.

Course Schedule:

First four Mentor Meetings—Large Group 11:30 – 12:45 Wednesday

All other mentor meetings:

Wednesday

12:15 – 12:45 during ALL field placement assigned times

Reflective Journal Entries:

A one-page per day reflective entry is due every Wednesday during mentor meetings.

Estimated Expenses:
(Fees are subject to change.)

Before Junior Block:

PPST Exam	\$145.00
Application for Graduation	\$???

Junior Block by Week 3:

ID Card	\$ 4.00
District Criminal Background check: (money order only!)	\$15.00
Insurance (check)	\$18.00
(These items may be used through Senior Block and Student Teaching.)	

Before Student Teaching Semester:

Student Teaching Insurance (may need to renew from Jr. Block)	\$18.00
Finger Prints/CBC	\$20.00

Either during or after Student Teaching:

Praxis II Exam (Please note that you cannot receive a teaching license without passing this test and the PPST Exam.)	\$170.00
MN Teacher Licensure Application	\$ 57.00
Multiple, Official Copies of Transcripts	\$????

APPENDICES



Junior and Senior Block Final Field Placement Evaluation

Student Name:

Cooperating Teacher/Graduate Assistant:

School:

Observer:

Date:

E = Excellent

S = Satisfactory

N = Needs Improved

U = Unsatisfactory

NA = Not Applicable or Observed

PROFESSIONAL CHARACTERISTICS:

******Please circle the appropriate performance indicator**

1. Demonstrates respect for and positive relationships with students
2. Recognizes and acknowledges students by name
3. Fosters the development of positive self-esteem in students
4. Engages in ethical professional practices for self and colleagues
5. Understands the value of critical thinking and self-directed learning
6. Accepts feedback for professional growth
7. Engages in self-reflection to improve teaching and learning
8. Demonstrates responsibility through attendance and punctuality
9. Grooming and dress indicate a professional attitude
10. Demonstrates flexibility and reciprocity in the teaching process
11. Understands that the subject matter knowledge is ever-evolving
12. Shows enthusiasm for the discipline and connects to daily life
13. Sensitive to differing family structures and cultural backgrounds
14. Respects multiple perspectives and differing viewpoints
15. Respects the privacy of students and confidentiality of information
16. Willing to consult with other adults about the well-being of students
17. Demonstrates confidence in the learning environment
18. Performs with honesty and integrity

INTERACTIONS WITHIN THE LEARNING ENVIRONMENT:

******Please circle the appropriate performance indicator**

1. Appreciates and values human diversity and varied talents
2. Makes students feel valued for their potential as people
3. Values the use of educational technology in the the education process
4. Monitors and adjusts strategies in response to learner feedback
5. Develops clear and accurate presentation of concepts
6. Creates a positive climate of openness, mutual respect, and support
7. Understands how participation supports commitment
8. Uses different motivational strategies to develop individual learners
9. Responsive and thoughtful when listening
10. Uses effective communication strategies in conveying ideas
11. Organizes and allocates the resources of time, space, and activities
12. Develops expectations for classroom goals and objectives
13. Believes that teaching plans must always be open to adjustment
14. Uses assessment results to identify strengths and learning styles
15. Engages the students in self-assessment
16. Uses assessment processes for planning and instructing
17. Assesses the development / learning of students in a variety of ways
18. Interacts with students and guides them in all aspects of learning

SPED 338 - Elementary General Education Field Experience (Jr. Block) **SPED 339** - Secondary General Education Field Experience (Jr. Block) **SPED 455** - Special Education Field Experience (Sr. Block)

Please use the back side of this sheet for additional comments!

SPED 338, 339, and 455 Final Field Experience Evaluation
Criteria for Satisfactory Grade
Disposition Toward the Teaching Profession

An undergraduate teaching candidate shall receive a grade of Satisfactory for each field placement if all six of the pre-student teaching evaluations completed by cooperating teachers and university supervisors meet the following criteria:

On the above *Junior and Senior Block Final Field Experience Evaluation Form*, a teaching candidate must earn a score of **27 or more items marked Satisfactory (S)** and **no more than 4 items marked Needs Improvement (N)** in order to meet the grade requirement of **Satisfactory (S)** in the demonstration of a professional disposition toward the teaching profession. A score of 27 or above would indicate that the candidate is performing at least to the **EMERGENT (3)** level, and this performance level will allow her or him to transition to the next program level of Senior Block or Student Teaching Block. Note that many candidates might actually be performing at the competent level, but it is not expected that students in Junior or Senior Block will meet the Master or Expert criteria until they have student teaching experiences.

Please be advised that an evaluation form that includes 4 or more items marked Needs Improvement or Unsatisfactory are rarely given by cooperating teachers or university supervisors. This is based on several years of data analysis of the final evaluation forms. In addition, many cooperating teachers do not routinely give candidates a mark of Excellent, and therefore, candidates should consider a satisfactory mark to be an indication of satisfactory achievement for a pre-service candidate at the level of Junior or Senior Block who has very little teaching experience. One could only expect to be excellent when one has at least several years of formal teaching experience.

If a candidate does NOT meet the specified criteria, a **Professional Concerns Process** will be initiated. The candidate will not be allowed to progress to the next phase of his or her program until satisfactory completion of the Junior or Senior Block Field Placement is achieved and all steps described to remedy the professional concerns have been completed. In the event of unsatisfactory performance, the candidate will be directed to meet with her or his advisor to modify his/her program plan and anticipated date of graduation.

1	2	3	4	5	6
NOVICE	EXPOSURE	EMERGENT	COMPETENT	MASTER	EXPERT
No expertise or knowledge/ little or no exposure to the information or skills.	Recognizes the concept/ terms— but not much more; can not perform the skill to criteria (on) without significant assistance.	Reasonably well developed/ with minimal support could perform the skill to criteria (on)/ basic understanding of concept.	The skill or task attains the level of minimal competence expected of a student teacher or entry-level for a first-year professional. It is likely that the task could be performed independently with little support.	Performs the skill independently to a mastery level/ needs no support/ expanded understanding of the concept/ could engage in a reasonable conversation about it.	Very confident about skill; the individual is certain to be able to perform the task to a mastery level independently; with some support could teach skill or concept to other adult learner.

Special Education Field Placement Observation Report

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

NA = Not Applicable or Observed

Student Name: _____

Date: _____

Observer: _____

Lesson Plan: _____

Professionalism

- _____ Respect/Rapport for Students/Teachers
- _____ Accepts Feedback
- _____ Attendance and Punctuality
- _____ Groom/Dress According to School Policy
- _____ Initiative/Responsibility
- _____ Sensitivity to Cultural Issues
- _____ Responsible

Student Interaction

- _____ Recognize Students by Name
- _____ Person 1st Approach
- _____ Nonverbal / Verbal Communication
- _____ Interacts with Students
- _____ Listens and Comments

Preparation/Organization of Lesson(s)

- _____ Adaptations / Modifications of Materials / Lessons
- _____ Preparation and Organization
- _____ Lesson Plan Presentation
 - Anticipatory Set
 - Objective
 - Materials
 - Model / Practice / Independent Practice
 - Check For Understanding
 - Closure
- _____ Adjusts Instructional Plan to Meet Needs of Students
- _____ States Directions Clearly and Communicates Clearly When Conveying Ideas

Facilitating Positive Behavior

- _____ Gains Students Attention
- _____ Models Appropriate Behavior
- _____ Positive Reinforcement / Constructive Corrections
- _____ Peer Modeling
- _____ Student / Group Control
- _____ States Expectations
- _____ Consistent and Follows Through

St. Cloud State University
Graduate Assistant Evaluation Form
SPED 338 Junior Block Field Experience
SPED 339 Junior Block Field Experience
SPED 453 Senior Block Field Experience

Name of Graduate Assistant: _____
Semester/Year: _____

How would you rate the frequency of visits to your school site by your graduate assistant?

- _____ Not enough
- _____ Too many
- _____ Just right

Comments:

How would you rate the frequency of observations made by your graduate assistant?

- _____ Not enough
- _____ Too many
- _____ Just right

Comments:

How would you rate the quality of feedback you received from of visits your graduate assistant?

- _____ Poor
- _____ Fair
- _____ Good
- _____ Excellent

Comments:

How would you rate the quality of the mentor groups you attended this semester?

- _____ Poor
- _____ Fair
- _____ Good
- _____ Excellent

Letter to Cooperating Teacher

Dear Colleagues:

Thank you for your willingness to work with a Junior Block teaching candidate in your classroom. We are looking forward to sharing a positive experience together.

While in your classroom, the student will be supervised by the Graduate Assistant. University faculty members, Patty Waletzko and Dory Beutel, will be responsible for coordinating the field experience. The graduate assistant supervisor will stop in weekly to informally meet with you and/or observe the Junior Block candidate. The Graduate Assistant or University Supervisor can visit more frequently if needed. A copy of the St. Cloud State University Junior/Senior Block Handbook is available for your review in your main office, or you may request a copy from your Junior Block candidate or Graduate Assistant Supervisor.

The Following is a list of recommended activities for the Junior Block candidate:

- The teaching candidate must conduct three direct observations of student behavior. Cooperating teachers should feel free to select the target student(s) for which this information would be useful. Possible classroom behaviors to observe: being on task, remaining in-seat, verbal outbursts, task completion, compliance, making noise, etc. Conduct a behavior change on an individual student or small group. Again Cooperating teachers should feel free to select student(s) that would be appropriate for this assignment. Suggested target behaviors: home work completion, talk-outs, entering or exiting room in a quiet, appropriate manner, on-task, readiness to work (e.g. has materials ready, listening to directions), etc. Jr. Block candidates will devise recording systems to facilitate data collection with minimal intrusion on classroom routine. They will collect at least 3 data points for baseline, and continue to collect data during the intervention. Interventions may be adult mediated, peer mediated, self-mediated or an antecedent/environmental change. Jr. Block candidates will graph the behaviors and provide feedback to the student(s) and to the cooperating teacher.
- The Junior Block teaching candidate is required to make modifications and adaptations in content area materials and teaching procedures. S/he can also teach study and other skills that will help students be successful in content area classes.

- Provide opportunities to teach large group, small group, and/or individual lessons. This may be as simple as reviewing for an exam, or teaching a memorization strategy.

Whenever possible, provide constructive feedback to the Junior Block teaching candidate while/he is in your room. Our final evaluation form is crafted to reflect the standards that the St. Cloud State University teaching candidate is required to meet for licensure from the Minnesota Board of Teaching. We ask that you complete the attached evaluation in an objective, straightforward manner. **It is critical that the teaching candidate receives constructive feedback in order to successfully meet the Minnesota Board of the Teaching standards. We, as university faculty, rely on your expertise in making professional judgments about teacher candidates' disposition toward the teaching profession. We will support your decisions and appreciate your willingness to collaborate.**

If for any reason, you are concerned about a teacher candidate's performance, please alert the graduate assistant supervisor and/or us, and we will intervene immediately. Do not hesitate to communicate with us about your concerns. The earlier we know about issues, the more effectively we can intervene.

A Graduate Assistant will pick up the Final Evaluation form from you during the last week of the field experience.

We hope the experience is a successful productive one for all! Thank you again for your willingness to share your expertise.

Sincerely,

Patty Waletzko
Special Education Instructor
320-308-5470; email: pwaletzko@stcloudstate.edu

Dory Beutel
Special Education Professor
320-308-4091; email: abeutel@stcloudstate.edu

Letter to Cooperating Teacher

Dear Colleagues:

Thank you for your willingness to work with a Senior Block teaching candidate in your special education classroom. We are looking forward to sharing a positive experience together.

While in your classroom, the candidate will be supervised by the Graduate Assistant. University faculty members, Patty Waletzko and Dory Beutel, will be responsible for coordinating the field experience. A graduate assistant supervisor will stop in weekly to informally meet with you and/or observe the Senior Block candidate. The Graduate Assistant or University Supervisor can visit more frequently if needed. A copy of the St. Cloud State University Junior/Senior Block Handbook is available for your review in your main office, or you may request a copy from your Senior Block candidate or Graduate Assistant.

The following is a list of recommended activities for the Senior Block teaching candidate:

- The candidate must track at least one student's fluency growth in reading, spelling, writing, or math for four weeks.
- If possible, observe and reflect upon one IEP or any other due process meeting.
- Participate in daily classroom activities. (For example: correct work, assist with transition times, assist teacher with instruction...)
- Conduct a teacher interview with you as early as possible during the field placement.

Whenever possible, provide constructive feedback to the Senior Block student while s/he is in your room. Our final evaluation form is crafted to reflect the standards that the St. Cloud State University student is required to meet for licensure from the Board of Teaching. We ask that you complete the attached evaluation toward the end of the experience. **It is critical that the teaching candidate receives constructive feedback in order to successfully meet the Minnesota Board of Teaching standards. We, as university faculty, rely on your expertise in making professional judgments about teacher candidates' disposition toward the teaching profession. We will support your decisions and appreciate your willingness to collaborate.**

If for any reason, you are concerned about a teacher candidate's performance, please alert the graduate assistant supervisor and/or us, and we will intervene immediately. Do not hesitate to communicate with us about your concerns. The earlier we know about issues, the more effectively we can intervene.

A Graduate Assistant will pick up the Final Evaluation form from you during the last week of the field experience.

We hope the experience is a successful, productive one for all! Thank you again for your willingness to share your expertise.

Sincerely,

Patty Waletzko
Special Education Instructor
320-308-5470; email: pwaletzko@stcloudstate.edu

Dory Beutel
Special Education Professor
320-308- 4091; email: abeutel@stcloudstate.edu

LESSON PLAN

Objective (measurable):

Visual Aids and Materials (multi-sensory):

Instructional Sequence:

1. Motivational Set, Link to Previous Learning or Advanced Organizer:

2. Making Rationale/Purpose Clear to Students:

- **Verbal Explanation/Description of Skill:**

- **Modeling of Skill, Thinking Strategy, or Demonstration:**

- **Guided Practice/Active Participation:**

- **Checking for Understanding Throughout:**

- **Group Closure/Summary of Learning:**

8. Evaluation of Mastery:

9. Independent Practice:

**Department of Special Education
St. Cloud State University**

PROFESSIONAL CONCERNS PROCESS

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 Student Response Form. These materials are filed in 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, s/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.

STUDENT _____ COURSE _____ SEMESTER/YEAR _____

<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. The student is responsible for arranging a meeting to document resolution before being eligible to advance to the next block.</i>			
CHECK APPROPRIATE CRITERIA	SUPPORTING EVIDENCE	STEPS TO REMEDY THE SITUATION	OUTCOME (Date)
<input type="checkbox"/> I. Commitment to the Teaching Profession			
<input type="checkbox"/> II. Awareness of Personal Responsibilities			
<input type="checkbox"/> III. Personality Characteristics			
<input type="checkbox"/> IV. Responsibility Characteristics			
<input type="checkbox"/> V. Communication Skills			
<input type="checkbox"/> VI. Social Relationships			
<input type="checkbox"/> VII. Physical Characteristics			

**Department of Special Education
St. Cloud State University
St. Cloud, Minnesota**

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 students 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. Demonstrates 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/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: _____

AREA(S) OF CONCERN: *(to be filled out by faculty/staff person with the concern)*

STUDENT RESPONSE:

**Field Placement Contract
SPED 338 and SPED 339**



Department of Special Education

I have carefully read and understand the Special Education Field Placement Handbook. By signing this contract I commit to upholding the expectations as outlined in the handbook, and I understand the consequences for failing to do so.

Student Name (please print neatly)

Student Signature

DATE

**Field Placement Contract
SPED 455**



Department of Special Education

I have carefully read and understand the Special Education Field Placement Handbook. By signing this contract I commit to upholding the expectations as outlined in the handbook, and I understand the consequences for failing to do so.

Student Name (please print neatly)

Student Signature

DATE