Cooperating Teacher Packet

Special Education Student Teaching Practicum
St. Cloud State University
Spring 2014

Instructor Information

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Requirements

- Teacher candidates must attend all contracted hours that the cooperating teacher is expected to be at school.

- Teacher candidates must attend all IEP and other due process meetings that the cooperating teacher attends.

- Based on individual student progress and skills, university supervisors may require teacher candidates to access specific materials that will support their individual growth and development.

- Teacher candidates may be asked to implement specific strategies independent of what you as their cooperating teacher do. As the certifying agency, teacher candidates must be able to perform to the standards set by the special education department.

- Teacher candidates must meet the teaching standards set by the Minnesota Board of Teaching (links included in this document).

- Teacher candidates should spend approximately one-third of the time they are placed with you in control of the classroom. The first third could be dedicated to getting to know you, the students, and your systems. The middle third could have you and the student teacher co-teaching with the majority of the lesson plans being done by him/her. Finally, the last third could be transitioning full control back to you.

Minnesota Board of Teaching Standards
All teacher candidates must meet the Minnesota Board of Teaching competency standards. These standards can be found at the links below. You should review them so that you can monitor the progress of your teacher candidate, just as the university supervisor(s) will.

Standards of Effective Practice that apply to all teachers
https://www.revisor.mn.gov/rules/?id=8710.2000

Area specific standards

ABS:	https://www.revisor.mn.gov/rules/?id=8710.5050
ASD:	https://www.revisor.mn.gov/rules/?id=8710.5850
DD:	https://www.revisor.mn.gov/rules/?id=8710.5400
EBD:	https://www.revisor.mn.gov/rules/?id=8710.5600
SLD:	https://www.revisor.mn.gov/rules/?id=8710.5700

Professional Concerns

The Department of Special Education has Professional Concerns Process in place. Unprofessional performance and/or conduct by the teacher candidate in the practicum may result in the initiation of this process.

These dispositions are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, the Minnesota Standards of Effective Practice for Teachers, and will be part of how you evaluate your teacher candidate.

1. Demonstrates enthusiasm
2. Is reliable – arrives on time, ready to participate
3. Accepts and completes responsibilities assigned by instructor and group members
4. Demonstrates flexibility, adapts easily to changing circumstances
5. Demonstrates initiative – seeks to make a contribution to the class
6. Demonstrates respect for fellow students and instructor
7. Dresses appropriately for the classroom
8. Demonstrates mature, respectful and appropriately friendly behavior and mannerisms
9. Demonstrates ability to work collaboratively
10. Exercises sound professional judgment when working with others

Checklist and Timeline of Tasks for Cooperating Teacher

❒ **SCSU Formative Observation Assessments**   **When: Throughout**
Using the SCSU Indicators of Effective Teaching as a guide, observe three lessons and share your observations with the teacher candidate after each lesson. Give the teacher candidate a copy of your written comments.

❒ **Checklist for Professional Behavior**   **When: At the end**
The Checklist for Professional Behavior form assesses things such as establishing relationships, meeting deadlines, taking initiative, etc. You can fill the form out anytime if you have concerns about the teacher candidate's professionalism or you might use it in the style of a weekly discussion starter. At a minimum, please discuss with the teacher candidate within the first week, at the middle of the experience, and once again in the last week.   Fill it out in week eight and share it with the teacher candidate, then return this final version with the rest of these documents.

❒ **Checklist for Classroom Management**   **When: At the end**
The Classroom Management form assesses things such as the physical arrangement of the room, how expectations are conveyed, if the teacher candidate follows through and how consequences are given, etc. Use as a discussion starter or generalized outcome measure. At a minimum, please discuss with the teacher candidate within the first week, at the middle of the experience, and once again in the last week. Fill this form out in week eight, share with student, then send in final version.

❒ **SCSU Summative Assessment of Student Teaching**   **When: At the end**
There are 4 boxes. Check the one that best fits, remembering that it's likely that a teacher candidate will be at the developing (with a score of 2) or competent level (with a score of 3) by the end of student teaching. Experienced teachers would be considered proficient (with a score of 4). If a teacher candidate is failing, s/he will be in the unsatisfactory range (with a score of one).

❒ **Letter of Recommendation**   **When: At the end**
Write a letter of recommendation and print it on school letterhead. Give a copy to the teacher candidate and include a copy with the rest of these documents.

❒ **University Supervisor Evaluation**   **When: At the end**
Complete the evaluation and include it with the rest of these documents or send it separately to the attention of the "OCE Liaison".

❒ Mail all documentation to:

<div align="center">

(University Supervisor's Name)
Department of Special Education
Education Building, A211
720 So. 4th Ave
St. Cloud, MN 56301-4498

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Assignments

Student teaching assignments will be completed according to the following table:

1st Block (6 week block)	2nd Block (10 week block)
☐ Foundational Knowledge of Special Education	edTPA due 4/25
☐ Physical Environment Review	
☐ Behavioral Environment Review	
☐ Subject Matter Reflection	
<-------------- ☐ Evaluation Summary Report -------------->	
<-------------- ☐ Co-Teaching Experiences Reflection -------------->	
☐ IEP Development	☐ IEP Development
☐ Curriculum-Based Measurement (Aligned with Methods Class)	
☐ Planning Instruction/Lesson Plans	
	☐ Self and Program Reflection

1. Foundational Knowledge of Special Education

The purpose of this assignment is to establish your competency as a teacher of students with disabilities. Review the state and district handbooks for the disability category in which you're student teaching. [If no district handbook exists, the state one alone will be sufficient.] Write a paper that describes the following points. Do not cut and paste from external sources; whenever possible use your own words. Refer to the rubric on D2L. Done only in first placement and due before starting the second placement.

- State definition of the disability category
- State eligibility requirements for your disability area
- State and federal safeguards of the rights of stakeholders (e.g., the child, parents, general education teachers, the school district). Specifically reference the parents' Rights and Responsibilities brochure that is required to be distributed to parents at IEP team meetings.
- List the components of a legally defensible IEP
- How are the following laws addressed in your building?
  - Americans with Disabilities Act
  - Section 504 of the Vocational Rehabilitation Act
  - Individuals with Disabilities Education Act
- Roles and responsibilities of the special education teacher
- What are the best practices regarding communication with stakeholders?
- Potential bias issues that impact teaching and interactions with students and their families

2. Physical Environment Review

Describe the physical setting of school. Describe classroom and draw a map of its layout. What things do you find to work out well for the teacher, paraprofessionals, and the students? Based on interviews or

interactions with the teacher, state very clearly why the he/she has things set up the way they are. Describe three things would you change or improve if it were your own classroom? Check out this website for ideas: http://pinterest.com/janauma/classroom-set-up-ideas/.

3. Behavioral Environment Review

Describe the classroom management systems that are used by your cooperating teacher. Even though your teacher may not subscribe to an entire program or there may not be an obvious system, behavior is always being managed or not managed. Describe the routines in place and evaluate whether new routines would be useful. Discuss the expectations for behavior in the room and how those expectations were established and how they are communicated. Discuss the use of positive reinforcement (making some behaviors occur more often by adding or saying something), negative reinforcement (making some behaviors occur more often by taking something away), and punishment (making some behaviors occur less often by any method). Are logical consequences used? How about restorative justice?

4. Subject Matter Reflection

Find the grade-level state standards for the content areas you're teaching. In one paragraph, provide a general statement of the types of skills students of this grade level should have or should be learning. How do the activities of the classroom (and your lesson planning) address these grade-level benchmarks for the students you are teaching? If you and your cooperating teacher are not teaching at the students' grade levels, provide a rationale and describe what standards you use to measure the students' progress.

5. Eligibility Assessment

Participate in an eligibility assessment for a child with or suspected of having a disability in the area in which you are student teaching. Using the forms available as a template on the D2L site, write the evaluation summary report with the help of your cooperating teacher. If your cooperating teacher doesn't have any students who are being evaluated or re-evaluated during your placement, you should seek another teacher you could work with for this project. You should include assessment information done by other professionals directly word for word, exactly as would be done in a regular evaluation team meeting. Any identifying information of the school or of the child left in will require you to resubmit this assignment, as any breach of confidentiality on the job could be reason for termination.

6. IEP Development

With the help of your cooperating teacher, create an individualized education plan (IEP) for one student. Use the template that is available on D2L. You may not submit your IEP on the school district forms. You must include a data collection sheet for every goal that you identify. Any identifying information of the school or of the child left in will require you to resubmit this assignment, as any breach of confidentiality on the job could be reason for termination. The grading rubric is available on D2L. Done in both settings.

7. Ongoing Academic Assessment

Ongoing academic assessment has become an integral component of good teaching for both general and special education teachers. Academic assessment that can be done informally and on an ongoing-basis is the most practical and effective. For this assignment you must design and implement an academic curriculum based measurement (CBM) project using one student on your cooperating teacher's caseload. Done in one setting.

Your project must include all of the following steps:

a) Assess a student's current level with at least 3 baseline data points.
b) Develop an instructional blueprint.

    c) Create a chart on which you plot the baseline data, a long-range goal (LRG), and the daily intervention data.
    d) Teach and monitor the student regularly gathering and 20 intervention data points.
    e) Adjust the long-range goal based on the guidelines discussed in SPED 419/519.
    f) Case Study Report which should include:
        a. Student's background information
        b. The student's (and peers' if you have that data) baseline data
        c. The long range goal
        d. The short term objective
        e. The rationale for the selection of the skills and goal
        f. A detailed description of the measurement procedures
        g. The completed blueprint
        h. The performance graph
        i. Evaluation of the program, including whether the goal was attained, the effectiveness of the instructional blueprint and changes you made
        j. Recommendations for future programming

8. Planning Instruction/Lesson Plans

You will write lesson plans every time you teach. However, you will need to provide detailed lesson plans using the edTPA lesson plan template for two learning segments that you teach at your first placement. Each lesson plan should come from a different content area. During the second placement you will also make lesson plans for every time you teach, but your main planning task will be the edTPA Task 1.

9. Context of Learning

In a narrative statement, answer the following questions about each placement.
1. In what type of school do you teach?
2. Describe the setting: urban/suburban/rural, grade levels, demographics (% gender, ELL, Free/Reduced Lunch)
3. List any special features of your school or instructional setting (e.g., co-taught with a general education teacher, pull-out program, themed magnet, classroom aide) that will affect your teaching in this setting.
4. List any accessible educators with specialized expertise in the school or district (e.g., experts in specific disabilities, subject-specific pedagogy, English language development, speech therapists) with whom you might consult as you plan instruction, teach, and assess your students.
5. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
6. Describe your role in this setting (e.g., co-teaching with a general education teacher, working with a small group after general education instruction, collaboration with the general education teacher to support the students' instruction).

10. Co-Teaching Experiences Reflection

A best-practices special education program will provide for instruction to occur in the least restrictive environments, which oftentimes is the general education setting. Being explicit about co-teaching strategies can benefit the relationship between the general and special education teachers or among professionals and paraprofessionals working together in self-contained settings. Working with your cooperating teacher or paraprofessionals review the co-teaching strategies included in this packet and then, together, pick two strategies that **you haven't been using yet** and try to implement them. In an email to your university supervisor, describe your experiences with the co-teaching models. Reflect on what worked and what didn't, and then what you would change to make co-teaching work better for you. Done in one setting.

11. Self and Program Reflection

Three questions that your supervisors will ask themselves about you as you complete this semester of student teacher are 1) Would I want my own child with a disability to be in this person's classroom? 2) Would I want to work next door to this person's classroom? And 3) Would I want to supervise this person if I were the principal or director? This reflection asks you to ask each of those questions to yourself and then respond with the things about you that would make you worthy of each of those positions, and then to declare what you will do to make yourself even more worthy. Be honest with yourself and in your writing because your supervisors will be honest with you.

The second part of this reflection asks you to comment on how your understanding of special education issues has changed from the time you entered to the time you completed your program. Done in last setting.

Teacher Candidate Questionnaire

Beginning	Middle	End
• What specific skills do you hope to learn from me? • What would you like to learn about writing an IEP? • How comfortable are you with administering the Woodcock-Johnson? • What would you like to learn about writing an Evaluation Report? • What skills do you feel you are very confident with? • At times I may have you work with other teachers, writing IEP's, assessments, etc. as possible. I will have you watch me do things, then we will do it together, then you will do it on your own. Do you have any concerns with this? • How comfortable are you with using a SmartBoard / ActivBoard? • Anything else you would like me to know?	• Now that you have been here for a few weeks…please let me know how you think things are going. • What specific skills do you hope to learn that we have not yet covered? • What would you like to focus on for the remainder of your placement? • What can I do to help you get the most out of your teaching experience at [school]? • List any concerns you have about your placement so far…please feel free to be honest. That way I can do my best to meet your needs? • Anything else you would like me to know?	• What do you feel you learned the most? • What do you wish we would have spent more time doing? • After this placement how would you rate your training and experience in writing an IEP • After this placement how would you rate your training and experience in writing an evaluation summary report? • After this placement how would you rate your training and experience in teaching small groups? • After this placement how would you rate your training and experience in writing lesson plans? • After this placement how would you rate your training and experience in progress monitoring? • What can I do better to meet the needs of future teacher candidates? • What if anything was beneficial to you during your placement? • Anything else you would like me to know?

© 2012 Adapted from cooperating teacher Kelly Peterson at Plesantview Elementary, Sauk Rapids, Minnesota.

edTPA Style Lesson Plan
ELECTRONIC COPY AVAILABLE ON D2L

Planning

About the learner(s) (Age/grade level, backgrounds and interests of students)
Content Area:
Lesson Title:
Lesson Rationale:
Content Standards/ Benchmark:
Relevant IEP Goals and Benchmarks:
Learning Objectives:
Language Objectives:
Academic Language
- Key vocabulary: (content-specific terms)
- Academic language functions:
- Linguistic forms:
- Student practice: (written or oral)?

Instruction

Orientation/Engagement/Motivation: (Introduction of the topic: making connections)
Presentation/Explicit Instruction:
Structured Practice:
Guided Practice/Feedback:
Independent Practice/Application:
Closure:
Management and Safety Issues:

Assessment

Formative Assessment (Process)
How are you going to collect these?
- Baseline data (Pre-test)
- Intervention/Instruction data

Summative Assessment (Product)
Materials:
Lesson Evaluation (Derived from analysis of student responses):

Co-Teaching Strategies	
One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
One Teach, One Assist	One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching	The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.
Parallel Teaching	Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
Alternative/Differentiated Teaching	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Adapted from Cook & Friend (1995)

EVALUATION FOR PROFESSIONAL BEHAVIOR

Date: _____

Student Teacher: _____   Undergraduate or Graduate

License: _____   Year: _____   Semester: Fall Spring Summer

Observer: _____ School &/or District: _____

5 = Excellent/Exceptional   4 = Above Average   3 = Satisfactory   2 = Needs Work   1 = Unsatisfactory
Criteria: All teacher candidates must receive satisfactory (3) ratings or higher to be approved for licensure.

		COMMENTS
Meets time commitments	5 4 3 2 1	
Dresses according to the building dress code	5 4 3 2 1	
Conducts professional activities in a legal and ethical manner by protecting student confidentiality and maintaining student health and safety	5 4 3 2 1	
Conducts professional activities in a legal and ethical manner by discussing program or personnel information only with designated staff and during appropriate times	5 4 3 2 1	
Adapts to unforeseen circumstances and occurrences by demonstrating flexibility in program and lesson planning	5 4 3 2 1	
Carries out assignments independently without excessive questions	5 4 3 2 1	
Carries out assignments without requiring continuous feedback and clarification	5 4 3 2 1	
Accepts ideas and input from others	5 4 3 2 1	
Demonstrates responsiveness to suggestions for change by engaging in positive discussions with supervisor and implementing those suggestions	5 4 3 2 1	
Demonstrates effective listening skills with staff, students, and parents	5 4 3 2 1	
Demonstrates effective reflective skills with staff, students, and parents during professional discussions	5 4 3 2 1	

Is able to build professional rapport with others by acknowledging their strengths and recognizing one's own weaknesses/needs	5 4 3 2 1	
Establishes positive relationships with staff and students	5 4 3 2 1	
Demonstrates mature, respectful, and appropriately friendly behaviors and mannerisms	5 4 3 2 1	
Exercises sound professional judgment when working with colleagues, students, parents, and community members	5 4 3 2 1	
Demonstrates fairness and sensitivity by respecting appropriate staff and student boundaries	5 4 3 2 1	
Demonstrates industriousness by taking initiative when planning and adapting class activities/materials	5 4 3 2 1	
Demonstrates resourcefulness by engaging in effective problem solving with other colleagues	5 4 3 2 1	
Demonstrates proficiency in oral communication expression of concepts, correct use of professional terminology, and clear articulation	5 4 3 2 1	
Demonstrates proficiency in written communication through correct grammatical usage, concise expression of concepts, correct use of professional terminology, and nonjudgmental language	5 4 3 2 1	
Demonstrates ongoing pursuit of professional growth by eliciting feedback, asking questions, consulting resource persons, and consulting reference materials	5 4 3 2 1	
Relates in a poised, confident, and professional manner	5 4 3 2 1	
Demonstrates ongoing professional development by reading and evaluating current research literature and participating in professional development activities	5 4 3 2 1	

OTHER COMMENTS AND OBSERVATIONS:

Observation Checklist for Classroom Management

Student Teacher: _____   Cooperating teacher: _____
School & District: _____   Class/Subj./Grade: _____
Date: _____   Semester/Year: _____

5 = Excellent   3 = Satisfactory   1 = Needs Work

	5	4	3	2	1	Notes
Arranges physical space to maintain minimally disruptive traffic patterns and procedures						
Creates rules and procedures for non-instructional events (e.g., movement about room, student talk, distributing materials, bathroom use, etc.)						
Creates rules and procedures related to instructional events (e.g., getting ready for lessons, expected behavior of the instructional group, obtaining help, seatwork procedures, out-of-seat procedures, etc.)						
Establishes rules that involve respect for other members of the class and provides verbal reminders to students about how to treat others						
Clearly states in advance what behavior will be tolerated and what will not						
Introduces rules, procedures, and consequences (e.g., states rules, posts rules, gives rationale for rules, provides discussion of rules, defines specific contexts within which rules apply states consequences in advance)						
Demonstrates what behavior is acceptable by presenting examples and non-examples of the target behavior						
Requires student rehearsal of rules and procedures; monitors rule compliance, and provides feedback during rehearsal						
Consequates rule noncompliance quickly; cites rule or procedure in responding to disruptions						
Positions self in the room to provide high degree of visibility (e.g., can make eye contact with all students						
Scans class frequently						
Uses nonverbal signals whenever possible to direct students in a nondisruptive manner when teaching other groups of students						
Administers praise contingently, and uses specific praise statements						
Includes students in the management of their own behavior and cues self-regulation (e.g., self-monitoring, self-charting, self evaluating)						
Provides behavioral corrections to students that indicate how they can control themselves						

Englert, S.E., Tarrant, K.L., & Mariage, T.V. (1992). Defining and redefining instructional practice in special education: Perspectives on good teaching. Teacher Education and Special Education, 15, 62-86. Adapted from Englert, 1984. Love Publishing Co. Reprinted with permission from editors.

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University Supervisor Evaluation
Please return with your formative and summative evaluations.

Semester and Year	Cooperating Teacher	University Supervisor

Place a check in the box that best describes your feelings about how your university supervisor performed on each of these items. Make any additional comments regarding each statement on the back of this sheet and mark it with the number of the corresponding statement.	Below Expectations	Met Expectations	Exceeded Expectations
1. The university supervisor acted in a professional manner with me and with other school personnel.	☐	☐	☐
2. The university supervisor provided a thorough explanation of the procedures and expectations for the student teaching experience.	☐	☐	☐
3. The university supervisor provided the information necessary for me to be an effective cooperating teacher.	☐	☐	☐
4. The university supervisor was accessible for questions, counseling, or conferences.	☐	☐	☐
5. The university supervisor observed and evaluated the teacher candidate three times during the placement.	☐	☐	☐
6. The university supervisor gave constructive feedback so that the teacher candidate could enhance his/her effectiveness.	☐	☐	☐
7. The university supervisor solicited my viewpoints regarding the teacher candidate's performance.	☐	☐	☐
8. The university supervisor respected the teacher candidate as an individual and provided appropriate encouragement.	☐	☐	☐

9. What was the most helpful about the university supervisor?

10. What was the least helpful about the university supervisor?

11. Any additional comments or concerns?