



**Student Teaching/Internship Handbook
for the
MSED Special Education Programs in
Childhood Special Education (grades 1-6)
Special Education Grades 7-12 Generalist**

Curriculum and Instruction Department
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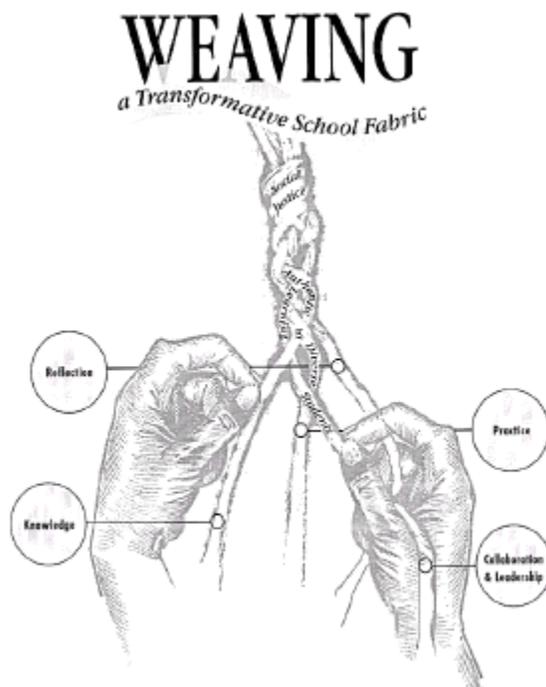
PART 1: GENERAL INFORMATION & COLLEGE POLICIES

A. Philosophy and Conceptual Framework of the School of Education, SUNY Oswego

SUNY Oswego's School of Education Conceptual Framework

Weaving a Transformative School Fabric is the theme that undergirds the Conceptual Framework for the professional programs in SUNY Oswego's School of Education. The faculty members use this Conceptual Framework in the design of curricula at both the initial and advanced levels, endorsing the six principles central to the theme: Authentic Learning, Knowledge, Practice, Reflection, Collaboration & Leadership, and Social Justice.

Weaving a Transformative School Fabric defines a professional perspective that is learning-centered and knowledge-based, achieved through a thoughtful sequence of content and pedagogy courses. The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration & leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the entire educational process; it is therefore drawn as the knot at the top of the braid.



SUNY Oswego's School of Education (SOE) strives to produce graduates who can provide meaningful opportunities and appropriate support for all students to engage in authentic learning, by which we mean self-directed inquiry, problem solving, critical thinking, and reflection in both real world and creative contexts. The emphasis on all students implies special sensitivity to the unique characteristics and needs of each of the diverse individuals who are students in the urban, suburban, and rural schools of New York State. We believe that educating (i.e., teaching, guiding, leading) for authentic learning, knowledge, practice, reflection, collaboration & leadership, and social justice are the essential characteristics of and performance expectations for effective educators and successful professionals:

SOCIAL JUSTICE – Educators who graduate from Oswego State University are socially conscious catalysts for change who promote authentic learning by all students.

AUTHENTIC LEARNING – Educators provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

KNOWLEDGE – Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the New York State

Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

PRACTICE – Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.

REFLECTION – Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

COLLABORATION & LEADERSHIP – Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

B. CEC Standards for Beginning Special Educators

The MSED Special Education Program in the Curriculum and Instruction Department strives to prepare teachers who will meet the seven standards for Initial Preparation Standards for Special Educators set forth by the Council for Exceptional Children (CEC).

Standard 1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
Standard 2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Standard 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
Standard 4.0: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Standard 5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Standard 6.0: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
Standard 7: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

C. Professional Dispositions

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. At the end of the student teaching experience, the candidate, the mentor teacher, and the college supervisor will [assess dispositions](#) via [tk20](#).

Commitment to Authentic Learning and Teaching. Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

Critical Reflection. Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice.

Integrity. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.

Collaboration. Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

Advocacy and Leadership. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.

Socially-Conscious Responsibility. Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.

Socially-Conscious Respect. Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others and believe all students can learn authentically at high levels.

D. Oswego Philosophy of Student Teaching/Internship

In order for student teaching/internship to be a worthwhile experience and to provide maximum results, it must be a cooperative enterprise. It involves the candidate, the mentor teacher, school administrators and other public school staff, and the college supervisor. Each has a definite responsibility and each complements the other. The fundamental purpose of student teaching/internship is to provide the candidate with a variety of experiences through which they may develop teaching skills that reflect the philosophy and conceptual framework of the SUNY Oswego School of Education and the performance standards for beginning special educators as defined by the Council for Exceptional Children (CEC). Student teaching/internship is an opportunity that permits the candidate time to synthesize and apply information gathered in previous course work and field placements. During this time, the candidate is expected to develop professional skills in problem solving, assessment and self-reflection. It is expected that a candidate will be exposed to all the activities of the classroom teacher(s), in the educational setting, and in the community.

The College believes that a successful plan for student teaching/internship is a means of improving the whole program of teacher education both at the pre-service and in-service levels. Many changes in the professional program at the college are due directly to experiences gained through the student teaching/internship program. It is generally agreed by personnel of partner schools that the enthusiasm which candidates bring to the partner school often provides an additional stimulus for local professional improvement.

E. Goals for Student teaching/internship

1. Describe both unique and shared roles and responsibilities of special educators as members of instructional teams, as well as school and district level teams/committees.
2. Demonstrate advocacy and leadership to support the participation and learning of students with a variety of learning characteristics in inclusive classes and the general education curricula.
3. Demonstrate the ability to plan on both a daily and long-range basis using central concepts of the NYS Student Learning Standards, Individual Education Programs (IEPs), Universal Design for Learning, tools of inquiry, and structures of the disciplines to develop meaningful learning experiences appropriate for the full range of pupil's developmental, educational, cultural, and linguistic needs.
4. Demonstrate ability to plan and provide appropriate and powerful individualized instruction in priority areas for special educators (i.e., development of student literacy abilities, positive behaviors, and functional skills).
5. Demonstrate ability to use formal and informal assessment data to plan and provide appropriate and powerful individualized instruction in priority areas for

- special educators (i.e., development of student literacy abilities, math, positive behaviors, and functional skills).
6. Use a variety of authentic instruction and support strategies including educational technology for accomplishment of learning outcomes in all areas of the curriculum, including IEP goals.
 7. Identify and implement assistive technology tools to enhance access and learning for students with disabilities in the general education curriculum and IEP priorities.
 8. Create a learning environment through motivational strategies that encourages positive social interactions and active engagement in learning for all students.
 9. Support students' physical, social, emotional, aesthetic, and intellectual development.
 10. Use and interpret multiple appropriate assessments to identify individual needs, monitor students' development and ensure continuous intellectual, social, and physical growth.
 11. Organize and efficiently manage time, space, records, and learning materials to fulfill relevant professional responsibilities (e.g., instruction, assessment, committee participation, and leadership).
 12. Collect, analyze, and reflect upon the choices and actions made by the teacher candidate and others in the learning environment and seek professional development opportunities.
 13. Demonstrate effective collaboration and leadership skills in relationship with students, teachers, paraeducators, related service providers, administrators, other staff members, and parents and agencies in the larger community to support students' learning and well-being.
 14. Explore individual student and family preferences and resources to inform and support meaningful transition planning for post high school goals.
 15. Develop or expand a professional teaching portfolio that reflects the experiences and professional accomplishments related to the special educator role.

F. Admission to Student Teaching/Internship for MSED Special Education Programs

Graduate candidates in the program may enroll in SPE 591: Student Teaching or SPE 596: Internship provided they have satisfied the following requirements in the MSED Special Education program:

- Completed all graduate course work with B- or better.
- Completed all undergraduate/core content area prerequisites.
- Maintained an overall GPA of 3.00.
- Successfully completed all prior field experiences (embedded in prior coursework).
- Completed a written application for student teaching/internship.

G. College Policies

1. Assignment of Field Placements:

- a) Field placements in all teacher education majors are made in compliance with university policies for “Internships, Student Teaching, and Other Experiential Placements” found in the SUNY Oswego Student Handbook.
 - b) Field placements are made only after the teacher candidate has met all program requirements as set forth by the major department.
 - c) Field placements are made only by the Field Placement Office, based on recommendations from full time program faculty. Candidates should not contact schools or teachers directly to arrange placements.
 - d) Field placements are made as close to candidates’ preferred location or residence as feasible given the quality and quantity of available placements, and the legitimate need of other candidates, schools, and college supervisors. Preferred placements are not guaranteed.
 - e) Field placements that are not accepted by a teacher candidate may be assigned to another. The initial recipient of the assignment may not be assigned until the following quarter or semester.
 - f) Field placements require that candidates provide their own transportation.
 - g) Field placement notification will be completed in writing with a letter from the Field Placement Office. If time is an issue, a phone call or email will be used to notify the candidate of a placement.
 - h) Candidates must comply with the partner school rules, policies, and procedures, including those concerning student safety and management/discipline, teacher attendance, performance and behavior. Candidate attire must meet the standard set by teachers in the school and comply with school dress code(s) for teachers and students.
2. **Student teaching/Internship Time Limits:** Student teaching and the internship are offered for one ten week period during the Fall and Spring semesters only. Student teaching is not offered during winter session or during any of the summer sessions.
3. **Attendance:** The beginning and ending dates of placements are established by the official college calendar and/or the department within the framework established by the college calendar. The candidate is required to:
- be at the placement every day that the school is in session and /or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned;
 - work the same hours and schedule, and perform the same duties, as the mentor teacher; and
 - attend faculty meetings, parent conferences, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the mentor teacher and/or school administrator determines otherwise.

The candidate should expect to be in attendance each day school is in session. However, in case of absence or tardiness, due to illness or other unavoidable emergency, the candidate must:

- call the college supervisor, the mentor teacher, and the school as soon as possible, but no later than one-hour before school starts on the day of the absence;

- arrange delivery to the mentor teacher of all material that the student teacher possesses that are necessary for instruction on the day of the absence; and
 - follow school district policy for reporting and documenting teacher tardiness and absence to school officials.
4. **Employment during Student Teaching/Internship:** While working during student teaching is not advisable, it is understood that this may be necessary for some candidates. Candidates are not permitted to arrive late or leave the school early to accommodate outside work. Should a candidate choose to be employed and it is the judgment of the college supervisor and mentor teacher that such employment hinders the candidate's effective performance, they will discuss the situation with the candidate. If the concerns persist, the candidate may be dismissed from the placement and receive an unsatisfactory (U) grade.
 5. **Use of Candidates as Substitute Teachers:** There are frequent requests for candidates to substitute for teachers. A candidate may substitute for the mentor teacher with certain provisions and under the following conditions:
 - The substitution be requested by the mentor teacher and the candidate has demonstrated necessary competence.
 - The college supervisor and the local administrator must approve the substitution in advance.
 - If the candidate substitutes for more than three days, approval is required from the Student Teaching Coordinator of the Curriculum and Instruction Department, program coordinator, and the college supervisor.
 - There will be no approval for a candidate to substitute for a teacher other than his/her own mentor teacher.
 - No candidate will be permitted to accept a full-time substituting position.
 - Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.
 6. **Vacations During Student Teaching/Internship:** Candidates will follow the vacation schedule of the school district to which they are assigned **not the College schedule.**
 7. **Coursework during Student Teaching/Internship:** Student teaching is extremely time consuming and requires a great deal of effort. Students are not permitted to enroll in courses other than co-requisite courses under advisement.
 8. **Extended Student Teaching Experiences:** The student teaching experience may be extended only when extenuating circumstances (e.g. death of immediate family member, personal serious illness) occur upon recommendation of the college supervisor, the program coordinator, and the approval of the Student Teaching Coordinator of the Curriculum and Instruction Department. The candidate is expected to complete student teaching/internship on a full day basis for the assigned period.
 9. **Grading:** The grade is determined by the college supervisor in consult

with the mentor teacher. The grade will be either “S” for satisfactory work, and “U” for unsatisfactory work. Incomplete grades are given only in exceptional cases such as a major health issue or a death of an immediate family member (mother, father, brother or sister). **To earn a grade of “S,” all items on the final evaluation must be scored 2 or higher.** Candidates earning a “U” grade must meet with the Student Teaching Coordinator of the Curriculum and Instruction Department, program coordinator, and the college supervisor to determine if a second placement is appropriate.

A candidate who is asked to leave a placement by school personnel or is removed from a placement by the college for unsatisfactory performance will receive an unsatisfactory (U) grade for the student teaching/internship course.

10. **Legal Action:** “SUNY Oswego expects students to be responsible, ethical and professional in all work environments consistent with the guidelines for on-campus behavior as expressed in the [Code of Student Rights, Responsibilities and Conduct](#), including adherence to federal, state and local laws. Students who engage in experiential placements, both on and off-campus, such as internships, student teaching, practica, volunteer services, service learning, and field based independent studies are participating in SUNY Oswego-sponsored programs and thus, are subject to the *Code of Student Rights, Responsibilities and Conduct*. Misconduct, poor judgment, and inappropriate actions in any work or volunteer placement may subject the student to dismissal for a specific placement and/or disciplinary action. SUNY Oswego will provide a due process forum to explain the circumstances surrounding the dismissal. SUNY Oswego in such circumstances has no obligations to reassign a student. The School of Education has its own Fair Process Policy described below.

Candidates charged with violations of criminal law will be immediately suspended from participation in the field placement and from the teacher education program, until the case is settled or a determination has been made that the situation does not affect performance in the placement or program. ([Policy Handbook for Faculty, Professional Staff and Candidates](#))

11. **Resolving Problems:** Despite the best intentions and efforts, problems sometimes arise between the candidate and their mentor teacher. If the problem cannot be resolved, the following steps must be taken in the order listed:
- a) Contact the college supervisor who will discuss the matter with each party, individually, and arrange and coordinate a meeting for all concerned parties.
 - b) If no satisfactory resolution is reached, contact the Student Teaching Coordinator of the Curriculum and Instruction Department. The Coordinator will discuss the problem with each party, individually, and coordinate a meeting of all concerned parties.
 - c) If the problem is not resolved at this point, the Chair of the Curriculum and Instruction Department will be consulted.
 - d) If no satisfactory resolution is reached, the procedures stated in SUNY Oswego's [Student Handbook](#) will be followed.

Note: Early identification of problems is important, as it can serve as a preventive measure. Mentor teachers should notify the college supervisor if:

- The candidate is not making adequate progress.
- The candidate fails to report to the assignment.
- The candidate is chronically late or absent.
- The candidate is acting in an unprofessional manner.

Additional information about this policy can be obtained from the college supervisor, program coordinator, or Student Teaching Coordinator of the Curriculum and Instruction Department.

Termination from Student Teaching. Candidates can be removed from their placement at any time and a grade of Unsatisfactory (U) assigned. After collecting evidence and in consultation with the college supervisor and mentor teacher, the Student Teaching Coordinator will meet with the candidate and supervisor to determine next steps. If it is decided that the candidate will be allowed another student teaching placement, they must complete a *Statement of Readiness to Repeat Student Teaching* form, which must then be approved by the Student Teaching Coordinator and program coordinator before a new placement is made.

12. **Strike Policy:** If a candidate is placed in a district that goes on strike, the following procedures should be followed:

- a) If a strike is anticipated or goes into effect, the candidate should notify the college supervisor and Director of Field Placement as soon as possible.
- b) Candidates should not enter the school building during a strike without first obtaining the permission of the mentor teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a candidate to enter the building, the mentor teacher should assist the candidate in obtaining the approval of all required parties.
- c) During a short term strike of one week or less, the candidate and college supervisor should agree upon a plan to visit other schools, prepare lesson plans, assignments, etc. If the strike is prolonged, it may be necessary to reassign the candidate to another placement.

H. **New York Education Law:** The following sections of NYS Education Law apply to all student teaching placements:

1. **Section 3023:** Section 3023 of the NYS Education Law requires, in effect, that each school district “save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or without the school

building, provided such teacher, practice or cadet teacher ... at the time of the accident or injury the individual was acting in the discharge of his duties within the scope of employment or authorized volunteer duties and/or under the direction of the Board of Education". A candidate who is involved in any such accident must immediately inform his/her mentor teacher and school administrator, and notify the college supervisor as soon as possible thereafter.

2. **Section 3001, Subsection 2:** Education Law states that a candidate is legally permitted to practice teaching without the presence of the certified teacher in the classroom providing the classroom certified teacher is available at all times and retains supervision of the candidate.
3. **New York Social Service Law, Section 413:** Candidates, like their In-Service counterparts, are required "to report or cause a report to be made...when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child..." Should a candidate become aware of information in this regard (s)he is expected to consult with his/her mentor teacher and school administrator immediately, and contact the college supervisor as soon as possible thereafter. The mentor teacher and school administrator should provide the candidate with the name of the individual designated by the district to report matters of abuse or neglect, and should assist the candidate in the event that a report is filed. Training is provided for this in SSHS 1020 – Safe Schools, Healthy Students.
4. **Sections 803a, 804, 806 and 808:** Training is provided in preventing child abduction (803a), prevention of tobacco, alcohol, and drug abuse (804), safety education (806) and fire and arson prevention (808) in SSHS 1020 Safe Schools, Healthy Schools.
5. **Personal Insurance:** All full-time graduate students at SUNY Oswego, including those enrolled in courses, are required to carry accident and hospitalization insurance covering themselves, which is available at a group rate through SUNY Oswego's [Auxiliary Services](#), 506 Culkin Hall.

I. Career Planning & Placement Office – Job Search Assistance

Career Services. [Career Services at the Compass](#), 145 Campus Center (315-312-2255), works in collaboration with the teacher candidate, employing officials, and the School of Education. Career Services connects candidates to employers through on- and off-campus recruitment, with the goal of helping candidates secure full-time positions. They additionally assist candidates in preparing and distributing professional [résumés and cover letters](#) and preparing for an interview, whether at regional job fairs or in applying to job vacancies through [Handshake](#), [Regional OLAS](#) sites, and [CareerShift](#). Career Coach, [Jacqueline Wallace](#), is available to all students who are pursuing a career in education. Candidates can contact her via email (jacqueline.wallace@oswego.edu) or make an [appointment online](#).

PART II: STUDENT TEACHING/INTERNSHIP TEAM: ROLES & RESPONSIBILITIES

A. Mentor Teacher. Since all SUNY Oswego MSED special education candidates are certified teachers, the mentor teacher's role is different from working with undergraduate or other student teachers who are in their first full time teaching experience. The mentor teacher's role in this placement focuses on mentoring a new teacher in a professional development experience that focuses on special educator roles and responsibilities. The following list of some of the most important responsibilities is offered to assist the mentor teacher in planning for and working through the placement with the candidate. Candidates and mentor teachers are individuals who develop their working relationships in many ways. Responsibilities include:

- a) Become acquainted with the expectations of SUNY Oswego's MSED Special Education program by reviewing the Student Teaching Handbook. Either the candidate or the college supervisor can provide you with this information.
- b) Provide for a time to meet your candidate, once s/he has contacted you, and orient him/her to your role and responsibilities in your current position and team.
- c) Provide the candidate with an appropriate, professional work area.
- d) Share your philosophy and curriculum with the candidate.
- e) Discuss school policies and procedures regarding health and safety, discipline and attendance.
- f) Help the candidate to understand the community from which the students come.
- g) Plan for the candidate's involvement as an active, contributing team member from the first day (e.g., supporting students, conducting individual assessments, leading routines).
- h) Introduce the candidate to all team members, including general educators, paraeducators, and related service providers. Orient the candidate to each member's roles within the team.
- i) Make the candidate aware of available resources in the building, district, community, and BOCES.
- j) Set aside time for daily discussions.
- k) Familiarize the candidate with general needs, abilities, and background of students.
- l) Provide the candidate with opportunities to observe your approach to effective teaching and management strategies.
- m) Include the candidate in your daily planning and lesson assessment.
- n) Provide the candidate with curriculum materials.
- o) Monitor the candidate's short and long range planning (i.e., review lesson plans).

- p) Identify opportunities within your context for the candidate to assume leadership and gain experience in priority areas and requirements (e.g., focus student for team planning for positive behavior supports; exploring and implementing specific technologies for one or more students; developing individual support plans for a student with more significant disabilities and training/ supporting paraeducators).
- q) Observe instruction and other performance regularly and provide specific feedback, orally or in writing.
- r) Encourage and allow the candidate to attempt new strategies and develop his/her own teaching style.
- s) Encourage the student teacher to self-reflect about his/her teaching strategies, dispositions, and skills.
- t) Plan for meetings with college supervisor to discuss the candidate's progress.
- u) Contact the supervisor at first signs of a problem.
- v) Complete a mid- and final evaluation for the candidate on hard copy or online (tk20).
- w) Complete the assessment of the candidate's Professional Dispositions online (tk20).
- x) Work with the college supervisor to contribute to an assessment of the candidate's performance as it relates to competencies for beginning special educators (CEC) and SUNY Oswego program requirements and dispositions.
- y) IF APPROPRIATE, write a recommendation within a few days after the completion of the placement.

B. Teacher Candidate. The candidate's role is to assume responsibility for their professional development experience in order to further develop and demonstrate professional competencies as a beginning special educator. The experience is intended to enable the candidate to engage in multiple decision-making roles and self-reflection as a special educator in a semi-structured internship with ongoing feedback from experienced mentors (i.e., mentor teacher and supervisor). In addition to specific competencies, the student teacher/intern should gain an understanding of the professional roles and responsibilities that are central to the special educator role, regardless of service delivery models.

1. Responsibilities:

- a) Contact the mentor teacher soon after the placement has been made to become acquainted with the teacher and program and make specific arrangements to begin the placement.
- b) Become familiar with the service delivery model, program curriculum, and materials.
- c) Become familiar with school rules, policies, routines, and facilities.
- d) Seek out and read the school's handbook.
- e) Follow policies and procedures established by the school regarding hours, discipline, and student safety.
- f) Keep the same hours and schedule as the mentor teacher, including following the school calendar rather than the college calendar. Full-time attendance is

required during student teaching/internship unless there is an extenuating situation such as illness.

- g) Communicate with mentor teacher, school personnel (faculty, staff, and administration) and parents, in a professional, respectful manner.
- h) Conform to standards of behavior and dress consistent with school and community requirements.
- i) Use discretion in sharing confidential information about students and colleagues.
- j) Become acquainted with school personnel and their functions.
- k) Establish professional rapport with students and maintain an appropriate teacher-student relationship.
- l) Demonstrate initiative and professionalism as an active, contributing team member including, and beyond, fulfillment of responsibilities required by the college or supervisor.
- m) Seek constructive criticism from mentor teacher and college supervisor relative to professional progress.
- n) Participate in school functions, meetings, conferences, and activities as deemed appropriate by the mentor teacher.
- o) Complete all requirements (see the list of student teaching requirements).

2. Guidelines:

Student teaching/internship can and should be one of the most satisfying aspects of the teacher preparation program. Success depends on the candidate's ability to adapt to the situation and develop a good working relationship with the mentor teacher, college supervisor, and others who assist in the learning community. When candidates approach the semester with a spirit of eagerness and openness, success usually follows quite naturally. The following list of suggestions will help ensure success and avoid problems:

- a) Minimize other responsibilities during the student teaching/internship semester. Student teaching/interning is a full-time job!
- b) Take full advantage of the student teaching/internship placement. Be sure to observe other teachers and support staff in addition to your mentor teacher. Find out the role that others play in the education of the students in your assigned class and be ready to work with them.
- c) Be as open as possible with the mentor teacher and college supervisor about concerns. They are there to support you. They want you to complete this experience successfully.
- d) Ask questions and seek help. Find ways to grow and learn.
- e) Focus on key areas such as motivating and sustaining student interest, organization, planning, classroom management and discipline, budgeting your time and your students' time, understanding the content standards, monitoring student growth, and self-reflection of your own teaching knowledge, skills, and dispositions.

- f) Be prepared for an emergency. Know telephone numbers for contacting the mentor teacher and school. Have an alternate ride planned in case of unforeseen car problems.
- g) Be on time and prepared for each day, professional meeting, and related extracurricular activities.

3. Requirements:

- a) Full time attendance.
- b) Prepare and share daily lesson plans with mentor teacher for all lessons **prior** to the date of instruction unless your mentor teacher, building administrator, and/or college supervisor require a different schedule for completing your lesson plans.
- c) Plan weekly with mentor teacher.
- d) Participate as an active team member throughout each school day. (e.g., do not work on required written products during the school day)
- e) Participate in all roles and responsibilities of mentor teacher (e.g., team and committee meetings), unless deemed inappropriate by mentor teacher or supervisor.
- f) Complete all required experiences and products for SPE 591/SPE 596 in a timely manner and with acceptable quality. For a detailed description of the required activities and products, please refer to the course syllabus.
- g) Keep a well-organized digital portfolio/binder with products related to required experiences and have it available daily, on-site for mentor teacher and supervisor.

C. College Supervisor. The college supervisor serves as the candidate's instructor and advocate. In addition, the college supervisor serves as the liaison between the college and the partner school. They are an ambassador for the college, sharing the requirements of college programs and expectations for successful student teachers/interns. This is accomplished by the college supervisor observing and giving feedback to the candidate and by conferring with the mentor teacher and school administrators. Some of the college supervisor's responsibilities include:

- a) Meet with candidates before the semester begins to become acquainted and share expectations.
- b) Be present in the schools during the first two weeks of the placement to meet with administrators, mentor teachers and candidates to answer questions and clarify expectations. Arrange for a three-way meeting between the candidate, the mentor teacher and yourself.
- c) Explain and clarify the goals and expectations for the experience to the candidates, mentor teachers, and administrators.
- d) Discuss and identify/negotiate opportunities in placement for the candidate to complete required activities as intended (e.g., planning for and providing individualized literacy instruction).
- e) Provide candidates with a way to contact their supervisor either by phone or email.
- f) Provide clear directions about the way in which the procedures of student teaching will be carried out – such as submitting weekly reports, assignments, and contacting the supervisor in case of an emergency.
- g) Observe each candidate in the classroom and conference at least three times during the placement; complete an observation report for each visit. Encourage candidates to be self-reflective in their teaching.
- h) Maintain a file for each candidate. Include all observation reports and any other anecdotal information.
- i) Troubleshoot problems that arise. If the problem involves the placement, the Field Placement Office should be notified first. If the problem involves a student's performance, the Student Teaching Coordinator of the Curriculum and Instruction Department or the program coordinator should be contacted first.
- j) Determine a schedule for the candidates to complete assignments. Meet with each student mid-placement and at the end of the placement to provide evaluation.
- k) Assist the mentor teacher in completing the final assessment if necessary.
- l) Evaluate the candidate's performance (mid placement and at end of placement) and professional dispositions using the appropriate forms.
- m) Write a recommendation, **if appropriate**. This is not a requirement.
- n) Assign final grades.

D. School Administrator. As academic leader of the school, the administrator plays a very important role in the field experience. The administrator's role is to help the school community understand and support the teacher preparation program and to help the candidate adjust to the total school program. Responsibilities may include:

- a) Create a positive attitude among school staff, student body, and community regarding the school's responsibilities in the teacher preparation program.
- b) Provide orientation for all student teachers explaining school policies and procedures.
- c) Assist, if time permits, with the evaluation of the candidate's instructional competence and professional potential. While it is understood that the responsibilities of the school administrator are intense and time consuming, it is very helpful for the administrator to observe the candidate during the placement and offer feedback.
- d) Assist team members with the assessment of the candidate's performance.
- e) Communicate with the Field Placement Office at 315-312-3098 if and when problems arise.

E. Student Teaching Coordinator. The Student Teaching Coordinator of the Curriculum and Instruction Department serves as liaison between the Curriculum and Instruction Department, the School of Education Field Placement Office, and teacher candidates in initial certification programs. They work closely with the Field Placement Coordinator, program coordinator, faculty, and students to ensure that program procedures are followed and requirements are met. Responsibilities include:

- a) Provide overall leadership and direction for the program.
- b) Interpret and enforce existing policies with the advice of department faculty and supervisory staff.
- c) Revise and/or develop new policies with input from department faculty.
- d) Meet with candidates demonstrating problems in field placements prior to student teaching/internship.
- e) Meet with candidates who demonstrate problems during student teaching/internship experiences to facilitate problem solving.
- f) Provide leadership in initiating and developing program changes and improvements as needed.

F. Clinical Practice and Partnerships Office Director: The School of Education Clinical Practice and Partnerships Office Director serves as the liaison between the School of Education and the school districts partnering with SUNY Oswego teacher preparation programs. The director works closely with the Student Teaching Coordinator, Curriculum and Instruction Department Chair, program coordinator, and school personnel in the role of overseeing the placement process for all program-related field experiences including student teaching.

G. tk20 Administrator: The School of Education tk20 Administrator works closely with the School of Education faculty and candidates to ensure collection of data during coursework and field experiences, including student teaching. The tk20 Administrator activates program assessments in [tk20](#); assists faculty, candidates, and community partners in negotiating the tk20 system; and monitors online completion of required program assessments.

PART III: STUDENT TEACHING/INTERNSHIP EVALUATION FORMS

- A. Student Teaching Assessment Form:** The [Graduate Student Teaching Assessment Form for the Special Education Grades 1-6](#) or the [Graduate Internship Assessment Form for the Special Education Grades 7-12 Initial Program](#) is used to provide feedback and an evaluation of the candidate's proficiency in demonstrating the knowledge, skills, and dispositions as set by the Council for Exceptional Children (CEC). This form is completed by the mentor teacher and college supervisor twice during student teaching experience: midway through student teaching and at the conclusion of student teaching. The final evaluation is completed on [tk20](#). The candidate may also be asked to complete the assessment form as a means of self-reflection. Paper copies of the assessment form is available from the candidate and/or college supervisor.
- B. Candidate Dispositions:** Professional Dispositions, as described elsewhere in this handbook, are assessed at the end of the student teaching/internship experience by the candidate, mentor teacher, and college supervisor (completed on [tk20](#)).
- C. Lesson Plans: Required Formats:** Special educators must be able to assess students and design and deliver individually appropriate specialized instruction as needed to support the academic and behavioral achievement of students with disabilities in classroom settings. Lessons, whether individual, small group, or large group, must be based upon students' abilities and needs; lessons must reflect the candidate's professional decision-making regarding appropriate materials, objectives, and procedures to support the student's growth across contexts and contents. Use of scripted or "packaged" commercial teaching materials should be used with discretion and require prior approval from the college supervisor and mentor teacher. Contact your supervisor, if necessary, to negotiate opportunities to ensure that you are able to gain this important experience and meet this critical requirement. Your supervisor will recommend lesson plan formats to document your professional decision making in planning and implementing lessons. Other lesson planning formats may be appropriate with supervisor approval.
- D. Supervisor Observation Report:** Frequent observation and constructive feedback on the candidate's teaching is essential to support ongoing professional development of the knowledge, skills, and dispositions needed to be a special educator. The college supervisor will complete a minimum of three observations and post-observation conferences. Verbal and written/formal feedback to the candidate will be offered after each observation. A copy may be shared with the mentor teacher.

PART IV: PROGRAM, FIELD PLACEMENT & COURSE DESCRIPTIONS

A. Program Descriptions

MSED Special Education: Childhood (grades 1-6). The MSED Special Education-Childhood Education Program (36 sh) leads to Initial Certification in Special Education - Childhood (Grades 1-6) with the MSED Degree and Professional Certification after completing three years of successful teaching. Candidates are required to hold a B.S. or B.A. degree and valid NYSED Teaching Certificate in Childhood Education Grades 1-6, or equivalent. Courses in the program include:

SPE 504 Teaching for Inclusive Schooling	(3 sh)
SPE 507 Collaboration and Co-Teaching	(3 sh)
SPE 514 Educational Planning: Students with Mild and Moderate Disabilities	(3 sh)
SPE 515 Educational Planning: Literacy for Special Educators	(3 sh)
<i>A 25 Hour Field Experience is a required part of SPE 514 and SPE 515, which includes supervised literacy tutoring for a student who has mild disabilities and needs in literacy.</i>	
SPE 521 Educational Planning: Proactive Behavior Supports	(3 sh)
SPE 525 Educational Planning: Students with Severe Disabilities	(3 sh)
<i>A 25 Hour Field Experience is a required part of SPE 525, which includes individualized weekly instruction for a student who has severe disabilities in a local public school.</i>	
SPE 537 Assessment for Special Educators	(3 sh)
SPE 591 Student teaching in the Special Educator Role	(9 sh)
<i>10 weeks full time, fall or spring semesters only.</i>	
SPE 540 Leadership and Program Management for Special Educators	(3 sh)
<i>Taken concurrently with SPE 591.</i>	
EDU 516 Introduction to Research	(3 sh)
Comprehensive Examination	
<i>After successful completion of all coursework and student teaching.</i>	

MSED Special Education Grades 7-12 Generalist. The MSED Special Education 7-12 Generalist Program (36 sh) leads to Initial Certification in Special Education 7-12 Generalist. Candidates are required to hold a B.S. or B.A. degree and valid NYSED Teaching Certificate in a secondary content area (Biology, Chemistry, Earth Science, English, Mathematics, Modern Language, Physics, or Social Studies), or equivalent. Courses in the program include:

SPE 504 Teaching Exceptional Students	(3 sh)
SPE 535 Special Education Methods, grades 7-12	(3 sh)
<i>A 50 hour Field Experience is a required part of SPE 535, which includes weekly individualized instruction in cognitive strategies for a student with disabilities in a secondary school setting.</i>	
SPE 537 Assessment for Special Needs Students	(3 sh)
SPE 517 Reading Interventions for Students with Disabilities, grades 7-12	(3 sh)
<i>A 25 Hour Field Experience is a required part of SPE 517, which includes supervised literacy tutoring for a student who has disabilities in a secondary school setting.</i>	
SPE 521 Educational Planning: Proactive Behavior Supports	(3 sh)
SPE 525 Educational Planning for Students with Severe Disabilities	(3 sh)
<i>A 25 Hour Field Experience is a required part of SPE 525, which includes individualized weekly instruction for a student who has severe disabilities in a secondary school setting.</i>	

- EDU 516 Continuing Professional Development through Research (3 sh)
EDU 583 Teaching English Language Learners Across the Curriculum (3 sh)
SPE 596 Internship Adolescent Special Education Teacher (9 sh)
10 weeks full time, fall or spring semesters only.
SPE 530 Assistive Technology for Special educators (3 sh)
Taken concurrently with SPE 596.
Program Culminating Examination
After successful completion of all coursework and internship.

B. Field Placements

MSED Special Education Childhood (grades 1-6): Candidates in the MSED Special Education Childhood (grades 1-6) program must complete 50-clock hours of supervised, course related field experience and student teaching in the special educator role. Field experience and student teaching placements ensure that all candidates gain experience at both the primary (1-3) and intermediate (4-6) grade levels. All candidates bring prior experience in high needs and urban schools with socio-economically diverse learners and English Language learners from their initial teacher preparation as classroom teachers.

Graduate special education placements also include urban and high needs schools that serve economically, culturally and linguistically diverse learners.

The MSED Special Education Childhood program includes two 25 hour supervised, course-related field experiences and one full time, ten-week student teaching placement (during the regular academic year) in the special educator role. The 25 hour field experiences include one semester focused on serving students who have mild disabilities (with significant emphasis on supporting literacy development and modifying environments) and one semester serving students with severe cognitive disabilities (with focus on modifying environments, individualized goals and positive behavior supports). Student teaching placements are made in the service area in non-categorical public school programs where candidates serve students with various disabilities and other diverse characteristics. All candidates are supervised for all field experiences and student teaching by full time special education program faculty, in collaboration with public school mentor teachers.

Field experiences are related to three courses. One 25 hour practica is completed as part of a 6 sh fall professional block: SPE 514 (Educational planning for students with mild and moderate disabilities) and SPE 515 (Literacy for special educators). Candidates assess and tutor a student (who has a mild/ moderate disability) in literacy for 12 weeks, as well as conduct school-based observations of the student in her/his school program. At the completion of tutoring, candidates complete a final progress report about the students' progress and recommendations. They also develop a critical analysis of the student's current "full day" literacy program, with recommendations for both the special education and general education components.

The second 25-hour field experience is completed during the spring semester as part of

SPE 525 (Educational planning for Students with Severe Disabilities). Candidates serve a student who has a severe cognitive disability. They see the student across an entire day (including general and special education contexts/services) conduct an ecological inventory and parent or teacher interview. Candidates are then required to assess, plan and implement two instructional programs for their focus student, complete with lesson plans and teaching materials. Candidates also complete a detailed critical analysis and reflections of their focus student's current program. They address such topics as: behavioral support, daily schedule, communication system, related services support, teaming and collaboration, social interactions and relationships, and reducing and eliminating stigma. At the end of the field placement, candidates share instructional program results with mentor teachers.

After completing 21sh in graduate special education coursework (including 50 hours of special education field experience) candidates complete **10 weeks of full time student teaching** in the special educator role in a regular public school setting. Required activities and products include individual assessments in literacy and other IEP priorities; instructional plans; designing interventions for literacy, participation and behavior; modifying curricula and environments; collaboration with professionals, paraprofessionals and families, coordinating IEP development, and reflections on emerging understandings of the professional role, implications for advocacy and social justice, and priorities and opportunities for ongoing professional development). The student teaching timeframe (10 weeks) matches participating schools' marking period for reporting student progress. The 10-week placement supports their team participation in reporting student progress on IEP goals, as well as data for their students' report cards. The length and structure of the capstone student teaching experience ensure candidates' attention to student learning as it relates directly to their professional decision-making, as well as strengths and limitations of the student's program.

MSED Special Education Grades 7-12 Generalist: Candidates in the MSED Special Education grades 7-12 Generalist program must complete 100-clock hours of supervised, course related field experience and Internship in the special educator role. Field experiences and Internship placements ensure that all candidates gain experience at both the middle (7-8) and high school (9-12) grade levels. All candidates bring prior experience in high needs and urban schools with socio-economically diverse learners and English Language learners from their initial teacher preparation as classroom teachers. Graduate special education placements often include urban and high needs schools that serve economically, culturally and linguistically diverse learners.

The MSED Special Education 7-12 Generalist program includes one 50 hour and two 25 hour supervised, course-related field experiences and one full time, ten-week Internship placement (during the regular academic year) in the special educator role. The field experiences include one semester focused on serving students who have mild disabilities (with significant emphasis on supporting literacy development and modifying environments) and one semester serving students with severe cognitive disabilities (with focus on modifying environments, individualized goals and positive behavior supports). Internship placements are made in the service area in non-categorical public school programs where candidates serve students with various disabilities and other diverse characteristics. All candidates are supervised for all field

experiences and Internship by full time special education program faculty, in collaboration with public school mentor teachers.

Field experiences are related to program courses. One 50 hour practicum is completed as part of SPE 535: Methods in Special Education, grades 7-12. Candidates assess and plan a cognitive strategy intervention plan for a student who has a mild/ moderate disability. The intervention plan, conducted for at least ten sessions, also includes strategies for maintenance and generalization across core content areas. In addition to implementing the cognitive strategy intervention plan, the candidates support students in general education classrooms while collaboratively working with general education colleagues to provide the necessary accommodations for learners in core content area classrooms.

The 25-hour field experience is completed during the Spring semester as part of SPE 525: Educational Planning for Students with Severe Disabilities and SPE 521: Educational Planning-Proactive Behavior Supports. Candidates serve a student who has a severe cognitive disability. They see the student across an entire day (including general and special education contexts/services), conduct an ecological inventory, and parent or teacher interview. Candidates are then required to assess, plan and implement two instructional programs for their focus student, complete with lesson plans and teaching materials. Candidates also complete a detailed critical analysis and reflections of their focus student's current program. They address such topics as behavioral support, daily schedule, communication system, related services support, teaming and collaboration, social interactions and relationships, and reducing and eliminating stigma. At the end of the field placement, candidates share instructional program results with mentor teachers.

The second 25-hour field experience is completed during the Spring semester as part of SPE 517: Reading Interventions for Students with Disabilities 7-12. Candidates assess and tutor a student who has a mild/ moderate disability in literacy for 12 weeks, as well as conduct school-based observations of the student in her/his school program. At the completion of tutoring, candidates complete a final progress report about the students' progress and recommendations. They also develop a critical analysis of the student's current "full day" literacy program, with recommendations for both the special education and general education components.

After completing 24sh in graduate special education coursework (including 100 hours of special education field experience), candidates complete a 10 week of full time internship in the special educator role in a secondary public school setting. Required activities and products include individual assessments in literacy and other IEP priorities; instructional plans; designing interventions for literacy, participation and behavior; modifying curricula and environments; collaboration with professionals, paraprofessionals and families, coordinating IEP development, and reflections on emerging understandings of the professional role, implications for advocacy and social justice, and priorities and opportunities for ongoing professional development. The Internship timeframe (10 weeks) matches participating schools' marking period for reporting student progress. The 10-week placement supports their team participation in reporting student progress on IEP goals, as well as data for their students' report cards. The length and structure of the capstone Internship experience ensure candidates' attention to student learning as it

relates directly to their professional decision-making, as well as strengths and limitations of the student's program.

C. Course Descriptions

SPE 504 Teaching for Inclusive Schooling (3sh)

This course provides an introduction to P.L. 94-142, Section 504, P.L. 99-457, subsequent legislation and amendments, the New York Special Education Process, and contemporary models, issues and trends in the field of special education. Areas of exceptionality are studied in relation to definitions, characteristics, etiologies, and educational implications. Prerequisite: Graduate standing.

SPE 507 Collaboration and Co-teaching (3sh)

This course explores theoretical and practical issues relevant to contemporary models of collaborative education. Representative topics include strategies for effective communication, parent-professional partnerships, multicultural considerations, team structures, working effectively with paraprofessionals and related service providers, teaming with community-based service providers, facilitation and problem-solving skills, planning effective meetings and strategies for co-planning and co-teaching with general education partners. Pre-requisite: Graduate standing

SPE 514-515 Educational Planning: Literacy for Students with Mild & Moderate disabilities (6sh)

This course will emphasize decision-making special educators need to co-plan high quality literacy instruction and support for students with mild and moderate disabilities. It will address ways to enhance meaningful participation in authentic literacy routines in general education classes for students with disabilities. The course will also address knowledge and skills to design individual instructional programs in literacy, when needed, to augment general education opportunities. Issues such as individualized assessment, grouping, scheduling, curriculum, materials, guided lesson plans, methods, use of technology and assistive technology for literacy development and instruction will be addressed. This course includes a 25 hours supervised field experience. Prerequisite: Admission to the MSED Special Education Program

SPE 517 Reading Interventions for Students with Disabilities, grades 7-12 (3 sh)

This course prepares special education candidates to plan and implement intensive, supplemental research-based reading instruction for secondary students with disabilities who demonstrate limited reading proficiency; includes field experience. Prerequisite: Acceptance in MSED Special Education 7-12 is required.

SPE 521 Educational Planning: Proactive Behavior Supports (3 sh)

This course will emphasize knowledge and skills special educators need to help their teams manage the classroom environment and to teach students who need individualized instruction to develop positive behaviors. The course will consider a systemic approach (building-classroom-individual) to behavior management and support to help a wide range of students succeed in regular classes and other settings. Considerations for learning characteristics of students with challenging behaviors and skills to facilitate Functional Behavioral Assessments and to develop individual Proactive Behavior Support Programs will also be addressed. Prerequisite: Admission to MSED Special Education 7-12 program.

SPE 525 Educational Planning for Students with Severe Disabilities (3 sh)

This required course will address knowledge and skills educators need to plan individualized programs for students with severe and multiple disabilities. Emphasis will be on teaching and supporting students within regular classes and typical school activities, based on a vision of adult participation in typical community activities and settings. Representative topics included learning characteristics of students with severe disabilities, program planning and IEP development, assessment and instructional planning in functional skills for typical routines, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills and facilitating peer relationships. Prerequisite: Admission to MSED Special Education program.

SPE 530 Assistive Technology for Special Educators (3 sh)

This course is designed to develop candidates' ability to assess individual learning and curricular barriers and identify and integrate technology tools flexibly to ensure that students with disabilities have equitable access to high quality literacy instruction and the general education curriculum. Collaboration with general education and other partners will be emphasized with focus on technology applications to support meaningful literacy learning and curricular access in inclusive classes. Prerequisite: Admission to MSED Special Education 7-12 program.

SPE 535 Special Education Methods, grades 7-12 (3 sh)

This course provides an introduction to essential instructional roles and responsibilities of special educators in grades 7-12. Course and integrated field experiences will emphasize planning and instruction through specialized instruction and co-teaching to address individual student priorities. Prerequisites: Acceptance in MSED Special Education 7-12 is required; SPE 504 prior or concurrent.

SPE 537 Assessment for Special Needs Students (3 sh)

This course focuses on basic concepts and theory of educational measurement in relation to the selection, interpretation, use and design of assessment instruments and practices utilized with special needs students. Course content encompasses nondiscriminatory methods of formal and informal assessment with particular emphasis on classroom-riven measures such as direct

observation, curriculum based assessment check- lists, rating scales, interviews, portfolio development, and self-report techniques. Prerequisite: Admission to MSED Special Education 7-12 program.

SPE 540 Leadership and Program Management for Special Educators (3sh)

This seminar will emphasize synthesis of candidate's understanding of the special educator's unique roles and responsibilities within public school contexts (team, building and district level). Content will include examination and application of knowledge and skills special educators need to fulfill their unique administrative roles and responsibilities. These include program coordination, scheduling staff, scheduling students, co-planning with general education colleagues, strengthening school-family partnerships, training and monitoring paraprofessionals and considerations for model development and restructuring of special education programs. Prerequisite: Completion of 21 SH in MSED Special Education Program, concurrent registration with SPE 591 (Student Teaching)

SPE 591 Student Teaching in Special Educator Role (6 SH)

This course provides an extended supervised, field-based experience for the participant to integrate knowledge of development, pedagogy, assessment, and research in an elementary setting that provides special education services to students with disabilities (grades 1-6). Each participant will develop and demonstrate key competencies for special educators related to program planning, collaboration and management, assessment, curriculum and instruction (including use of technology), managing learning environments and professional development as they relate to delivering effective programs for students with disabilities in typical public schools. Prerequisite: Completion of 21 SH in MSED Special Education Program, concurrent registration with SPE 540

SPE 596 Internship Adolescent Special Education Teacher (3 sh)

This course provides an extended supervised, field-based experience in the special educator role (minimum 250 hours in school-based service). Graduate candidates integrate knowledge of development, pedagogy, assessment, and research to provide appropriate special education services to students with disabilities (grades 7-12). Each candidate will develop and demonstrate key competencies for beginning special educators. Prerequisites: Degree candidacy and successful completion of 24 sh of coursework in the MSED Special Education 7-12 program. Prerequisite/ Corequisite: SPE 530

EDU 516 Continuing Professional Development through Research (3 sh)

This course is designed to introduce pre-service and practicing teachers to research and the ways in which it can be used for professional development. It will help candidates compare alternative philosophies of research, ways of formulating questions/hypotheses, research plans, and analysis procedures as they relate to improving teaching skills. Candidates evaluate existing studies and investigate a range of research approaches. This course uses a seminar format in which candidates investigate educational issues to formulate research questions, select methods of data

collection, analyze ethical issues, and reflect on ways this research will improve their practice.
Prerequisite: Graduate standing

EDU 583 Teaching English Language Learners Across the Curriculum (3 sh)

This course develops essential understandings of the backgrounds and the linguistic, educational, emotional, social and cultural needs of English language learners (ELLs). Teacher candidates learn methods and techniques proven effective for the instruction and assessment of ELLs. The course is designed for those in the Childhood or Adolescence Education program. Prerequisite: Graduate standing.