Overview about the program
The Department of Special Education has revised the Special Education Generalist Initial Licensure and Added Endorsement Programs. The revisions are taking place in order to align course work with field placements, to introduce a cohort model, to embed practices such as assessment, universal design for learning, and technology use across content areas of the courses. The new program re-design meets all of the state and national standards for licensure as a Special Education Generalist including standards: Council for Exceptional Children, Colorado Special Education Generalist Standards, Performance Based Standards for Colorado Teachers and the Colorado Teacher Quality Standards.

Teacher Candidates in the Department of Special Education Generalist Initial Licensure and Added Endorsement Programs are provided the experiences and academic support to learn how to meet the needs of all students with disabilities in inclusive classrooms. Students will be taught to focus on student strengths in order to support academic and social progress in inclusive environments. The program includes 10 content and methods courses with 3 field experiences interspersed throughout the program. A majority of the coursework is concurrently with field experience placements; all course content is carefully designed and assignments are linked to fieldwork requirements. These requirements will allow students to apply the concepts and skills and receive feedback from cooperating teachers, university field supervisors, and their course instructors throughout the program. Teacher candidates will gain experience teaching K-12 students.

Internship: The internship is the first of 3 field experiences; teacher candidates will enroll in the internship in the second semester of the program. The internship is a 14-week, 1 day per week placement at the elementary or secondary level. The emphasis in the internship placement is on working with students who have significant support needs in the context of general education classrooms and integrated school environments, and with a focus on access to literacy instruction for all students. In the internship, teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, as well as responsibilities indicated in the week-by-week schedule, to demonstrate proficiency in the Special Education Generalist standards and focus on student outcomes.

Summer Fieldwork Experience: The summer fieldwork experience is the second of 3; teacher candidates will enroll in the summer fieldwork experience in the summer between first and second years of the program. This experience varies in schedule by that of the ESY/Summer School schedule of participating school sites/districts, but is typically a ½ day, 4-week placement. The emphasis in the summer experience is on providing proactive and positive structures to create and sustain classroom communities, positive behavior supports, and social supports/relationship building for students with IEPs. In the summer fieldwork experience, teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, as well as responsibilities indicated in the weekly experiences log, to demonstrate proficiency in the Special Education Generalist standards and focus on student outcomes.
SPED 4030/5030
Elementary &
Secondary Internship
University of Colorado Colorado Springs  
College of Education / Department of Special Education  
SPED 5030, Elementary or Secondary Internship, Spring 2014

Instructor: Laura Marshall / Emily Nusbaum
Office Location: COH 3043 / COH 3005
Telephone: 255-4168 / 255-4106
Email: lmarshal@uccs.edu/ enusbaum@uccs.edu
Office Hours: Weds 1-3, Thurs 3-5 / Mon 1-3 / Thurs
Class Days/Time: Monday 4:45-7:20
Classroom: Osborne Hall 215B
Prerequisites: SPED 5000, SPED 5001, CURR 5170
Co-requisites: SPED 5020, TED 5570
Course Format: This course consists of two in class meetings that will include discussion and reflection. The majority of the course is spent in the field observing, implementing fieldwork requirements, and working with students. This internship will take place 1 time per week over the course of 14 weeks during the semester. Teacher candidates work in the program/classroom of a cooperating teacher and are supervised by a designated university supervisor.

Course Description: Internship is the first field experience for the UCCS Special Education Generalist Licensure Program in which teacher candidates have the opportunity to work in a variety of settings with K-12 students. The emphasis in the internship placement is on working with students who have complex support needs in the context of general education classrooms and integrated school environments, and with a focus on access to literacy instruction for all students. In the internship, teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, as well as responsibilities indicated in the week-by-week schedule, to demonstrate proficiency in the Special Education Generalist standards and improve student outcomes.

Students enrolled in SPED 4020/5020 and TED 4570/5570 will be integrating knowledge across these two classes in the internship (SPED 4030/5030). For example in SPED 4020/5020 students will learn about universal design for learning and assistive technology (including augmentative alternative communication). In TED 4570/5570 students will be learning about how to teach a guided reading group. When students plan to teach their guided reading group in their practicum placement they will integrate concepts of universal design for learning (UDL) and assistive technology (AT) tools in the guided reading lesson they teach in the classroom. Additionally, some of the requirements during the internship apply knowledge/skills learned in prerequisites (SPED 5000, 5001 and CURR 5170).
**Course Goals and Student Learning Objectives**

1. Provide detailed lesson plans and implement literacy instruction for all students
2. Collaboratively develop and implement a plan to utilize technology to support learning and communication
3. Gain exposure to structure, pace, and implementation of individual, small and whole group instruction incorporating the principles of Universal Design for Learning and differentiation into lesson planning and delivery
4. Gain experience using technology in classroom instruction and to support individual student learning
5. Develop skills in reflection and professional dialogue

**CAEP Accreditation Standards**

Standard 1: Content and Pedagogical Knowledge
Standard 2: Clinical Practice and Partnerships
Standard 3: Candidate Quality, Recruitment, and Selectivity
Standard 4: Program Impact
Standard 5: Provider Quality Assurance and Continuous Improvement

**Readings**

UCCS Special Education Handbook

**Other equipment / material requirements:** Teacher candidates are required to access the designated Blackboard shell regularly in order to see announcements, upload fieldwork requirements, and respond to/ engage in any electronic communication indicated by their supervisor and/or fieldwork placement coordinator.

**Technology Competencies:** It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course. *All students must obtain a UCCS email address and check it regularly* (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

**Course Requirements**

- Teacher candidates will demonstrate professional, ethical behavior and follow the standards and rules of the placement school.
- Teacher candidates will complete the internship at the placement site school (approximately 100 hours for internship) and communicate with the cooperating teacher in case of absences. Missed days will need to be made up.
- Teacher candidates will submit any written materials to their supervisor related to fieldwork requirements that will be observed *at least* 48 hours prior to the scheduled observation.
- Teacher candidates complete the required 100 internship hours based on the schedule agreed upon by them, university supervisor, and cooperating teacher.
1) **Fieldwork requirements:** With the support of your cooperating teacher and university supervisor you must develop and implement a set of fieldwork assignments. These are closely linked to the content in SPED 5000, 5001, 5020; CURR 5170; and TED 5570. Your university supervisor will observe your implementation of the majority of these requirements during site visits and will monitor your progress on the completion of them throughout the semester. These requirements will be scored on a 4-point rubric. Details of the scoring rubric and requirements will be discussed in a seminar during the first week of the semester. You are responsible for uploading the requirements to Blackboard *(see Fieldwork Requirements table included at the end of the syllabus)*.

2) **Detailed week-by-week:** The week-by-week document outlines responsibilities of you, your cooperating teacher, and your university during each of the 14 weeks of the internship placement. Each week you should meet with your cooperating teacher to ensure that you are planning for completion of requirements and other experiences at your internship site. Both of you will initial this document during these meetings. There is flexibility built into the week-by-week *(see Week-by-Week included in the Handbook)*.

3) **University supervisor observations:** Your university supervisor will visit the internship site three (3) times during your internship placement. Supervisors will observe teacher candidates implementing activities designated by the cooperating teacher and in the week-by-week, as well as fieldwork requirements. Supervisors will provide written and verbal feedback to candidates, and participate in discussions between candidates and cooperating teachers about programmatic issues and questions that arise. At the end of each visit, the university supervisor will identify three activities related to the cooperating teacher’s program/classroom, and the content of the pre/co-requisite coursework, which should be addressed by the following visit. Each of these visits will be scored using the Special Education Generalist Observation Tool; scores from the mid/end of the semester will be used as a portion of your calculated grade. You will be responsible for uploading the completed Observation Tools to Blackboard. *(see Special Education Generalist Observation tool included in the Handbook)*.

4) **Mid-term and final feedback form:** Your cooperating teacher and university supervisor will each complete a Planning and Implementation Feedback Form at three points during the semester. Scores from the mid/final points will be used as a portion of your calculated grade. All three of you will also identify strengths and targeted areas for continued development at the mid and final points in the semester. In a collaborative discussion at the mid and final points of the semester the three of you will combine input regarding strengths and targeted areas for improvement. You will upload all of these to BB *(see Planning and Implementation Feedback Form included in the Handbook)*.

**University Policies**

**Diversity Statement:** The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

**Accommodations:** The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to
discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students: Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student’s commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Student Appeals: Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:
(1) denied admission to professional education program
(2) denied permission to student teach or complete professional internship
(3) removed from a professional education program or internship
(4) denied permission to graduate due to missing requirements
(5) requesting an exception to specific policies, procedures, or requirements
(6) requesting a grade change
This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct: The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html

UCCS Student Rights and Responsibilities:
UCCS Academic Ethics Code:  
http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf

Adverse Weather Conditions: Teacher candidates must follow the schedules of the school and are required to teach on their scheduled days if the school is open. For the scheduled seminars, UCCS closures will be announced on local radio and television stations, UCCS email, and the campus closure line at 719-255-3346.

Graded Assignments:
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>C</td>
<td>72-77</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>B+</td>
<td>88-90</td>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>D</td>
<td>62-67</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

Special Education Generalist Observation Tool (126 points possible):  
During each of the three (3) visits from your university supervisor you will be observed using the Special Education Generalist Observation Tool (included in the Handbook). Each observation offers the opportunity to earn 63 points; the first observation score will be dropped from the total; 126 points are then possible to earn across the remaining three observations.

Planning and Implementation Feedback Form (48 points possible; 24 each from University Supervisor and Cooperating Teacher)
Your cooperating teacher and university supervisor will each complete a Planning and Implementation Feedback Form (included in the Handbook) at three (3) points during the semester. Scores from the mid/final points will be used as a portion of your calculated grade. There are 12 points that can be earned in each of these observations; 48 total points are possible to earn.

Fieldwork Requirements (20 points possible):
There are five (5) fieldwork requirements. Each of these must be uploaded to the cohort org shell in Blackboard. Each fieldwork requirement is scored on a 4-point rubric for a total of 20 points. These requirements will be scored by either your university supervisor or cooperating teacher, according to the rubrics included with Fieldwork Requirement details.

Seminars (12 points possible)
You will attend three seminars, one the first week of the semester and two later in the semester (dates TBD) to discuss and reflect on the requirements and your experiences.

Graded activities | Points
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed. Generalist Observation form: 3 Observations: Early - not part of grade, Mid term and Final 63 points each</td>
<td>126</td>
</tr>
<tr>
<td>Planning &amp; Implementation Feedback Form</td>
<td>24</td>
</tr>
<tr>
<td>University Supervisor: 3 Evaluations: Early - not part of grade, Mid term and Final 12 points each</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td>3 Evaluations: Early - not part of grade, Mid term and Final 12 points each</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Field Requirements:</strong></td>
<td>5 requirements based on course assignments, 4 points each</td>
</tr>
<tr>
<td><strong>Seminars:</strong></td>
<td>3 seminars 4 points each</td>
</tr>
<tr>
<td><strong>Total points for Internship</strong></td>
<td></td>
</tr>
</tbody>
</table>
Fieldwork requirements scoring rubric

All five (5) of the Internship fieldwork requirements are scored on a 4pt rubric. They may be scored by the University Supervisor independently, or with input on design and implementation from the Cooperating Teacher. The product (e.g. lesson plan, AAC or inclusive practices project) will be uploaded to the BB cohort org shell by the Teacher Candidate. The University Supervisor will input scores for each requirement into the appropriate grade center column on BB.

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Developing (2)*</th>
<th>Acceptable (3)*</th>
<th>Target (4)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of the assignment components are poorly developed; Implementation did not occur meaningfully OR The assignment was not completed or implemented.</td>
<td>Many of the assignment components are not adequately addressed or assignment is incomplete; Implementation was awkward and may not have clearly addressed site or student needs; The assignment is not updated with information/data</td>
<td>Many assignment components are adequately addressed; a few are omitted; Quality of implementation varied; did fully address individual student and/or site needs Information/data was used to update assignment inconsistently</td>
<td>All of the assignment components are fully addressed, with only minor errors or missing content; Implementation was thoughtfully planned and well-executed; met site and/or individual student needs Information and/or data was incorporated and assignment updated (if appropriate)</td>
</tr>
</tbody>
</table>

*These scores represent a range of performance. A Target score roughly reflects A-/A work; Acceptable roughly reflects B-/B/B+ work; Developing roughly reflects the C range.

Requirement Components

1) Disability-as-Curriculum lesson plan

You will be incorporating disability-related content into a curricular area, by developing a standards-based lesson and set of associated teaching/learning activities. Your lesson plan should follow the same format that you utilized in Disability Studies in Education (SPED3000/5000), based on the Teaching Tolerance template. Your lesson should clearly work to shift dominant messages (e.g. stereotypical, deficit-based, etc) about disability and also place disability within other conceptions of diversity in our schools and curricular content.

You will create and implement the lesson plan based on feedback about appropriate curricular areas/standards at your Internship site. You will submit a copy of the lesson to your University Supervisor prior to implementation and upload it to the BB org shell. The lesson-planning template can be found electronically on BB.

2) Plan for collaboration using technology

The purpose of this requirement is to develop your ability to use technology in ways that engage K-12 students and enhances their overall classroom experience, learning, and connections to one another and you. You will be required to choose a technology-based source of collaboration that can be implemented with pairs or small groups of students at your Internship site. Ideally, your plan for
collaboration would be connected to one of your UDL lesson plans, or extend/add to your lesson plans for small groups of students. You can consider using any of the following technology tools:

2. Dropbox  [https://www.dropbox.com/](https://www.dropbox.com/)

You will submit a 1-page summary of your plan to your University Supervisor, after developing it with feedback from your Cooperating Teacher. After implementing the plan you will write a reflection and recommendations for revision.

3 & 4) **Universal Design for Learning lesson plan**

You will develop two (2) standards-based lesson plans that match the grade level and standards at your Internship site. One of these **MUST** be developed in the area of literacy. Your lesson plan needs to address the learning needs/IEP goals of two target students and demonstrate evidence of the principles of UDL, as well as appropriate use of differentiation strategies and individualized accommodations and modifications.

You will create and implement the lesson plan based on feedback about appropriate curricular areas/standards at your Internship site. You will submit a copy of the lesson to your University Supervisor prior to implementation and upload it to the BB org shell. The UDL lesson-planning template can be found electronically on BB.

5) **Augmentative/Alternative Communication plan for one student**

For this requirement you will develop an Augmentative and Alternative Communication (AAC) plan for one student that addresses the following four elements:

1. Student Communicative Competence
   a. Effect of AAC system on AAC user
   b. Interactions with communication partners
2. Facilitators
   a. Parental involvement
   b. Effective teaming
   c. Ease of AAC device use
3. Barriers
   a. Time constraints
   b. AAC device-specific limitations
   c. Incongruence with parents/guardians
4. Instructional Benefits
   a. Increased independence
   b. Effective teaching
   c. Use across settings
### Alignment of Course Objectives, Standards, and Conceptual Framework

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Assignments</th>
<th>STANDARDS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Provide detailed lesson plans and implement literacy instruction for all students</strong></td>
<td>1,3,4</td>
<td>CC4S2,3,4,5 GC4S1,3,4,6,7,12-14,16; CC5K3,4 CCSS1,2,4-7,10-13 GC5S3,6, GC6S1 CC7K3, CC7S6-14 GC7K4; GC7S2,3</td>
</tr>
<tr>
<td><strong>2. Collaboratively develop and implement a plan to utilize technology to support learning and communication</strong></td>
<td>2,3,4,6</td>
<td>CC5S3 CC7S1,2 CC10K1 CC10S6,8,9,10,11 GC10K2,4</td>
</tr>
<tr>
<td><strong>3. Gain exposure to structure, pace, and implementation of individual, small and whole group instruction incorporating the principles of Universal Design for Learning and differentiation into lesson planning and delivery</strong></td>
<td>1,3,4</td>
<td>GC1K5 CC2K2 CC2K5 CC2K6 CC3K5 CC4S1-5 GC4K1,3,5 GC4S1,3,6,7,11-13</td>
</tr>
<tr>
<td><strong>4. Gain experience using technology in</strong></td>
<td>2,3,4,6</td>
<td>GC4S7 CC7S9 GC7S4 CC8S3</td>
</tr>
<tr>
<td>classroom instruction and to support individual student learning</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>5. Develop skills in reflection and professional dialogue</td>
<td>2.5</td>
<td>8.5</td>
</tr>
</tbody>
</table>


Special Education Generalist Licensure Program
SPED5030 Internship

Week-by-Week Schedule
Special Education Generalist Licensure Program
SPED5030 Internship

Week 1:

☐ Become familiar with program/classroom and school procedures and policies; be certain to discuss classroom procedures and routines with your Cooperating Teacher (CT)

☐ Become acquainted with classroom materials and activities. Find out where students’ programs/portfolios/data collection system on IEP goals are kept and how they are organized

☐ Get and become familiar with a copy of the classroom, staff, and individual students’ schedules

Comments/questions/notes:

Time in: Time out: CT initials: Intern initials
Week 2:

☐ Compile information about at least 3 individual students, characteristics of educational relevance, and ways you’ve begun to identify how the student is supported as an active participant in inclusive/integrated settings. Articulate what you notice in the summary section

☐ Go over the Inclusive Practices Checklist together with your CT and supervisor (if observing). Identify practices that your CT uses that meet areas of the Checklist and schedule opportunities to observe/participate some of these items.

☐ With your Cooperating Teacher, select two, differentiated lesson plans written by them to observe and discuss*

*these lesson plans must be connected to core curricular areas, demonstrate differentiation strategies, and may also address individual student IEP goals as appropriate

**please remind your Cooperating Teacher that the Planning and Implementation Feedback Form needs to be filled out in next two weeks for you to look at together; s/he should email the completed form to you after a discussion and you should upload to BB

Comments/questions/notes:
Week 3:

☐ Observe your CT or classroom staff in implementation of a differentiated lesson plan and forms of individual student (as appropriate) and whole class assessment. Include a summary/reflection in weekly comments.

☐ Continue to observe and identify areas where students with disabilities (SWD) are actively participating with curriculum, peers, general educators. Include a summary/reflection in weekly comments.

☐ With CT, identify curricular area to create and implement first UDL lesson plan to meet the needs of your placement site; this needs to be implemented in an inclusive/integrated setting and in the context of an age-appropriate curricular area.

Comments/questions/notes:

Time in:    Time out:    CT initials:    Intern initials:
Week 4:

☐ Share draft of first UDL lesson plan with CT; ensure it includes differentiation strategies and individual student supports, if necessary

☐ Continue to observe CT/staff implement differentiated instruction and provision of individual student supports

Comments/questions/notes:
Week 5:

☐ Go over the Inclusive Practices Checklist together with your CT and supervisor (if possible). Identify practices that your CT uses that meet areas of the Checklist and schedule opportunities to observe/participate some of these items that you haven’t yet had an opportunity to do.

☐ Implementation of first UDL lesson plan; discuss with CT and supervisor (if observed); submit lesson plan, revisions, and reflection to BB.

☐ With CT identify area of need for Technology Collaboration Project (see FW requirements for a menu of possible options).

Comments/questions/notes:


Time in:  Time out:  CT initials:  Intern initials:
Week 6:

☐ With CT, identify specific area in literacy to implement second UDL lesson plan and how to revise to meet the needs of your placement site

** please remind your Cooperating Teacher that the Planning and Implementation Feedback Form needs to be filled out in the next week (midterm)

Comments/questions/notes:

Time in: Time out: CT initials: Intern initials:
Week 7:

☐ Midterm Feedback Form (including strengths and targeted areas) completed with Cooperating Teacher and University Supervisor; upload all forms to BB

Comments/questions/notes:
Week 8:

☐ Share draft of literacy UDL lesson plan with CT; ensure it includes differentiation strategies and individual student supports, if necessary

☐ Meet with CT to discuss development and implementation of AAC supports for one student

Comments/questions/notes:

Time in: Time out: CT initials: Intern initials:
Week 9:

☐ Implementation of Technology Collaboration Project, reflect, and submit to BB by week 11

☐ Go over the Inclusive Practices Checklist together with your CT and supervisor (if possible). Identify practices that your CT uses that meet areas of the Checklist and schedule opportunities to observe/participate some of these items that you haven’t yet had an opportunity to do

Comments/questions/notes:

Time in:       Time out:       CT initials:    Intern initials:
Special Education Generalist Licensure Program
SPED5030 Internship

Week 10:

☐ Implementation of literacy UDL lesson plan; discuss with CT and supervisor (if observed); submit lesson plan, revisions, and reflection to BB

☐ Discuss Disability-as-curriculum lesson plan/activity with CT; identify curricular area and how disability will be embedded as content and how strategies for systematic instruction can be embedded

Comments/questions/notes:

Time in: Time out: CT initials: Intern initials:
Week 11:

☐ Implementation of AAC supports for one student; submit reflection and plans for revision to BB

☐ Implementation of Technology Collaboration Project if not already, reflect, and submit to BB

☐ Share draft of Disability-as-curriculum lesson plan with CT; ensure it includes differentiation strategies, systematic instruction strategies, and individual student supports, if necessary, as well as respectful language and representation of disability content

Comments/questions/notes:

Time in:  

Time out:  

CT initials:  

Intern initials:
Week 12:

☐ Revise and continue with implementation of AAC supports for one student

☐ Revisit observation log; ensure that you have observed your CT across school contexts and students to address all of the required observations and reflective conversations with your CT

☐ Implementation of Disability-as-Curriculum lesson plan/activity; submit plan, any revisions, and reflection to BB

Comments/questions/notes:
Week 13:

☐ Implementation of Disability-as-Curriculum lesson plan/activity if not already; submit plan, any revisions, and reflection to BB

☐ Complete any fieldwork requirements and/or Targeted Areas for Improvement: Activities/Experiences

** please remind your Cooperating Teacher that the Planning and Implementation Feedback Form needs to be filled out in the next week

Comments/questions/notes:

Time in: Time out: CT initials: Intern initials:
Special Education Generalist Licensure Program
SPED5030 Internship

Week 14:

☐ Complete any fieldwork requirements and/or Targeted Areas for Improvement: Activities/Experiences

☐ Revisit the Inclusive Practices Checklist with CT and supervisor to identify those areas of competency demonstrated over the semester and to develop a draft plan for areas of need to focus on during SPED 5025, Fieldwork in the Inclusive Classroom (summer)

☐ Final Feedback Form (including strengths and targeted areas) completed with Cooperating Teacher and University Supervisor; upload all forms to BB

Comments/questions/notes:

Time in:      Time out:      CT initials:      Intern initials:
Student Teaching and Internship Placements
Responsibilities for Cooperating Teachers and Principals

Students (teacher candidates) in the UCCS Special Education Licensure Program will receive the Colorado Special Education Generalist Licensure. In the program they complete three field experiences in which they have the opportunity to work in a variety of settings with K-12 students across the two-year program. Internship is the first field experience and has an emphasis on working with students who have significant support needs in the context of general education classrooms and integrated school environments, and with a focus on access to literacy instruction for all students. Teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, as well as the requirements and responsibilities indicated in the week-by-week schedule, to demonstrate proficiency in national and state teaching standards and focus on student outcomes. A university supervisor will be assigned to each teacher candidate. The university supervisor observes lessons, mentors and evaluates the teacher candidate’s performance, and works closely with the cooperating teacher and the school. The roles and responsibilities of cooperating teacher, principal, university supervisor, and teacher candidates are explained below.

Requirements for a Cooperating Teacher
- Hold a current Colorado teaching license with a special education endorsement
- Be recommended by the school district special education director or supervisor and building principal
- Have at least 3 years teaching experience
- Have in place many of the practices on the Inclusive Practices Checklist

Pre-placement Activities
- Field placement coordinators work with the district special education and personnel departments and the principal and cooperating teacher to arrange the placement.
- District and university required paperwork is submitted to the district personnel department and the special education administration personnel.

Responsibilities of the Cooperating Teacher
- Attend a cooperating teacher orientation and professional development session before the start of the internship
- Participate in an initial meeting with the principal, university supervisor, and teacher candidate to confer on the internship requirements
- Ensure teacher candidate is provided the range of experiences needed to meet requirements and gain experience related to special education services
- Observe the teacher candidate providing instruction on 3 occasions during the Internship and offer feedback using the Planning & Implementation Feedback Form, which will be factored into the teacher candidates’ grade
- Score the written requirements observed, using the Fieldwork Requirements Scoring Rubric
• Informally observe the teacher candidate in interactions with students, other school personnel, parents, and while completing the requirements
• Oversee all activities completed by the teacher candidate on the week-by-week schedule
• Provide weekly positive and constructive feedback to the teacher candidate and university supervisor using the week-by-week schedule as a guide
• Meet with the university supervisor and teacher candidates to discuss supervisors observations and the Special Education Generalist Observation Tool, which will be factored into the teacher candidate’s grade
• Meet with the university supervisor and teacher candidate mid-semester and at the end of the internship experience to give the teacher candidate feedback on their progress, strengths, and make recommendations
• Communicate with the university supervisor regarding the teacher candidate’s performance and contact the university supervisor when an issue or question arises
• Review the teacher candidate’s lesson plans and requirements as they are completed and provide feedback, helping the teacher candidate ensure the lesson plan is appropriate for content area and grade level
• Participate in an exit meeting with the principal, university supervisor, and teacher candidate to discuss the teacher candidate’s performance and requirements
• Sign off on the internship requirements

Responsibilities of the Principal
• Meet with the teacher candidate to assess possibility for completing the necessary tasks and requirements in the school’s programs and sign the agreement form
• Participate in an initial meeting with the cooperating teacher, university supervisor, and the teacher candidate to confer on the internship requirements and how the teacher candidate may complete them
• Participate in an exit meeting with the cooperating teacher, university supervisor, and teacher candidate to discuss the teacher candidate’s performance

Requirements of the University Supervisor
• Have special education and supervisory or related experience
• Attend UCCS professional development related to the field experiences
• Attend the first UCCS seminar to meet students
• Attend one additional meeting with course instructor and other university supervisors during the semester

Responsibilities of the University Supervisor
• Lead an initial meeting with the principal, cooperating teacher, and teacher candidate to discuss the internship competencies and possibilities for meeting the competencies in the school
• Advise in organizing the teacher candidate’s schedule to provide the range of experiences needed to complete the activities listed on the week by week schedule and to meet the internship requirements
• Review and provide teacher candidate feedback on lesson prior to formal observations
• Formally observe the teacher candidate providing instruction on three occasions and provide written feedback and evaluation scores using the Planning and Implementation Feedback Form, and the Special Education Generalist Observation form, which will be factored into the teacher candidate’s grade
• When possible, informally observe the teacher candidate in interactions with students, other school personnel, parents and while completing the required activities.
• Provide ongoing positive and constructive feedback to the teacher candidate.
• Communicate regularly with the cooperating teacher and principal regarding the teacher candidate’s performance including a mid-semester contact
• Meet with the cooperating teacher and teacher candidate mid-semester and at the end of the internship experience to give the teacher candidate feedback on their progress, strengths, and make recommendations
• Ensure the teacher candidate has uploaded all necessary written requirements in BlackBoard and score the work in Blackboard
• Score the written requirements observed, using the Fieldwork Requirements Scoring Rubric
• Assign the teacher candidate’s grade considering the cooperating teacher’s feedback, the lesson observation evaluation scores, the written requirements’ scores, and the student’s attendance and participation in the seminars, using the established course formula
• Lead an exit meeting with the principal (if available), cooperating teacher, and teacher candidate to discuss the teacher candidate’s performance, strengths, areas for improvement and recommendations for subsequent placements
• Sign off on the internship requirements
• Turn in copies of all score sheets (for observations and requirements and the final grade) to the university course instructor by 24 hours after the final class date of the semester or previously agreed upon date

Teacher Candidates Responsibilities
• Introduce yourself via email or phone to your cooperating teacher before the start of the internship
• Attend the two seminar meeting to receive information about the requirements and to reflect with the group on your experiences
• Participate in an initial meeting with the principal, university supervisor, and cooperating teacher to confer on the internship requirements
• Participate in the full internship experience at your assigned school, arriving and leaving at appropriate times and days
• Follow all the school’s procedures including but not limited to the school’s teacher dress code, volunteer check in, and confidentiality
• Contact both your university supervisor and cooperating teacher if you are sick and unable to attend on a designated day and arrange to make up the missed day
• Discuss the activities and experiences on the week-by-week schedule with your cooperating teacher and engage in those activities fully
• Meet with your cooperating teacher to discuss your lesson plans and requirements to ensure they appropriate for the curricular area and grade level
• Arrange observation times with your university supervisor and provide the university supervisor the necessary information 48 hours before an observation
• Meet with the university supervisor and cooperating teacher to discuss the Special Education Generalist Observation Tool, which will be factored into your final grade
• Adapt your performance based on positive and constructive feedback from the cooperating teacher and university supervisor on the requirements, observations, and week-by-week activities
• Meet with the university supervisor and cooperating teacher mid-semester and at the end of the internship experience to discuss your progress, strengths, and recommendations
• Communicate with the university supervisor regarding your experience and contact the university supervisor when an issue or question arises
• Upload all requirements into Blackboard
• Participate in an exit meeting with the principal, university supervisor, and cooperating teacher to discuss your performance and requirements
• Sign off on the internship requirements
January, 2014

Re: SPED 4030/5030 Elementary/Secondary Internship

Dear Cooperating Teacher,

Thank you for serving as a cooperating teacher for our special education teacher candidate. You were selected because of your skills and expertise in education and your inclusive practices. This internship takes place one time per week over the course of 14 weeks during the semester. The teacher candidate will work in your program/classroom and will be supervised by a designated university supervisor. In this folder you will find information you will need during the internship. By second week the teacher candidate will arrange a meeting with you, your principal, and the university supervisor to discuss the internship process.

Undergraduate and graduate students (teacher candidates) in the UCCS Special Education Generalist Licensure complete three field experiences in which they have the opportunity to work in a variety of settings with K-12 students across the two-year program. Internship is the first field experience and has an emphasis on working with students who have significant support needs in the context of general education classrooms and integrated school environments, and with a focus on access to literacy instruction for all students. Teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, as well as the requirements and responsibilities indicated in the week-by-week schedule, to demonstrate proficiency in national and state teaching standards and focus on student outcomes. The teacher candidates will have completed these courses: Introduction to Special Education, Disability Studies in Education and Educational Technology. They will be taking a course in literacy methods and one focused on teaching students with significant support needs. They will be developing lessons and projects in these classes and implementing adjusted versions in the internship where there are opportunities and needs in your school.

We value your participation in the mentoring and evaluation and feedback process. Enclosed is a list of requirements and a schedule of weekly activities the teacher candidate will need to complete. The teacher candidate will demonstrate proficiency on each requirement through performance and through written assignments. The teacher candidates will summarize and reflect on their work each week. We ask that cooperating teachers provide feedback and suggestions weekly. The requirements will be scored by the university supervisor and the cooperating teacher, depending on which requirements they observe the teacher candidate implement. The university supervisor will observe the teacher candidate three times over the semester and meet with the cooperating teacher and the teacher candidate to evaluate the teacher candidate’s performance using the enclosed Special Education Generalist Observation Tool. The cooperating teacher, and university supervisor will complete the Planning and Implementation Evaluation Form 3 times and meet mid-semester and at the end of the semester to discuss the teacher candidate’s performance, and decide areas in which the teacher candidate is proficient, areas for improvements and needs for the subsequent field experiences.

Please contact the university supervisor at any time if you have questions or concerns. Small concerns addressed early increase the likelihood of a successful experience. At the end of the internship, the teacher candidate will arrange an exit meeting with you, the principal (if available), and the university supervisor to review the teacher candidate’s work and sign paperwork.

To compensate you for your supervision you will receive a $100 stipend from the university. This compensation will be paid to your district at the end of the semester. Your district will include the pay in
your next paycheck. You may also receive CDE credit by completing a form in the state’s recertification application and submitting to CDE with your next recertification application. There is information in your folder about the type of documentation you need to keep.

We appreciate your professional commitment to this teacher candidate and to our special education program. Please call the university supervisor or me should you have any questions. Thank you.

Sincerely,

Laura Marshall, M.A.
Student Teaching Instructor
719-255-4168 lmarshal@uccs.edu

Emily A. Nusbaum, Ph.D.
Assistant Professor
719-255-4106 enusbaum@uccs.edu
November 20, 2013

Re: Special Education Internship Placement

Dear Principal and Special Educator Supervisor:

We would like to place students (teacher candidates) in the UCCS Special Education Generalist Licensure Program with a teacher in your school for an internship. Your school was recommended because of your teachers’ skills and expertise and your inclusive practices. This internship takes place 1 day per week over the course of 14 weeks. A brief overview of the licensure program and the internship requirements is provided in this letter.

Undergraduate and graduate teacher candidates in the UCCS Special Education Generalist Licensure complete three field experiences in which they have the opportunity to work in a variety of settings with K-12 students across the two-year program. Internship is the first field experience and has an emphasis on working with students who have significant support needs in the context of general education classrooms and integrated school environments, and with a focus on access to literacy instruction for all students. Teacher candidates will apply and integrate the knowledge and skills learned in previous and concurrent courses, to complete the internship requirements, demonstrate proficiency in national and state teaching standards, and focus on student outcomes. They will be taking a course in literacy methods and one focused on teaching students with significant support needs. They will be developing lessons and projects in these classes and implementing adjusted versions in the teacher internship where there are opportunities and needs in your school.

If it is possible and agreeable for the student to meet these requirements in your school, the agreement on the last page of this letter needs to be signed by all designated people and returned to the UCCS College of Education.

The UCCS Special Education Generalist Licensure Program is a professional preparation program that requires teacher candidates to meet basic performance competencies in compliance with Colorado Senate Bill 154. Instruction in student teaching content is aligned with the Performance Based Standards for Colorado Teachers and the Special Education Generalist Standards:

- **Standard One:** Knowledge of Literacy
- **Standard Two:** Knowledge of Mathematics
- **Standard Three:** Knowledge of Standards and Assessment
- **Standard Four:** Knowledge of Content
- **Standard Five:** Knowledge of Classroom and Instruction Management
- **Standard Six:** Knowledge of Individualization of Instruction
- **Standard Seven:** Knowledge of Technology
- **Standard Eight:** Democracy, Educational Governance, and Careers in Education

UCCS teacher candidates must demonstrate proficiency in the following specific requirements and observe and participate in inclusive teaching practices related to the PBSCT and Generalist Standards during internship.
• Implementation of disability as curriculum lesson plan

• Plan for technology collaboration with cooperating teacher

• Implementation of Universal Design for Learning lesson plans for literacy
  (Incorporation of one form of educational technology in each lesson plan)

• Implementation of Universal Design for Learning lesson plans (for a different curricular area)
  (Incorporation of one form of educational technology in each lesson plan)

• Development and implementation of Alternative Augmentative Communication for one student

A special education teacher or special education supervisor in the school will need to be identified to
serve as the cooperating teacher to mentor and provide feedback to the teacher candidate. The
cooperating teacher will receive a $100 stipend and may receive CDE recertification credit.

Each teacher candidate will be assigned a university supervisor who will evaluate the teacher
candidate’s performance and communicate with the school personnel. In the first week of the semester
the teacher candidate will arrange a brief meeting with the university supervisor, cooperating teacher,
and principal. In this meeting the Internship requirements will be discussed in greater detail. The team
will need to design the teacher candidate’s schedule so the teacher candidate is helping to meet the
school’s student needs while completing requirements. This will need to be discussed and agreed upon
by the principal, cooperating teacher, and university supervisor.

Teacher candidates will demonstrate proficiency on each requirement through performance, observed by
the cooperating teacher and university supervisor, and through written documentation. The written
requirements will be evaluated by the university supervisor and the cooperating teacher’s input. Teacher
candidates will be observed and evaluated by both their university supervisor and the cooperating
teacher three times. At the end of the experience, the teacher candidate will organize an exit interview
with the principal, cooperating teacher, and university supervisor to review her or his performance.

Thank you for helping us prepare high quality special educators. Please contact me if you have questions
or need additional information throughout the semester.

Sincerely,

Laura Marshall, M.A.
Special Education Student Teaching Instructor
lmarshal@uccs.edu 719-255-4168

Emily Nusbaum, Ph.D.
Assistant Professor
719-255-4106 enusbaum@uccs.edu
Special Education Department
Internship Agreement

UCCS Student’s Name ________________________________

Placement Site_____________________________________

Cooperating Teacher ________________________________

Semester __________________________________________

We, the undersigned, agree to allow UCCS teacher candidate, ____________________________, to complete the UCCS SPED 4030/5030 Elementary/Secondary Internship requirements within this building during the semester in which the student is enrolled in the course.

Building Principal __________________________________ Date ______

District Special Education Supervisor __________________________ Date ______

Human Resource Personnel ________________________________ Date ______

UCCS Special Education Field Experience Instructor __________________________ Date ______
SPED5030 Internship Fieldwork Requirements Scoring Rubric
1) Disability-as-Curriculum Lesson Plan

Teacher Candidate __________________________________________ Date: ______________

Subject: ______________ Class: ______________ Observer: __________________________________

SCORE: ______________

<table>
<thead>
<tr>
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*These scores represent a range of performance. A Target score roughly reflects A-/A work; Acceptable roughly reflects B-/B+/B work; Developing roughly reflects the C range.

Teacher candidate will incorporate disability-related content into a curricular area, by developing a standards-based lesson and set of associated teaching/learning activities. The lesson plan should follow the same format that you utilized in Disability Studies in Education (SPED3000/5000), based on the Teaching Tolerance template. The lesson should clearly work to shift dominant messages (e.g. stereotypical, deficit-based, etc) about disability and also place disability within other conceptions of diversity in our schools and curricular content.

The teacher candidate will create and implement the lesson plan based on feedback about appropriate curricular areas/standards at the Internship site. The teacher candidate will submit a copy of the lesson to the observer (university supervisor or the cooperating teacher) prior to implementation and upload it to the BB org shell.

Positive elements of plan and implementation:

Areas for improvement:
SPED5030 Internship Fieldwork Requirements Scoring Rubric

2) Plan For Collaboration Using Technology

Teacher Candidate ____________________________ Date: ____________

Subject: _______________ Class: ___________ Observer: ______________________

SCORE: ________________

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The purpose of this requirement is to develop the teacher candidate’s ability to use technology ways that engage K-12 students and enhances their overall classroom experience, learning, and connections to one another and you. The teacher candidate will choose a technology-based source of collaboration that can be implemented with pairs or small groups of students at the Internship site. Ideally, the plan for collaboration would be connected to one of the UDL lesson plans, or extend/add to the lesson plans for small groups of students. You can consider using any of the following technology tools:

2. Dropbox https://www.dropbox.com/

The teacher candidate will submit a 1-page summary of the plan to the observer (university supervisor or cooperating teacher) after developing it with feedback from the cooperating teacher. After implementing the plan the teacher candidate will write a reflection and recommendations for revision.

Positive elements of plan and implementation:

Areas for improvement:
SPED5030 Internship Fieldwork Requirements Scoring Rubric

3) Universal Design for Learning Literacy Lesson Plan

Teacher Candidate __________________________ Date: ______________

Subject: ____________ Class: ____________ Observer: __________________________

SCORE: ______________

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*These scores represent a range of performance. A Target score roughly reflects A-/A work; Acceptable roughly reflects B-/B/B+ work; Developing roughly reflects the C range.

The teacher candidate will develop a standards-based literacy lesson plan that matches the grade level and standards at your Internship site. The lesson plan needs to address the learning needs/IEP goals of the target student and demonstrate evidence of the principles of UDL, as well as appropriate use of differentiation strategies and individualized accommodations and modifications.

The teacher candidate will create and implement the literacy lesson plan based on feedback about appropriate curricular areas/standards at your Internship site. The teacher candidate will submit a copy of the lesson to the observer (university supervisor or the cooperating teacher) prior to implementation and upload it to the BB org shell.

Positive elements of plan and implementation:

Areas for improvement:
SPED 5030 Internship Fieldwork Requirements Scoring Rubric

4) Universal Design for Learning Content Area Lesson Plan

Teacher Candidate ________________________________ Date: ________________

Subject: ______________ Class: ______________ Observer: ________________

SCORE: ______________

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*These scores represent a range of performance. A Target score roughly reflects A-/A work; Acceptable roughly reflects B-/B/B+ work; Developing roughly reflects the C range.

The teacher candidate will develop a standards-based lesson plan in a content area other than literacy that matches the grade level and standards at your Internship site. The lesson plan needs to address the learning needs/IEP goals of the target student and demonstrate evidence of the principles of UDL, as well as appropriate use of differentiation strategies and individualized accommodations and modifications.

The teacher candidate will create and implement the content area lesson plan based on feedback about appropriate curricular areas/standards at your Internship site. The teacher candidate will submit a copy of the lesson to the observer (university supervisor or the cooperating teacher) prior to implementation and upload it to the BB org shell.

Positive elements of plan and implementation:

Areas for improvement:
SPED5030 Internship Fieldwork Requirements Scoring Rubric
5) Augmentative/Alternative Communication Supports for One Student

Teacher Candidate ________________________________ Date: ________________

Subject: __________________ Class: ____________ Observer: __________________

SCORE: ________________

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*These scores represent a range of performance. A Target score roughly reflects A-/A work; Acceptable roughly reflects B-/B/B+ work; Developing roughly reflects the C range.

For this requirement the teacher candidate will develop an Augmentative and Alternative Communication (AAC) plan for one student that addresses the following four elements:

1. Student Communicative Competence
   a. Effect of AAC system on AAC user
   b. Interactions with communication partners
2. Facilitators
   a. Parental involvement
   b. Effective teaming
   c. Ease of AAC device use
3. Barriers
   a. Time constraints
   b. AAC device-specific limitations
   c. Incongruence with parents/guardians
4. Instructional Benefits
   a. Increased independence
   b. Effective teaching
   c. Use across settings

Positive elements of plan and implementation:

Areas for improvement: