

HANDBOOK OF THE
SPECIAL EDUCATION PROGRAM
GRADES 1 TO 6 AND 7 TO 12

Aligned to the
EXCEPTIONAL NEEDS STANDARDS OF
THE NATIONAL BOARD PROFESSIONAL TEACHING STANDARDS

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Introduction

This handbook describes the Special Education Grades 1 to 6 and Grades 7 to 12 curricula, field experiences, and assessment processes. The program is aligned to the National Board of Professional Teaching Standards (NBPTS) for special education teachers and each of the assessments is based on these standards. In addition to the NBPTS standards candidates must demonstrate proficiency in the diversity and technology goals outlined by the department.

Master of Science in Education Special Education Grades 1-6 or Grades 7-12

This 40-credit program leads to initial/professional certification in teaching students with disabilities, grades 1-6, or teaching students with disabilities, grades 7-12. Candidates must hold a teaching certificate in either elementary or secondary education to be admitted and therefore may also use this degree to satisfy requirements for professional (permanent) certification.

Curricular Requirements of the Program

Required Foundations Courses (15 credits)

- EDU 528 Multiculturalism in Education
- EDU 530 Behavior Management and Motivational Strategies
- EDU 539 Characteristics of Students with Exceptional Needs
- EDU 565 Assessment of Exceptional Learners
- EDU 595 Introduction to Educational Research

Required Advanced Courses (12 credits)

- EDU 572 Reading Difficulties: Diagnosis and Intervention
- EDU 700 Assistive and Adaptive Instructional Technology
- EDU 720 Current Issues in Special Education
- EDU 768 Methods of Teaching Children with Disabilities (grades 1-6 only), (prerequisite for EDU 794 and EDU 795), (50 field experience hours required)
- EDU 770 Methods of Teaching Adolescents with Disabilities (grades 7-12 only), (prerequisite for EDU 794 and EDU 795), (50 field experience hours required)

Required Field Courses (6 credits)

- EDU 794 Seminar in Special Education (must have completed EDU 768/770), (must be taken with EDU 795)
- EDU 795 Practicum in Special Education (must have completed EDU 768/770), (must be taken with EDU 794), (100 field experience hours required)

Supplemental Electives (6 credits)

- EDU 561 Literacy: Early Childhood (grades 1-6 only)
- EDU 562 Literacy: Middle Childhood
- EDU 558 Using Literacy Technology
- EDU 645 Curriculum Planning, Design, Implementation & Evaluation
- EDU 651 Introduction to Counseling
- EDU 666 Abnormal Psychology
- EDU 575 Literacy: Upper Grades (grades 7-12 only)

Required Culminating Experience

- EDU 799 Comprehensive Portfolio Advisement: (1 credit hour)

Niagara University
Department of Education

Student Standing Assessment Rubric

This chart depicts the criteria for various levels of student standing throughout the program.

Student Standing Levels	Standing at Admittance	Mid-Program Standing (18 credits completed)	Commencement Standing (37 credits completed)
Rejection or Student Dismissal	More than two of the admission criteria are less than good standing score (listed below).	<ol style="list-style-type: none"> 1. QPA of first 6 courses < B. 2. Progress Review < 1. 	Not graduating.
Probation	Two or fewer of admission criteria are less than Good standing score (listed below).	<ol style="list-style-type: none"> 1. QPA of first 6 courses = B. 2. Progress review = 1. 	Not graduating.
Satisfactory Standing	<i>This standing level does not apply to program admissions.</i>	<ol style="list-style-type: none"> 1. QPA of first 6 courses = B. 2. Progress Review = 2. 	<ol style="list-style-type: none"> 1. Final QPA = B. 2. Practicum Report = 2. 3. Pass CST. 4. Portfolio (1 or better on each goal or standard).
Good Standing	<ol style="list-style-type: none"> 1. QPA from last 2 years of undergraduate study 3.0 or better. 2. Exam scores on the GRE, Miller or LAST and AST-W are at or above the 40th percentile. 3. Letter of reference (possible score 0, 1, or 2; goal \geq 1). 4. Candidate statement (possible score 0, 1, or 2; goal \geq 1). 5. Candidates must have appropriate certification for the program (0=no cert., 1=pending, 2= certified; goal \geq 1). 	<ol style="list-style-type: none"> 1. QPA of first six courses = A. 2. Progress Review \geq 2. 	<ol style="list-style-type: none"> 1. Final QPA = A. 5. Practicum Review \geq 2. 6. Pass CST. 7. Portfolio (1 or better on each goal or standard).

Exceptional Needs STANDARDS

(for teachers of students ages birth–21+)

OVERVIEW

Preparing for Student Learning

I. Knowledge of Students

Accomplished teachers of students with exceptional needs consistently use their knowledge of human development and learning and their skills as careful observers of students to understand students' knowledge, aptitudes, skills, interests, aspirations, and values.

II. Knowledge of Special Education

Accomplished teachers of students with exceptional needs draw on their knowledge of the philosophical, historical, and legal foundations of special education and their knowledge of effective special education practice to organize and design instruction. In addition, they draw on their specialized knowledge of specific disabilities to set meaningful goals for their students.

III. Communications

Accomplished teachers of students with exceptional needs know the importance of communications in learning. They know how to use communication skills to help students access, comprehend, and apply information; to help them acquire knowledge; and to enable them to develop and maintain interpersonal relationships.

IV. Diversity

Accomplished teachers of students with exceptional needs create an environment in which equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.

V. Knowledge of Subject Matter

Accomplished teachers of students with exceptional needs command a core body of knowledge in the disciplines and draw on that knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.

Advancing Student Learning

VI. Meaningful Learning

Accomplished teachers of students with exceptional needs work with students to explore in purposeful ways important and challenging concepts, topics, and issues to build competence and confidence.

VII. Multiple Paths to Knowledge

Accomplished teachers of students with exceptional needs use a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.

VIII. Social Development

Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in their students as they develop students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.

Supporting Student Learning

IX. Assessment

Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.

X. Learning Environment

Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work not only independently but also collaboratively.

XI. Instructional Resources

Accomplished teachers of students with exceptional needs select, adapt, create, and use rich and varied resources, both human and material.

XII. Family Partnerships

Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.

Professional Development and Outreach**XIII. Reflective Practice**

Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.

XIV. Contributing to the Profession and to Education

Accomplished teachers of students with exceptional needs work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice in their field.

Departmental Goal A Technology

Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.

Departmental Goal B Diversity

Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.

Field Experience

Candidates matriculated in the Special Education program must complete a field practicum at the culmination of their studies in which they demonstrate the knowledge, skills, and dispositions they have developed according to the National Board Professional Teaching Standards (NBPTS) in special education. The practicum is typically undertaken during the spring of the second year of the program. The field component includes 3 credit hours of practicum and 3 credit hours of seminar.

The practicum is supervised by a veteran school faculty member selected in a cooperative manner by the candidate, district, and university. Supervisors must be tenured and certified in special education, and they must be recognized by their district as outstanding teacher leaders. Supervisors assist candidates in developing professional knowledge and skills in the NBPTS standards in special education. The practicum is evaluated by the supervisor using an evaluation form based on the NBPTS standards.

The seminar is facilitated by a Niagara University faculty member. During the seminar candidates work jointly with other novice teachers to explore theoretical aspects of the NBPTS standards and discuss appropriate applications within their practice. The Seminar instructor also acts as a liaison between practicum supervisors and candidates supporting their activities in the field through periodic site visits. The seminar instructor makes at least 2 observations of each candidate during the practicum semester and evaluates the candidate's progress using the practicum lesson appraisal form.

Mid-Program Review

The mid-program review allows the candidate to reflect upon professional growth and development in the program standards. It ensures that the candidate is fully aware of the NBPTS standards and department goals and is making adequate progress in each area. The form on the following pages is completed by the candidate as a self-assessment and shared with the candidate's Faculty Advisor to determine the candidate's standing within the program. This form must be completed following the 6th course in the program.

Advanced Graduate Teacher Education Programs
Progress Review Form

Candidate _____ Student Number _____
 Address _____ Today's Date _____
 _____ E-Mail Address _____
 Phone _____

Name of Program _____ Date of Matriculation _____

Advisor _____ Estimated Program
 Completion Date _____

Purpose: The purpose of this review form is to assess your professional growth and development in the program standards you will be required to demonstrate as a result of completing your program of study, and to review your current standing within the program. All candidates must complete this form with their advisor upon completion of the sixth course in the program.

List the courses you have completed and the grades you received in those courses.

Completed Courses	Grades Received
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I acknowledge that I am aware of the program standards that I will be required to demonstrate upon the completion of this program. I have reviewed those standards and am satisfied with my professional growth and development on those standards to date as evidenced by the attached standards review form. Finally, I affirm that the above information is accurate to the best of my knowledge.

 Candidate Signature _____
Date

I have reviewed the information provided by the candidate on this progress review form and the attached standards review form. I recommend that this candidate [continue or not continue] in [probationary, satisfactory, good] standing within the program.

Advisor Comments

 Advisor Signature _____
Date

Mid-Program Review Form
Special Education Program Standards

Candidate _____ Today's Date _____

Purpose: The purpose of this standard review form is to allow the candidate to reflect upon professional growth and development in the program standards that must be evidenced at the culmination of the program. This report will be considered by the candidate's Faculty Advisor to determine the candidates standing within the program and the Department of Teacher Education Faculty to review the quality of the program .

Instructions: Please select the rubric score that best describes your competence in each standard area. Consider your development from the perspective of a novice teacher in your program area. Please note that your comments are necessary in order to assist us in improving your program.
Return this form personally to your faculty advisor.

Note: These Standards are modeled after the National Board Professional Teaching Standards For Special Education Teachers and specified departmental goals.

Rubric for Scoring:

3 Exemplary

I am extremely satisfied with my progress on this standard. I can thoroughly demonstrate my understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

2 Effective

I am satisfied with my progress on this standard. I can demonstrate some of my understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 Emerging

I am basically satisfied with my progress on this standard. I am not able to demonstrate my understanding of the standard with evidence but feel that my knowledge, skills, and dispositions are emerging.

0 No evidence

I am not aware of any progress I have made on this standard.

Enter the rating number corresponding to the your knowledge, skills, and dispositions associated with each standards (3 Exemplary, 2 Effective, 1 Emerging, 0 No Evidence) and in the comment section describe any evidence that may support your self-evaluation.

Standard Number	Rating 3 2 1 0	Comments
<p>I. Knowledge of Students Accomplished teachers of students with exceptional needs consistently use their knowledge of human development and learning and their skills as careful observers of students to understand students' knowledge, aptitudes, skills, interests, aspirations, and values.</p>		
<p>II. Knowledge of Special Education Accomplished teachers of students with exceptional needs draw on their knowledge of the philosophical, historical, and legal foundations of special education and their knowledge of effective special education to organize and design instruction. In addition, they draw on their specialized knowledge of specific disability to set meaningful goals for their students.</p>		
<p>III. Communications Accomplished teachers of students with exceptional needs know the importance of communications in learning. They know how to use communication skills to help students access, comprehend, and apply information; to help them acquire knowledge; and to enable them to develop and maintain interpersonal relationships.</p>		
<p>IV. Diversity Accomplished teachers of students with exceptional needs create an environment in which equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.</p>		

<p>V. Knowledge of Subject Matter Accomplished teachers of students with exceptional needs command a core body of knowledge in the disciplines and draw on that knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.</p>		
<p>VI. Meaningful Learning Accomplished teachers of students with exceptional needs work with students to explore in purposeful ways important and challenging concepts, topics, and issues to build competence and confidence.</p>		
<p>VII. Multiple Paths to Knowledge Accomplished teachers of students with exceptional needs use a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.</p>		
<p>VIII. Social Development Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in their students as they develop students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.</p>		
<p>IX. Assessment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.</p>		
<p>X. Learning Environment Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work not only independently but also collaboratively.</p>		
<p>XI. Instructional Resources Accomplished teachers of students with exceptional needs select, adapt, create, and use rich and varied resources, both human and material.</p>		

<p>XII. Family Partnerships Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.</p>		
<p>XIII. Reflective Practice Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.</p>		
<p>XIV. Contributing to the Profession and to Education Accomplished teachers of students with exceptional needs work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice in their field.</p>		
<p>Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.</p>		
<p>Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.</p>		

Practicum Lesson Appraisal

The practicum lesson appraisal allows the university supervisor to reflect upon the candidate's demonstration of the NBPTS standards and departmental goals within the practicum. The form on the following pages is completed by the university supervisor for each practicum observation and shared with the candidate and school mentor.

Practicum Lesson Appraisal Form
Special Education Program

Candidate _____ Date of Observation _____

School _____ School Board _____ Grade Level _____

Mentor _____ University Supervisor _____

Purpose: The purpose of the observation is to assess the performance of the candidate during the practicum field experience. This form will be considered by the University Supervisor in the final decision regarding course credit.

Instructions: Please select the rubric score that best describes the candidate's performance during the observation. Remember that the candidate is a novice teacher in the area of the practicum and that every standard will not necessarily be demonstrated in a single observation. By the conclusion of the practicum it is expected that the candidate at least demonstrate *Emerging* evidence within each standard area. This form may also be used by the candidate as a self-assessment prior to the conference with the University Supervisor.

Rubric for Scoring:

2 Effective

The candidate meets the criteria for the standard with competence. The candidate demonstrates a basic understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 Emerging

The candidate meets the standard with minimal competence. The candidate demonstrates the need for clearer conceptualization of the standard.

0 No evidence

The candidate does not meet the criteria for the standard. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

N/A Not Applicable

The candidate did not demonstrate evidence of this standard during the observation as it was not a necessary component of the lesson.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each standard (2 Effective, 1 Emerging, 0 No Evidence, N/A Not Applicable) and in the comment section explain when, where, and how this standard was demonstrated.

Standard Number	Rating 2 1 0 N/A	Comments
<p>I. Knowledge of Students Accomplished teachers of students with exceptional needs consistently use their knowledge of human development and learning and their skills as careful observers of students to understand students' knowledge, aptitudes, skills, interests, aspirations, and values.</p>		
<p>II. Knowledge of Special Education Accomplished teachers of students with exceptional needs draw on their knowledge of the philosophical, historical, and legal foundations of special education and their knowledge of effective special education to organize and design instruction. In addition, they draw on their specialized knowledge of specific disability to set meaningful goals for their students.</p>		
<p>III. Communications Accomplished teachers of students with exceptional needs know the importance of communications in learning. They know how to use communication skills to help students access, comprehend, and apply information; to help them acquire knowledge; and to enable them to develop and maintain interpersonal relationships.</p>		
<p>IV. Diversity Accomplished teachers of students with exceptional needs create an environment in which equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.</p>		
<p>V. Knowledge of Subject Matter Accomplished teachers of students with exceptional needs command a core body of knowledge in the disciplines and draw on that knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.</p>		

<p>VI. Meaningful Learning Accomplished teachers of students with exceptional needs work with students to explore in purposeful ways important and challenging concepts, topics, and issues to build competence and confidence.</p>		
<p>VII. Multiple Paths to Knowledge Accomplished teachers of students with exceptional needs use a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.</p>		
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<p>IX. Assessment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.</p>		
<p>X. Learning Environment Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work not only independently but also collaboratively.</p>		
<p>XI. Instructional Resources Accomplished teachers of students with exceptional needs select, adapt, create, and use rich and varied resources, both human and material.</p>		
<p>XII. Family Partnerships Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.</p>		
<p>XIII. Reflective Practice Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.</p>		

<p>XIV. Contributing to the Profession and to Education Accomplished teachers of students with exceptional needs work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice in their field.</p>		
<p>Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.</p>		
<p>Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.</p>		

Strengths (Commendable Features of the Lesson):

Suggestions (Areas to Improve):

Goals For Future Observations:

Please indicate that you have read this form:

Candidate

Date

Mentor Teacher

Date

University Supervisor

Date

Source: NBPTS Standards

Revised: 10/0

Final Practicum Report

At the conclusion of the field practicum the mentor teacher will complete a final practicum report and return it to the university supervisor. The form on the following pages is used to assess the candidate's performance during the practicum and as a commencement assessment of the candidate's competency.

Final Practicum Report
Special Education Program

Candidate _____ Date of Practicum Completion _____

School _____ School Board _____ Grade Level _____

Mentor _____ University Supervisor _____

Purpose: The purpose of this report is to assess the performance of the candidate during the practicum field experience. This report will be considered by the University Supervisor in the final decision regarding course credit and as a commencement assessment of the candidate and program.

Instructions: Please select the rubric score that best describes the candidate's performance throughout this field experience. Remember that the candidate is a novice teacher in the area of the practicum. Please note that your comments are necessary in supporting the final assessment. **Return this form to the University Supervisor at the address below.**

Department of Education
B'14 O'Shea Hall
Niagara University, NY 14109

Rubric for Scoring:

3 Exemplary

The candidate meets all criteria for the standard with distinction. The candidate demonstrates a thorough understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

2 Effective

The candidate meets the criteria for the standard with competence. The candidate demonstrates a basic understanding of the standard as evidenced in planning, teaching competency, and professional disposition.

1 Emerging

The candidate meets the standard with minimal competence. The candidate demonstrates the need for clearer conceptualization of the standard.

0 No evidence

The candidate does not meet the criteria for the standard. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each standard (3 Exemplary, 2 Effective, 1 Emerging, 0 No Evidence) and in the comment section elaborate upon the rating selection.

Standard Number	Rating 3 2 1 0	Comments
<p>I. Knowledge of Students Accomplished teachers of students with exceptional needs consistently use their knowledge of human development and learning and their skills as careful observers of students to understand students' knowledge, aptitudes, skills, interests, aspirations, and values.</p>		
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<p>IV. Diversity Accomplished teachers of students with exceptional needs create an environment in which equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.</p>		
<p>V. Knowledge of Subject Matter Accomplished teachers of students with exceptional needs command a core body of knowledge in the disciplines and draw on that knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.</p>		

<p>VI. Meaningful Learning Accomplished teachers of students with exceptional needs work with students to explore in purposeful ways important and challenging concepts, topics, and issues to build competence and confidence.</p>		
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PROFESSIONAL RECOMMENDATION

In summary, based on the assessment of the candidate related to the criteria for the standards described on the previous pages, please check one description below which most accurately describes the candidate at the conclusion of this field experience, and provide relevant comments.

Satisfactory: The candidate demonstrates competency in the knowledge, skills and dispositions associated with all standards.

Comments

Developing: The candidate is making progress and demonstrates basic competency in the knowledge, skills, and dispositions associated with most but not all of the standards.

Comments

Unsatisfactory: The candidate does not evidence basic competency in the knowledge, skills, and dispositions associated with many of the standards

Comments

Please Sign:

Mentor Teacher

School

Date

University Supervisor

School

Date

Comprehensive Portfolio Evaluation

At the conclusion of the program the candidate must prepare and defend a portfolio evidencing professional growth and development in each of the NBPTS Standards and Departmental Goals. The defense is conducted with a review panel including a full-time university faculty member and a field-based mentor. Using the form on the following pages, the review panel determines the status of the candidate upon completion of the written and oral defense. One of three recommendations is made: pass, pass with revision, or failure. The candidate must pass the portfolio in order to graduate from the program.

NIAGARA UNIVERSITY COLLEGE OF EDUCATION
Special Education Program
Comprehensive Portfolio Evaluation

Candidate Name _____ Student Number _____

CONTENT CHECKLIST

- __1. Table of Contents
__2. A reflection summary capturing the essence of the portfolio
__3. A description, rationale and reflection page(s) to accompany each group of submissions

WRITTEN DEFENSE

How well does the student, within the written reflection, present an argument for meeting each of the standards?

Rating Scale

UNSATISFACTORY

The reflection is vague and does not clearly connect to the intended standard. The arguments for the submissions are unconvincing.

SATISFACTORY

The reflection satisfactorily connects the submissions to the intended standard. The arguments for the submissions are adequately developed.

EXCEPTIONAL

The reflection clearly connects the submissions to the intended standard. The arguments for the submissions are extensive and in-depth.

Standard Number	Rating U S E	Comments
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<p>X. Learning Environment Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work not only independently but also collaboratively.</p>		
<p>XI. Instructional Resources Accomplished teachers of students with exceptional needs select, adapt, create, and use rich and varied resources, both human and material.</p>		
<p>XII. Family Partnerships Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.</p>		
<p>XIII. Reflective Practice Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.</p>		
<p>XIV. Contributing to the Profession and to Education Accomplished teachers of students with exceptional needs work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice in their field.</p>		

<p>Departmental Goal A. Technology Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.</p>		
<p>Departmental Goal B. Diversity Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.</p>		

ORAL DEFENSE

How well does the student orally defend his/her professional knowledge and practice? The review panel will prepare questions to address at least five of the standards or departmental goals.

Standard Number	Rating U S E	Comments
I. Knowledge of Students <i>Questions</i>		
II. Knowledge of Special Education <i>Questions</i>		
III. Communications <i>Questions</i>		
IV. Diversity <i>Questions</i>		
V. Knowledge of Subject Matter <i>Questions</i>		
VI. Meaningful Learning <i>Questions</i>		

ORAL DEFENSE continued

Standard Number	Rating U S E	Comments
VII. Multiple Paths to Knowledge <i>Questions</i>		
VIII. Social Development <i>Questions</i>		
IX. Assessment <i>Questions</i>		
X. Learning Environment <i>Questions</i>		
XI. Instructional Resources <i>Questions</i>		
XII. Family Partnerships <i>Questions</i>		
XIII. Reflective Practice <i>Questions</i>		
XIV. Contributing to the Profession and to Education <i>Questions</i>		

Departmental Goal A. Technology <i>Questions</i>		
Departmental Goal B. Diversity <i>Questions</i>		

RECOMMENDATIONS

Upon completion of the written and oral defense, the review panel is asked to determine the status of the candidate making one of three recommendations.

1. A recommendation of **pass** will be made when the student receives either a satisfactory or exceptional rating in each of the standards on both the written and oral defense.
2. A recommendation of **pass with revision** will be made when the candidate receives no more than two unsatisfactory ratings throughout the entire defense. This requires the candidate to submit further evidence to one review panel member demonstrating satisfactory achievement in those standards prior to receiving the recommendation of pass.
3. A recommendation of **failure** will be made if a candidate receives more than two unsatisfactory ratings throughout the entire defense. Candidates who receive a rating of failure must reapply for the comprehensive portfolio evaluation, and revise the portfolio submitting further evidence for meeting each of the standards rated as unsatisfactory.

The review panel recommends that this comprehensive portfolio receive the rating of:

Pass

Pass with the following revisions:

Date by which these revisions must be made: _____

Fail

Candidate _____ Date _____

Faculty Advisor _____ Date _____

School Based Mentor _____ Date _____

Department Chairperson _____ Date _____