Fall 200
Dear Colleague:

On behalf of the College of Education at Niagara University, I would like to thank you for participating in the field experience of EDU 795, Practicum in Special Education. This component is designed to provide the Niagara University graduate candidate many opportunities to work with children, faculty, and families as he/she prepares for certification in special education and graduation from the university.

The expectation for the fall 200 semester is that the Niagara University graduate candidate spends a minimum of 100 hours in the field where students with disabilities are enrolled. The experience is designed to consist of observing, planning, teaching, and evaluating student performance/self as well as collaborating with you as the candidate’s mentor.

1. As part of this experience, it is expected that the Niagara University candidate meet with you on a weekly basis to discuss elements of the internship and get any additional assistance you can offer. These weekly meetings will form a mentor log that is required to be kept, signed off by you with the date of sign off and submitted by the candidate at the end of the semester.

2. It is expected that you have an opportunity to review lesson plans and provide feedback as well as observe the student when he/she is working with students or observe a lesson through videotape. In either case, your evaluation of the lessons that the candidate is teaching is important in the feedback he/she receives during the course of the 100 hours.

3. A final evaluation form will be given to you in order to assess the candidate’s overall practicum experience. The evaluation form addresses NCATE and CEC STANDARDS.

4. In order to thank you for the experience, Niagara University will be issuing you a tuition voucher for one 3-hour graduate course in the College of Education. In order to receive the voucher, you will need to complete a voucher form that will be given to you by the graduate candidate.

We are all looking forward to a productive and stimulating session as seminars, observations and discussions are planned. Please feel free to attend any one of the seminars that have been planned during the session. Finally, if you have any questions regarding your role, any concerns you have about the field experience, etc.
please do not hesitate to call me. It is hoped that the semester is as productive for you as it is planned for the graduate candidate.

Enclosed please find the Final Evaluation Form that is to be completed by you. A Time Sheet substantiating that the 100 hour requirement has been met will be completed by the candidate and you can sign off on this log verifying that the candidate has met the required hours.

In order for us to be able to award you a tuition voucher for your assistance and to insure proper payment, some demographic information for the Niagara University Office of the Dean is also required. The tuition voucher sheet can be sent to my office by December 6, 200 or delivered to me through the university candidate.

Once again, I'd like to thank you for your time and commitment to this program and if you have any questions or concerns, please do not hesitate to contact me.

Very truly yours,

Dr. Alice A. Kozen, University Supervisor
(716)286-7386
akozen@niagara.edu
LESSON PLAN FORMAT
EDU 795: Practicum in Special Education
Description

A. Curricular Area/Topic: What is the a. content area and within the content area, what is the b. specific lesson about?

B. Students:
   To whom (for example: whole class with ____ students with disabilities; and the category of disability represented by the student(s) in the lesson, etc.)

C. Date/Time Frame/ Grade level for Lesson:

D. Goal(s):
   These are global statements for the students. (To increase, To understand.)

E. NVS Standard(s) and Performance Indicator Addressed:(The Standard should be written in entirety)

F. Behavioral Objective(s):
   What do you expect the learner to do in behavioral terms? (Must be Measurable and Include: Condition, Students, Observable/Measurable Behavior and Criteria for Successful Performance).

G. Materials/Resources/Technology:
   1. What materials will you be using: Materials (worksheets, transparencies, assessment, rubrics, etc.) are to be attached to the lesson plan. Other teaching resources (literature selections, charts, posters, etc.) should be addressed and included when the lesson plan is submitted.
   2. What technology will be used or was used in preparation for the lesson?

H. Management/Organizing for Instruction:
   1. Explain your options and/or procedures for grouping the students for the particular lesson.

I. Pre-Assessment Data
   What pre-assessment data are you presenting to indicate the amount of student knowledge about the lesson you have planned, prior to presenting the lesson to the students?

J. Procedure:
   These lesson components should be included.
   Introduction:
   This needs to be the “hook”. It should be the way to “grab” student interest. It could be showy. This should also activate prior knowledge (include specific questions that will be asked.
   Clarify the purpose and objectives of the lesson:
   Explain to the students what they will do and why (objectives and rationale) using language students will understand. Explain how this lesson relates to
ongoing or future classroom activities. (This section could be placed anywhere in the lesson as it fits).

**Instruction:**
List in sequential, step-by-step order and you may also want to include:
- Instruction and modeling (explain and/or demonstrate)
- Guided practice (lead students through one or more examples)
- Student practice (provide clear directions as to what students are to do on their own)

**Closure:**
1. Summarize the main points of the lesson with the students.
2. What was accomplished? The students should be able to sense that the lesson is going to be over shortly.

**K. Assessment:**
1. One assessment strategy should be a restatement of your behavioral objective(s).
2. Include specific any other assessment procedures scoring devices/scales that assess student learning of the lesson.
3. Attach copies of any paper/pencil assessments to be used or could be used including rubrics.

**L. Accommodating Individual Learners:**
1. List and explain modifications and adaptations for meeting individual student needs.
2. Each of the modifications should be based upon the 9 types of adaptations hand-out.
3. These should be placed in various sections of the lesson plan and in the behavioral objective, if appropriate.
4. Examples: Mary will complete only one of the two problems (size). John will complete half of the spelling assignment (degree of participation).

**For L. P. 1: 5 accommodations are required.** **For L. P. 2, all are required.**

Remember: Accommodations are for the few students who need them, not for the entire class. If the entire class receives an accommodation, then it cannot be used.

All lessons and lesson plans must include students with disabilities as the focus group. Or, a lesson can be implemented as a small group composed of students with disabilities. The accommodations must address and include the students with disabilities in your class as a first. Then, you may address accommodations as “if” you had particular types of students with disabilities in your classroom.

**M. Reflection of the Lesson**
After reviewing the lesson with the Course Instructor, a reflection of the lesson based upon suggestions distributed by the Course Instructor will be completed and submitted to the Course Instructor prior to the second lesson observation.
EDU 795
PRACTICUM IN SPECIAL EDUCATION
NIAGARA UNIVERSITY

Classroom Observation

Name: 
School
City:

Grade Level: 
Subject

Observer Name: 
Position: Supervisor

THE OBSERVATION NARRATIVE

3 = Effective  2 = Emerging  1 = Unsatisfactory  0 = Not Observed

EVALUATION

Component 1: Planning and Preparation (Demonstrates knowledge of Content and Pedagogy; Demonstrates Knowledge of Students; Selects Appropriate Instructional Goals; Demonstrates Knowledge of Resources Available; Designs Coherent Instruction; Assesses Student Learning;

I. Knowledge of Students/Development and Characteristics of Students - ______

An exceptional teacher of students with special needs consistently uses the knowledge of human development and learning and the skills as careful observers of students to understand students’ knowledge, aptitudes, interests, aspirations and values.

II. Knowledge of Special Education/Foundations - ______

An exceptional teacher of students with special needs, draws on the knowledge of the philosophical, historical and legal foundation of special education and the knowledge of effective special education practice to organize and design instruction and set goals for students.

V. Knowledge of Subject Matter/Instructional Planning - ______

An exceptional teacher of students with special needs, demonstrates command of a core body of knowledge in the disciplines and draws on that knowledge to establish curricular goals, design instruction, facilitate student learning and assess student progress.

XI. Instructional Resources/Instructional Strategies - ______

An exceptional teacher of students with special needs, selects, adapts, creates and uses rich and varied resources, both human and material.
Component 2: The Classroom Environment (Creates an Environment of Respect and Rapport for all Students including Students from Other Cultures and Students with Disabilities; Establishes a Culture for Learning; Manages Classroom Procedures; Manages Student Behavior; Organizes Physical Space)
IV. Diversity/Individual Learning Differences -
   An exceptional teacher of students with special needs, creates an environment in which equal treatment, fairness and respect for diversity are modeled, taught and practiced by all and takes steps to ensure access to quality learning opportunities for all students.

VIII. Social Development/Learning Environments and social Interaction -
   An exceptional teacher of students with special needs, cultivates a sense of efficacy and independence in students as students are helped to develop character, a sense of civic and social responsibility, a respect for diverse individuals and groups and the ability to work constructively and collaboratively with others.

X. Learning Environment/Learning Environments and Social Interactions -
   Establishes 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.

Component 3: Instruction (Communicates Clearly and Accurately; Utilizes Questioning and Discussion Techniques; Engages Students in Learning; Provides Feedback to Students; Demonstrates Flexibility and Responsiveness)
III. Communications/Language -
   Uses communication skills to help students access, comprehend and apply information; to help students acquire knowledge; and to enable them to maintain interpersonal relationships.

VI. Meaningful Learning/Instructional Strategies -
   Works with students to explore in purposeful ways important and challenging concepts, topics and issues in order to build competence and confidence.

VII. Multiple Paths to Knowledge/Instructional Strategies -
   Uses a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.
IX. Assessment - 

Designs and selects a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect upon their own progress.
Component 4: Professional Responsibilities (Reflects on Teaching and Students; Maintains Accurate Records; Communicates with Families; Contributes to the School and to the District; Continues to Grow and Develop Professionally; Demonstrates Professionalism)

XII. Family Partnerships/Collaboration - 

Works collaboratively with parents, guardians and other caregivers to understand their children and to achieve common educational goals.

Professional Development and Outreach  To Be Determined

XIII. Reflective Practice/Professional and Ethical Practice -

Regularly analyzes, evaluates and strengthens the quality of his/her practice.

XIV. Contributing to the Profession and to Education/Professional and Ethical Practice

XV. Technology

An accomplished teacher demonstrates the integration of technology throughout professional practice as a tool for teaching and learning, communication, and professional development.
NIAGARA UNIVERSITY

Graduate Practicum Teaching Report

Practicum Teacher ___________________________ Date ___________

School ______________________________________

School District ____________________________________

Cooperating Teacher ____________________________

Grade/Practicum Situation __________________________

Return to:
Teacher Education Department
Niagara University, New York 14109

Purpose:
The purpose of your written report assists in the determination of the Practicum
Teaching Experience on-site performance.

Instructions:
Please select the rubric that best describes the Practicum Teacher’s Performance.
Comments are necessary in supporting a final assessment.

Thank you very much,

Rubric for Scoring:

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 and professional disposition.

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

Emerging:
The candidate meets the criteria for the standard with minimal competence.
The candidate demonstrates the need for clearer conceptualization of the
standard.
No Evidence:
The candidate does not meet the criteria for the standard.
The candidate’s planning, teaching, teaching competency and professional disposition do not reflect knowledge, understanding or application.

Next to each standard, please select the descriptor (Exemplary, Effective, Emerging, or No Evidence). Please comment for each standard.

I. __________ Knowledge of Students/CEC Standard 2: Development and Characteristics of Learners
Consistently uses the knowledge of human development and learning and the skills as careful observers of students to understand students’ knowledge, aptitudes, interests, aspirations and values.

II. __________ Knowledge of Special Education /CEC Standard 1: Foundations
Draws on the knowledge of the philosophical, historical and legal foundation of special education and the knowledge of effective special education practice to organize and design instruction and set goals for students.

III. __________ Communications /CEC Standard 6: Language
Uses communication skills to help students access, comprehend and apply information; to help students acquire knowledge; and to enable them to maintain interpersonal relationships.

IV. __________ Diversity/CEC Standard 3: Individual Learning Differences
Creates an environment in which equal treatment, fairness and respect for diversity are modeled, taught and practiced by all and takes steps to ensure access to quality learning opportunities for all students.
V. Knowledge of Subject Matter/CEC Standard 7: Instructional Planning
Demonstrates command of a core body of knowledge in the disciplines and draws on that knowledge to establish curricular goals, design instruction, facilitate student learning and assess student progress.

VI. Meaningful Learning/CEC Standard 4: Instructional Strategies
Works with students to explore in purposeful ways important and challenging concepts, topics and issues in order to build competence and confidence.

VII. Multiple Paths to Knowledge /CEC Standard 4: Instructional Strategies
Uses a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.

VIII. Social Development/CEC Standard 5: Learning Environments and Social Interactions
Cultivates a sense of efficacy and independence in students as students are helped to develop character, a sense of civic and social responsibility, a respect for diverse individuals and groups and the ability to work constructively and collaboratively with others.

IX. Assessment/CEC Standard 8: Assessment
Designs and selects a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect upon their own progress.
X. Learning Environment/CEC Standard 5: Learning Environments and Social Interaction
Establishes 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/CEC Standard 4: Instructional Strategies
Selects, adapts, creates and uses rich and varied resources, both human and material.

XII. Family Partnerships/CEC Standard 10: Collaboration
Works collaboratively with parents, guardians and other caregivers to understand their children and to achieve common educational goals.

XIII. Reflective Practice/CEC Standard 9: Professional and Ethical Practice
Regularly analyzes, evaluates and strengthens the quality of his/her practice.

XIV. Contributing to the Profession and to Education/CEC Standard 9: Professional and Ethical Practice
Works independently and collaboratively with colleagues and others to improve schools and advance knowledge, policy, and practice in their field.

Departmental Goal
A. Technology (CEC Standard 6)
Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.

Overall Impressions

Signed: __________________________ Cooperating Teacher

Date: ______________________

Signed: __________________________ Practicum Candidate

Date: ______________________