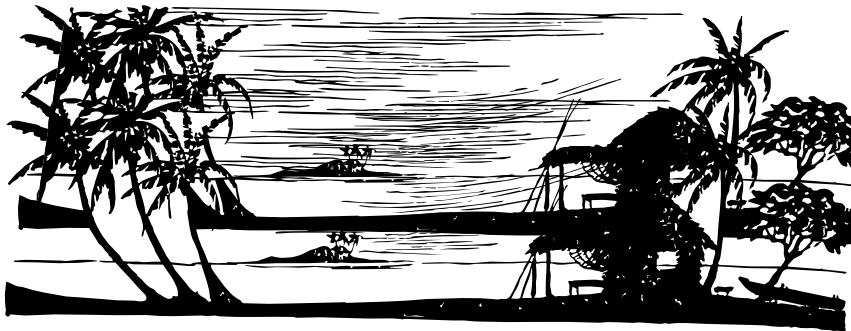


# Special Education

## **B.Ed. Handbook** Department of Special Education



University of Hawai'i at Manoa  
College of Education  
1776 University Avenue  
Wist Hall 120  
Honolulu, Hawai'i

(808) 956-7956  
(808) 956-4345 FAX  
<http://www.hawaii.edu/sped/>

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Civil Rights Counselor  
Queen Liliuokalani Center for Student Services 210  
2600 Campus Road  
Honolulu, HI 96822  
Tel: (808) 956-4431  
Fax: (808) 956-4541  
jln@hawaii.edu

Disability Access Services  
Ann Ito, KOKUA Program Director  
Tel: (808) 956-7511 (V/T)  
Fax: (808) 956-8093  
kokua@hawaii.edu

This handbook was prepared to provide information and is not a contract. The Special Education Department reserves the right to change, delete, supplement or otherwise amend at anytime and without prior notice the information, requirements, and policies in this handbook.

## **WELCOME TO THE UNIVERSITY OF HAWAII AT MANOA COLLEGE OF EDUCATION!**

### **VISION**

The College of Education consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education and prepare educators to contribute to a just and democratic society.

### **MISSION**

The mission of the College is to work as a diverse and democratic community through

- **Teaching**— prepare new educators and provide ongoing professional development in education.
- **Research** – increase the knowledge base in education and related fields through the production and application of research related to teaching, learning, and assessment.
- **Service** – serve as partners and leaders for excellence in education.

### **CONCEPTUAL FRAMEWORK AND CORE VALUES**

The College of Education comprises of a diverse mix of faculty, staff and students whose aims are to advance and generate knowledge in the fields of education, human development, counseling, administration, assessment, evaluation, research, technology, disabilities and other related disciplines. We do this through a variety of means. In addition to being a professional school of education, the College also houses units which employ and prepare professionals in the related fields of counseling, educational psychology, technology, research on disabilities, athletic training, evaluation, assessment, and curriculum development. Our conceptual framework and core values provide direction for each of the programs, courses, instructors, scholars, researchers, and administrators in the College of Education.

The College remains committed to the fundamental goal of employing as well as preparing educational professionals who are **KNOWLEDGEABLE**, **EFFECTIVE**, and **CARING** and who demonstrate these core values through their knowledge, skills and dispositions.

**University of Hawaii  
College of Education  
Department of Special Education**

*The vision of the Department of Special Education is that of an inclusive society in which all individuals are afforded equal access and opportunities that improve the quality of life.*

Special Education is a component of general education. Its basic purpose is to assist students who do not benefit from traditional educational programs. Special educators teach and help others teach persons who differ from that which may be considered as “typical” or “average.” They individualize instruction based on the competencies needed by these persons to ensure their independence as contributing members of society.

The goal of the Department of Special Education is to assist University students with acquiring information and skills in working with persons with disabilities. Upon completing of personnel preparation programs at the undergraduate, post-baccalaureate and/or graduate levels, graduates may work in public school or private delivery systems as classroom teachers, resource managers, or consultants with students with disabilities. In these roles, they make decisions which affect the extent to which persons with special needs participate in and profit from experiences designed to enhance their educational, vocational and social skills. These roles are vital to attaining the vision and mission of the Department of Special Education.

The mission of the Department of Special Education is to facilitate learning through innovative and collaborative:

- Professional development
- Research and scholarly activity, and
- Service and advocacy

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## PROGRAM DESCRIPTIONS

The Department of Special Education at the University of Hawaii at Manoa offers two undergraduate level programs. See Table 1.

Table 1. Undergraduate Programs

<b>Program</b>	<b>Target Audience</b>	<b>Licensure</b>	<b>Degree</b>
B.Ed Dual Preparation in Elementary and Special Education	Undergraduate students	Elementary and Special Education	Bachelor of Education (B.Ed)
B.Ed Dual Preparation in Secondary and Special Education	Undergraduate students	Secondary and Special Education	Bachelor of Education (B.Ed)

### **B.Ed. in Elementary and Special Education Dual Preparation Program**

The B.Ed in Elementary and Special Education Dual Preparation program is designed for students enrolled in the Bachelor of Education Degree program in *Elementary Education* who wish to be qualified to address the educational needs of students with disabilities. The program consists of the general elementary education program plus 30 credits of coursework in special education and leads to a teaching licensure in elementary *and* special education. The program also serves as a career ladder for undergraduate students who wish to pursue the Master of Education Degree program (M.Ed.) in special education. For a list of the required Special Education courses in this program, please see pages 18-19 of this handbook.

### **B.Ed. in Secondary and Special Education Dual Preparation Program**

The Dual Preparation in Secondary and Special Education program is designed for students enrolled in the Bachelor of Education Degree program (B.Ed.) in Secondary Education who wish to be qualified to address the educational needs of students with disabilities at the middle or high school level. Students have an academic content area of emphasis (e.g., science, social studies, mathematics, English, art, physical education) within their Secondary Education Program, which means their course work will vary accordingly. The special education portion of the program consists of the same 30 credits of coursework as required in the Dual Preparation in Elementary and Special Education program. The program also serves as a career ladder for undergraduate students who wish to pursue the Master of Education Degree program (M.Ed.) in special education. For a list of the required Special Education courses in this program, please see pages 17-18 of this handbook.

## TEACHING LICENSE AND CERTIFICATION

### Bachelor of Education Program

Upon completion of the Bachelor of Education (B.Ed.) in Elementary Education and Special Education or B.Ed. in Secondary Education and Special Education Dual Preparation programs, students may apply to the Hawaii Teacher Standards Board for a Teaching License in either elementary or secondary *and/or* special education.

Students who complete any of the B.Ed. Dual Preparation programs must meet the following requirements to qualify for a Teaching License in special education:

- A cumulative GPA of 2.75; and
- Acceptable scores on the Praxis (Hawaii Teacher Standards Board)

### Felix Tuition Stipends

As of August 15, 2000, the University of Hawaii at Manoa (UHM) and the Hawaii Department of Education (DOE) have agreed to issue stipends to students enrolled in the Elementary and Special Education Dual preparation cohort who are willing to sign a letter of commitment to teach special education for three years in the DOE following the completion of the program. The stipends will cover the tuition costs for the required special education credits.

Any questions or interests in the Felix stipends should be directed to the Felix program manager at 956-8450.

### Financial Aid

For more information on financial aid, please contact the Financial Aid Services office. Please visit their website: [www.hawaii.edu/fas](http://www.hawaii.edu/fas).

## **ADMISSION TO THE DEPARTMENT OF SPECIAL EDUCATION UNDERGRADUATE PROGRAMS**

Applications for admission to the Dual Preparation programs in Special Education are processed through the Office of Student Academic Services (OSAS) in the College of Education. Applications are available in the OSAS Office, Everly Hall, Room 126.

Students in all undergraduate programs are admitted as members of a “cohort” of students who go through the same program together. The programs follow a prescribed sequence of classes and students progress through each program within a specified time period. Because the programs follow a set schedule and sequence of courses, each has a set admission date and admissions are not available every semester. The B.Ed. in Elementary and Special Education Dual Preparation programs have a ***Fall semester only*** admissions. The B.Ed. in Secondary and Special Education programs have Fall and Spring admissions.

Students applying for admission to the Bachelor of Education program must have achieved upper division status by completing a minimum of 55 credit hours from an accredited college. Students must also meet the following criteria:

- Cumulative grade point average (GPA) of 2.75 from each post-secondary institution attended. (A cumulative GPA of 2.50 from each post-secondary institution attended for **secondary math/science and special education majors**).
- An additional GPA of 2.75 in the content major for secondary education majors is required. (A GPA of 2.50 from each post-secondary institution attended for **secondary math/science and special education majors**).
- Pre-Professional Skills Test (PPST) or Computer Based Pre-Professional Skills Test (C-PPST): minimal state passing scores in reading, writing and mathematics subtests.
- Interview by an elementary, secondary, and special education faculty member(s) to assess fluency and intelligibility in oral communication, prior related field experiences, interest and motivation in the field, and suitability to the profession.
- Completion of pre-education core requirements (i.e., General Education Core requirements specified for education majors).
- Documented current active involvement (40 direct contact hours) with school-age children at the grade level of most interest in future teaching. Preferably dual preparation applicants will have a variety of field experiences with both elementary and secondary level children, including those with special needs.

- Original TB certificate of clearance as required by the Hawaii State Department of Education school regulations. For a list of clinic hours and locations, please visit the Hawaii State Department of Health website:  
<http://state.hi.us/health/family-child-health/contagious-disease/tb/location.html>.
- Proof of medical and liability insurance. Please see the sections titled “Liability Insurance and Medical Insurance” in this handbook for more information.
- Prior to the start of field work in elementary or secondary classrooms, students must be fingerprinted and have completed background checks. For more information on fingerprinting and background checks, please see pages 9-10 of this handbook.

Application requirements are subject to change. Call the Office of Student Academic Services (OSAS) at (808) 956-7849 for information.

### Registration

Students need to be registered for courses during the dates specified in the UH Manoa ‘Schedule of Classes.’ Late registration is still possible during a limited time period, specified in the ‘Schedule of Classes,’ however a fee will be assessed. If a student is not registered for classes by:

- October 1<sup>st</sup> (Fall semester)\*
- March 1<sup>st</sup> (Spring semester)\*
- By the end of the first week of classes (Summer Sessions I & II)\*

The student will NOT be allowed to attend classes after this date. Students need to communicate and work closely with their cohort coordinator or OSAS advisor in addressing any program or registration issues before the deadline.

*\*Late registration dates are subject to change. Please visit <http://www.myuhportal.hawaii.edu> for the most current late registration dates.*

### Fingerprinting & Background Checks

#### Background Checks

All students are required to complete and submit a Personnel Form 90 (please see your cohort coordinators) prior to starting their field placements.

Chapter 8-7 of the Hawaii Administrative Rules provides that the Department of Education may refuse to place an IHE (Institute of Higher Education) trainee who has a criminal history record involving:

- Violence
- Alcohol or drug abuse

- Sex Offense
- Offense involving children
- Any other circumstance which indicate a person may pose a risk to the health, safety and well-being of children, including;
  1. Failure to provide self-disclosure information on the Personnel Form 90
  2. Non-compliance with fingerprinting requirements
  3. Questionable ability to responsibly manage, supervise, control or interact with children, and
  4. Other unsuitable, inappropriate or non-professional behavior.

All criminal history records are the possession of the DOE and shall not be given to the student. FBI regulations stipulate that this criminal history screening is for placement/employment purposes only.

#### Liability Insurance

Students are required to have liability insurance to participate in the field experience. A membership to the College of Education's Student Association (CESA), an affiliate of the National Education Association (NEA) provides \$1,000,000 liability coverage for educational employment activities such as pre-service teaching and student teaching. Students are strongly encouraged to join CESA. To become a CESA member, please visit <http://www.nea.org/student-program/>. The annual, nonrefundable CESA membership fee is \$27.

#### Medical Insurance

Students are required to have medical insurance to participate in the field experience. Students can purchase medical coverage through University Health Services Manoa. For more information about this medical insurance plan, please visit <http://www.hawaii.edu/shs/insurance.html>.

#### **University of Hawaii at Manoa Catalog**

Students and potential students are encouraged to acquire the UH-Manoa General Information Catalog to determine university-wide policy on undergraduate transfer credits between programs and/or UH and other universities as well as other issues regarding student admissions. These are available at the bookstore or on-line at: [www.hawaii.edu/catalog/welcome.html](http://www.hawaii.edu/catalog/welcome.html).

## **Special Education Department's Assessment System**

### **B.Ed. Dual Preparation Program**

There are three critical points in the B.Ed Dual Preparation Program. They are: a) entrance, b) midpoint check and c) final/exit check. Entrance and midpoint check criteria must be successfully met in order to continue on in the B.Ed program. Students must meet the criteria for the final/exit checkpoint in order to graduate. It is imperative that students maintain communication with their SPED cohort coordinator.

#### **Entrance**

In order to be accepted into the B.Ed Dual Preparation Program, students must meet the COE Admissions criteria (see pages 8-9 of this handbook).

#### **Midpoint Check**

To ensure that all students are progressing satisfactorily, the SPED cohort coordinators will meet with students to undergo a midpoint check halfway through their program. At this midpoint check, students must have the following: an overall GPA of 2.75 or better; successful completion of SPED 404, SPED 485, SPED 461, (a grade of "C" or better) and SPED 400a/b (a grade of "B-" or better); satisfactory dispositions ratings (a score of "1" or "2" in each of the dispositions areas); successful completion of products from SPED 404, SPED 485, & SPED 461. The products from these courses are listed below:

1. SPED 404: Tool Kit
2. SPED 485: Behavioral Change Project
3. SPED 461: Assessment, IEP and Planning Project

#### **Final/Exit Check**

In order for students to successfully graduate from the B.Ed. Dual Preparation Program, students must pass the final checkpoint. Final/Exit criteria include an overall GPA of 2.75 or better; successful completion of field courses (with grades of "B-" or better), satisfactory dispositions ratings; successful completion of all coursework (SPED 421, SPED 462 and SPED 425 with grades of "C" or better) and products (the list of products are listed below); and successful completion of midpoint conditions, if applicable.

4. SPED 425: Family Project
5. SPED 390: Student Teaching Evaluation with Unit & Dispositions

#### **Minimum Grade Requirement**

Students who are admitted to the PB-SPED program starting Spring 2007 will need to earn a grade of "C" or better in all coursework and a grade of "B-" or better in all field courses.

### **Graduation & Program Completion Procedure**

In the last semester of the program, students in the undergraduate programs must file an application for graduation with the OSAS Office. Due dates are posted in the OSAS Office each semester. Students in the B.Ed. programs must submit the completed application with the degree fee to the Cashier's Office. The deadline date for submission of the graduation application to the Cashier's Office is in the UH General Graduate Information Catalog.

A list of graduates who have completed all course requirements for licensure from each undergraduate program is submitted to the Hawaii Department of Education (DOE) Personnel Office by the OSAS Office. Students are responsible for completing the PRAXIS requirements set by the HSTLB and for putting in an application to the Hawaii Teacher Standards Board for a teaching license.

### **REQUIRED PRODUCT DESCRIPTIONS**

A description of required products is listed below. For more information regarding these products, please talk with your cohort coordinator and/or course instructor.

#### **SPED 404 Toolkit**

Each student enrolled in SPED 404 will complete a Toolkit containing: a) a personal philosophy of inclusion, b) information on the characteristics and needs of individuals with disabilities, c) information on educational planning for individuals with disabilities in a general education classroom, d) a discussion of relationships of organizations of special education to schools and school systems, e) an Individual Education Plan, and f) proof on participation in a professional organization. The Toolkit assists the student in developing an understanding of principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education. Students will become knowledgeable of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs, and the effects that an exceptional condition can have on an individual's learning in school. Students will be encouraged to develop the view of themselves as lifelong learners.

#### **SPED 461 Assessment, IEP and Planning Project**

Each student enrolled in SPED 461 will complete a four-part Assessment Planning Project. The Assessment Planning Project will include: a) assessment information on a student with exceptional learning needs (ELN), b) a completed IEP, and c) a standards-based lesson plan.

The project requires the students to a) understand the effects that an exceptional condition can have on an individual's learning in school, b) to understand learning differences in order to individualize instruction, c) to possess a repertoire of evidence-based instructional strategies to promote positive learning, d) to understand typical and atypical

language development, e) to develop long-range goals, objectives and transition plans (if appropriate) on an individualized instruction plan, f) to create and implement plans including explicit modeling and efficient guided practice, g) to identify supports and adaptations required for individuals with ELN to participate in the general curriculum and h) the opportunity to use multiple types of assessments information for a variety of education decisions.

### SPED 390 – Required Product: Differentiated Unit of Instruction & Dispositions

The 390 product is to be completed while students are enrolled in SPED 390. The product is a Unit of Instruction, including at least a 5-lesson sequence designed to accommodate the individual learning differences of students in the field setting, including demonstrated impact on student learning. Through successful completion of this product, students will: (a) demonstrate their ability to use research-based instructional strategies to individualize instruction for students with Exceptional Learning Needs (ELN); (b) create and analyze a learning environment that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement of students; (c) match their communication methods to individuals' language proficiency and cultural and linguistic differences; (d) develop long- and short-range instructional plans and use appropriate technologies to support instructional planning; (e) use multiple types of assessment for a variety of purposes; (f) practice within the confines of law and ethical considerations; and (g) collaborate with families, other educators, related service providers, and personnel from community agencies to assure that the needs of individuals with ELN are addressed throughout schooling.

Students demonstrate competence in application of knowledge, skills, and dispositions in their student teaching. A university instructor supervises and evaluates the students during the semester of student teaching. Documented achievement of core teaching competencies using direct observation, rating scales or checklists, and self-evaluation techniques (i.e., daily log/journal, a self-assessment or evaluation by mentor teacher/supervisor at mid-term) are used in evaluating the student. Evaluation and documentation of student performance occurs over the semester and is jointly accomplished through student, university supervisor, and mentor teacher consultation and conferencing, and the completion of required assignments/products. The University supervisor will conduct a minimum of four (4) visits, four (4) of which involve formal lesson observations/evaluations per student. The mentor teacher using a rating scale completes a mid-term and cumulative final evaluation. Additionally, the University faculty uses formal lesson evaluations and product rubrics to evaluate the student.

In student teaching, students demonstrate ability to apply, analyze, synthesize, and evaluate: (a) philosophical underpinnings and professional practices in the field of special education; (b) learner characteristics and needs of individuals with diverse abilities, backgrounds, and experiences; (c) best practices in methods of instruction in all areas (cognitive, motor, academic, social/behavioral language, affective, and functional life skills) for students with mild/moderate to severe disabilities, including planning and

managing the teaching in various learning environments to ensure maximum performance; (d) organizational and management strategies and environments to meet the needs of students with mild/moderate to severe disabilities; (e) technology to enhance instruction and improve student performance; (f) basic classroom management theories, methods, and techniques for individuals with exceptional learning needs; (g) effective social skills instruction appropriate to the social learning needs of individuals with exceptional learning needs; (h) practices and procedures for communication, consultation, and collaboration with students, colleagues, parents, professionals, and community members; (i) various assessment procedures; and (j) the need to adapt and modify assessment procedures and instruction. Finally, students are expected to demonstrate dispositions of: (a) professional and ethical conduct, (b) individual and cultural sensitivity, (c) effective work habits, (d) effective communication skills, (e) ability to engage in self-reflection, and (f) effective collaboration skills.

### SPED 485 – Behavior Change Project

Each student in SPED 485 will design and implement a Behavior Change Project with a student with ELN. Each student will utilize applied behavior analysis research methods to investigate the impact of an intervention on a target behavior of one or more ‘study’ participants. In the Project, the student will a) select a target behavior in need of change; b) collect and record baseline data; c) develop an intervention plan, implement the intervention and collect and record intervention data; and d) evaluate the outcomes of the intervention. The Project reflects the evidenced-based theory of behaviorism and the relevance to professional practice. The Project requires students to propose the creation of a safe and positive learning environment to encourage the independence and personal empowerment of an individual (s) with exceptional learning needs (ELN). Further, the Project requires a description of the data collection system (method of assessment) used to measure the behavior and data analysis standards used to evaluate the intervention, requiring an understanding of measurement theory and practice and legal policies and ethical principles of measurement and assessment. Finally, the Project requires ongoing attention to legal matters and ethical considerations. Students will engage in activities that keep them current with evidence-based best practices.

### SPED 425 - Family Project

Each student in SPED 425 will complete a Project that includes an interview with a family of a child with a disability, and the development and implementation of a support plan. The Family Project addresses the CEC Content Standards Six (Language), Nine (Professional Practice) and Ten (Collaboration). The Project allows students the opportunity for engagement in professional activities and participation in learning communities that benefit individuals with exceptional learning needs (ELN), their families, colleagues, and their own professional growth. The Project allows students the opportunity to understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. The Project fosters professional growth and keeps the student current with evidenced-based best practices. Students will effectively collaborate with families, other

educators, related service providers, and personnel from community agencies in culturally responsive ways.

## **COURSEWORK AND FIELD WORK POLICIES**

### **Dispositions**

In keeping with the Council for Exceptional Children's (CEC) Code of Ethics and the Professional Standards of the Hawaii Teacher Standards Boards, candidates in the University of Hawaii teacher training programs for special education teachers are required to demonstrate the following professional dispositions in all program-related activities (classes, field experiences, advising, meetings, etc):

- Reflects on practices and monitors own teaching and professional interactions, making appropriate adjustments
- Maintains current knowledge and implements current recommended practices in education
- Provides and accepts evaluative feedback in a professional manner
- Models honesty, fairness, and respect for individuals, cultures, and the laws of society
- Demonstrates good work habits, including reliability, punctuality, and follow-through on commitments
- Communicates in an open and respectful manner with students, peers, professionals, families and supervisors
- Demonstrates emotional/behavioral control and tolerance of diverse perspectives
- Works collaboratively with peers and professionals

Students who fail to meet any one of the required dispositions may not be allowed to enter or continue in the teacher preparation program. For a copy of the Dispositions Checklist, please "Dispositions Checklist" in the Forms section of this handbook.

### **Student Review Committee**

The Student Review Committee (SRC) consists of three or more faculty members in the Department of Special Education. The SRC: (a) reviews a student's progress and performance when concerns arise and/or during key points during the student's program (e.g., during the mid-point check of a student's program); and (b) decides on a course of action to address those concerns. A student, advisor, practicum supervisor, course instructor or faculty-staff member may request the SRC's assistance by contacting the Chair of the Department of Special Education and submitting a referral letter that documents the concerns. The Chairperson either addresses the concerns or refers the matter to the SRC. The committee gathers relevant information (e.g., grades, field evaluations, instructor feedback, professional dispositions forms) and identifies/clarifies issues and concerns. The SRC then discusses the issues and concern with the student,

decides on a course of action, and communicates the course of action to the student and relevant faculty. The course of action may range from the SRC: (a) providing the student with guidelines, which become part of the student's program, for addressing the concerns, as well as identifying consequences for meeting or failing to meet the guidelines; to (b) recommending that the student withdraw from the program; (to) recommending that the student be dismissed from the program. Recommendations that a student be dismissed from the program may be based on factors including, but not limited to, serious shortcomings in professional dispositions, inadequate course and/or practicum performance and/or grades, and inadequate performance or insufficient products as required by the Department's beginning, middle, and/or end-of-program assessment system. In cases when the SRC recommends that the student be dismissed from the program, the faculty-at-large of the Department of Special Education will either accept or reject the recommendation based on a majority (> 50%) vote.

Please visit: <http://www.hawaii.edu/student/conduct> for information regarding the UH-Manoa Student Conduct Code.

### **B.Ed. in Elementary and Special Education Dual Preparation Program**

All students enrolled in the Elementary and Special Education Dual Preparation program are admitted to a "dual preparation" cohort of students. Each cohort has a general education and a special education coordinator who co-coordinate the program. Coursework and practica are offered in conjunction with partnership elementary schools and all coursework and practica are completed by that cohort of students in the assigned partnership school(s). Each cohort follows its own block-scheduled sequence of courses, days, and on-site times at the partnership school(s). This requires student commitment to the prescribed schedule for their particular cohort. The required courses for special education are listed below. Information about the dual preparation cohort schedules may be obtained from the OSAS office (808) 956-7849.

### **SPECIAL EDUCATION COURSES for Dual Preparation Elementary Program (30 Credits)**

SPED 404	Foundations of Inclusive Schooling (3 credits)
SPED 400a	Field Experience (2 credits)
SPED 400b	Field Experience (2 credits)
SPED 400c	Field Experience (2 credits)
SPED 425	Partnerships with Families (3 credits)
SPED 461	Assessment & Instruction of Students w/Mild/Moderate Disabilities (3cr)
SPED 462	Assessment & Instruction of Students w/Severe Disabilities (3 credits)
SPED 485	Classroom Organization & Behavior Management (3 credits)
SPED 421	Strategies for Reading Difficulties (3 credits)
SPED 390	Student Teaching: Elementary/Secondary and Special Education (5 credits)

SPED 391 Seminar for Student Teachers: Elementary/Secondary and Special Education (1 credit)

### **B.Ed. in Secondary and Special Education Dual Preparation Program**

As of Fall 2000, students enrolled in the B.Ed. Secondary and Special Education Dual Preparation Program will complete the *special education portion* of the program in a cohort following a prescribed schedule of secondary methods courses. The cohort(s) will have a special education coordinator. Students will complete the SPED program requirements under the advisement of the coordinator. *It is important that the students work closely with their advisors in the secondary program and with the special education coordinator when scheduling their coursework and practica.* If B.Ed. students do not complete their content major classes prior to beginning the secondary and special education dual preparation program courses, they risk taking an overload of courses during any given semester or extending the length of their program beyond the number of semesters scheduled. Therefore, students in the B.Ed. program are *strongly advised to complete all content major requirements* before beginning the schedule of classes for the education program.

### **SPECIAL EDUCATION COURSES FOR Dual Preparation Secondary Program (30 credits)**

SPED 404 Foundations of Inclusive Schooling (3 credits)  
SPED 400a Field Experience (3 credits)  
SPED 400b Field Experience (3 credits)  
SPED 425 Partnerships with Families (3 credits)  
SPED 461 Assessment & Instruction of Students w/Mild/Moderate Disabilities (3cr)  
SPED 462 Assessment & Instruction of Students w/Severe Disabilities (3 credits)  
SPED 485 Classroom Organization & Behavior Management (3 credits)  
SPED 421 Strategies for Reading Difficulties (3 credits)  
SPED 390 Student Teaching: Elementary/Secondary and Special Education (5 credits)  
SPED 391 Seminar for Student Teachers: Elementary/Secondary and Special Education (1 credit)

For detailed course descriptions, please visit  
[www.catalog.hawaii.edu/courses/departments/sped.htm](http://www.catalog.hawaii.edu/courses/departments/sped.htm)

### **Withdrawal from the Special Education Portion of the Dual Prep Program**

The decision to enter the dual preparation teacher education program needs to be carefully considered. Dual preparation will enhance students' abilities as a teacher, whether they choose to become a special education teacher or a general education teacher in the future. However, the program is rigorous, intensive and requires additional time and coursework. Students who enter the dual preparation program are expected to

complete it. If, for unforeseen circumstances, a student finds that s/he is unable to complete the special education component of this program, the student will be placed in her/his remaining courses as they are available in her/his or other general education cohorts.

## **FIELD WORK POLICIES**

### **Placements**

Across all of the dual preparation programs, there is a heavy emphasis on field experiences to refine practical skills in applied settings. The field experiences are done in a variety of settings to assure a breadth of experience across different service delivery models. The purpose of special education field placements is to provide:

- students with initial teaching experiences to help explore special education and observe/develop teaching competencies;
- department faculty with an opportunity to view the student's developing competencies and performance in a classroom and provide appropriate feedback;
- a setting in which to demonstrate application of program coursework and final teaching competencies.

Field placements are made in settings pre-approved by the supervisor. Cooperating classroom teachers are required to be licensed in special education and must meet departmental criteria. Students are strongly discouraged from finding their own placements. Students must be willing to travel to their assigned schools. All field experiences and practica **must** be supervised by University of Hawaii faculty. **An unsupervised field experience cannot be used to earn SPED 400: Field Training or SPED 390: Student Teaching credit.** All students who are enrolled in the undergraduate special education field programs must demonstrate specific competencies when working with children and youth who have disabilities.

### **UH Students Currently Employed as Teachers**

Students who are employed by the Hawaii State Department of Education and working toward a Teaching License in Special Education may **not** complete the requirements for both SPED 400a/b/c and SPED 390/91 in the same setting. Students **must** complete course requirements for at least one of the three field/practicum experiences in a different class setting.

If, due to unusual circumstances, a student has reason to complete both the field training and student teaching/internship in the same placement, the student must petition the Department of Special Education to waive the requirement of completing field experiences in two different settings. The petition should be addressed to the Chair of the Department of Special Education and present a rationale for the request to remain in one setting. The petition will be presented to the faculty for consideration. Approval or denial of the petition will be done on a case by case basis.

### Field Training Repeats

Students must earn a minimum letter grade of “B-” or better to receive credit for field experiences. If the mentor teacher and/or the UH supervisor judge a student’s performance in any field experience to be unsatisfactory (lower than a “B-”), the student is required to enroll again in that section (SPED 400a, b, or c or SPED 390/91) the **following semester**. Students may re-take a section of field experience one time only. If a student demonstrates unsatisfactory performance in any two consecutive field placements, the student will be dismissed from the program.

### B.Ed in Elementary & Special Education Dual Preparation Program Field Courses

A summary of the required field courses and credit hours for each course for the B.Ed. Elementary & Special Education Dual Preparation Program are listed in Table 1 below.

Table 1.

Program	Field Course Requirement	Credit Hours
B.Ed. in Elementary & Special Education Dual Preparation Program	<ul style="list-style-type: none"><li>• SPED 400a</li><li>• SPED 400b</li><li>• SPED 400c</li><li>• SPED 390</li><li>• SPED 391</li></ul>	<ul style="list-style-type: none"><li>• 2 credits</li><li>• 2 credits</li><li>• 2 credits</li><li>• 5 credits</li><li>• 1 credit</li></ul>

### SPED 400a/b/c

Students enroll in SPED 400 across three different semesters for 7 hours per week for a total of 112 field training hours per semester. Each section of SPED 400 carries 2 credits. Each SPED 400 (a,b,c) must be taken concurrently with SPED 485, SPED 461, and SPED 462 respectively. For SPED 400a, the University field supervisor will conduct a minimum of four (4) visits, two (2) of which involve formal lesson observations/evaluations. For SPED 400b, the University field supervisor will conduct a minimum of four (4) visits and a minimum of three (3) formal lesson observations/evaluations. For SPED 400c, the University field supervisor will conduct a minimum of four (4) visits and a minimum of three (3) formal lesson observations/evaluations. In addition to observed lessons, each section of practica may require additional assignments. Students are required to participate in three different

special education placements at the elementary level. Please see the SPED 400a/b/c course syllabus or the cohort coordinator for more information.

**SPED 390/391**

Student Teaching and SPED 391: Seminar in Special Education – Elementary is taken concurrently with TECS 390 and TECS 391. The student teaching courses can be completed for both elementary and special education in an inclusive classroom during a full semester period or may be split into half-semester periods, one-half in a special education setting and one-half in a general education setting. A teaching seminar is conducted concurrently with the student teaching. For SPED 390, a University supervisor will conduct a minimum of four (4) visits and a minimum of four (4) formal observations/evaluations. In addition to observed lessons, a unit of differentiated instruction is required. Please see SPED 390/391 course syllabus for more information.

**B.Ed Secondary and Special Education Dual Preparation Program Field Courses**

A summary of the required field courses and credit hours for each course for the B.Ed. Secondary & Special Education Dual Preparation Program are listed in Table 1 below.

Program	Field Course Requirement	Credit Hours
B.Ed. in Secondary & Special Education Dual Preparation Program	<ul style="list-style-type: none"><li>• SPED 400a</li><li>• SPED 400b</li><li>• SPED 390</li><li>• SPED 391</li></ul>	<ul style="list-style-type: none"><li>• 3 credits</li><li>• 3 credits</li><li>• 5 credits</li><li>• 1 credit</li></ul>

**SPED 400a/b/c**

Students enroll in SPED 400 across two different semesters for 7 hours per week for a total of 112 field training hours per semester. Each section of SPED 400 carries 3 credits. Each SPED 400 (a & b) must be taken concurrently with SPED 485, SPED 461, and SPED 462 respectively. For SPED 400a, the University field supervisor will conduct a minimum of four (4) visits, two (2) of which involve formal lesson observations/evaluations. For SPED 400b, the University field supervisor will conduct a minimum of four (4) visits and a minimum of three (3) formal lesson observations/evaluations. In addition to observed lessons, each section of practica may require additional assignments. Please see the SPED 400a/b course syllabus or the program advisor for more information.

**SPED 390**

Student Teaching and SPED 391: Seminar in Special Education.

Students in the B.Ed. Secondary and Special Education Dual Preparation program **must** complete student teaching in their secondary subject area (EDUC 405: Teaching Residency) in a general education setting. **Student teaching in the content area cannot**

**be completed in a special education classroom.** Content area student teaching is done *prior* to special education student teaching. A teaching seminar is conducted concurrently with the student teaching. For SPED 390, a University supervisor will conduct a minimum of four (4) visits and a minimum of four (4) formal observations/evaluations. In addition to observed lessons, a unit of differentiated instruction is required. Please see SPED 390/391 course syllabus for more information.

## **Oahu, Neighbor Island, Out of State Field Placements**

### Oahu Placement

Cohort coordinators or the field placement coordinator will make all field placements in designated partner schools. Students are **not** permitted to make their own placements. Placements depend on the availability of qualified cooperating classroom teachers and field supervisors, as well as students' academic standing at UH-Manoa.

### Neighbor Island Placement

Students who want to student teach on a neighbor island can request a placement on a different island by writing a letter to the Special Education Department Chair (Wist 120) ***in the semester preceding student teaching***. Placements depend on the availability of qualified cooperating classroom teachers and field supervisors, as well as students' academic standing at UH-Manoa.

### Out of State Placement

Students can petition to student teach out of state. Written letters of request are due to the Special Education Department Chair (Wist 120) by October 1 for spring semester and March 1 for fall semester. Permission is not automatic and depends upon the student's statement of need for the placement, availability of qualified cooperating classroom teachers and field supervisors in another state, and academic standing at UH-Manoa.

## **Procedures for Student Teacher Applicants from Other Universities**

The Special Education Department at the University of Hawaii at Manoa (UHM) will consider requests from students enrolled at other universities to complete their student teaching in Hawaii. The following conditions and guidelines apply:

1. The student must be eligible to student teach and be in good standing at the home university. The student and the home university must request placement by contacting the Special Education Department's Field Placement Coordinator:

Linda Oshita  
1776 University Avenue, Wist Hall 120  
Honolulu, HI 96822  
(808) 956-0481  
[lindao@hawaii.edu](mailto:lindao@hawaii.edu)

2. Placement is contingent upon the availability of a UHM field coordinator to supervise the student teacher, and upon the availability of a cooperating classroom teacher who agrees to host the student teacher.
3. The student will enroll in student teaching at the home university. The student teacher also must enroll for six credits at UHM, which includes student teaching and a required seminar with other student teachers. Registration is through UHM Outreach College. Student teachers receive the same level of support and supervision as all UHM student teachers. Current tuition fees for UHM can be found at: <http://www.catalog.hawaii.edu/tuitionfees/tuition.html>
4. The UHM teacher education program is NCATE accredited. The NCATE standards, the Hawaii Teacher Performance Standards, and the Hawaii Content and Performance Standards III guide the expectations of all student teachers.
5. Students in the Special Education program work together in cohort groups with a UHM cohort coordinator. Student teachers will follow the schedule and guidelines for the cohort group they join.
6. To the extent possible, the UHM coordinator who supervises the student teacher will follow the criteria and standards of the home university. The actual terms for the student teaching experience will be mutually agreed upon in writing before the placement is finalized. Agreements include the number of weeks for student teaching, number of UHM coordinator observations, evaluation forms to be used, and seminar attendance.
7. The student teacher must show proof of a current tuberculosis clearance and liability insurance. Liability insurance is available through the UHM College of Education Student Association (CESA-NEA), online through the National Education Association ([www.nea.org](http://www.nea.org)), or it may be obtained from the home university. Student teachers also must undergo a fingerprint and background check conducted by the Hawaii Department of Education (DOE).

### **SCHEDULING GUIDELINES for SPED 400a/b/c – 16 weeks**

**Weeks 1-2: Initial phase** (*Orientation to the school site, the pupils, and school personnel*)

- \_\_\_\_\_ Ask the mentor teacher to provide you with schedules, to introduce you to the students and to others, to provide a physical tour of the facilities.
- \_\_\_\_\_ Obtain general information regarding school policies and procedures including such things as dress codes, absences, disciplinary policies, routine for fire drills, etc.

- \_\_\_\_\_ Provide the university supervisor with a "map" of the school that indicates the main office, the classroom where the student is located, and other pertinent notations such as parking space. The supervisor will also need the student's weekly schedule as well as a daily schedule for the days on site.
- \_\_\_\_\_ Become as knowledgeable as you can about the specific population with whom you are working; observe your students; ask your mentor teacher for information; review IEPs if possible.

### **Weeks 2-4: Observation Phase**

- \_\_\_\_\_ Observe students and mentor teacher with the specific intent of becoming personally acquainted with the students, the learning environment, the specific instructional and management methods being used.
- \_\_\_\_\_ Observe your mentor teacher teaching and providing feedback to students.
- \_\_\_\_\_ Ask your mentor teacher to hold post-observation conferences with you about what was observed and by answering questions you may have about what was observed.
- \_\_\_\_\_ Begin to take initiative in the classroom by interacting with students and others, as appropriate.

### **Weeks 4-6: Interaction Phase**

- \_\_\_\_\_ As soon as the student and mentor teacher feel ready, the student should begin to work with individual students or small groups with the mentor teacher's assistance and guidance.
- \_\_\_\_\_ Ask the mentor teacher to share objectives and lesson plans with you, to provide instructional materials, and to give suggestions on how to proceed with the instruction. A post-teaching conference will help clarify what transpired during the instruction and will provide an opportunity to answer questions.
- \_\_\_\_\_ Ensure that the university supervisor has the opportunity to observe you engaged in individual and small group instruction, and participate in a post-teaching conference, when appropriate.

**Weeks 6-12: Teaching Phase** *(Students should take responsibility for planning and preparing specific lessons for small group or whole class instruction. It is the student's responsibility to schedule the required observation of the prepared lessons with the*

*mentor teacher and the university supervisor (400b/c). The mentor teacher can help the student identify appropriate lessons/groups for the student to begin teaching. The beginning of this phase should focus on one group and gradually expand during the semester to include whole class instruction when appropriate.)*

\_\_\_\_\_ Plan for and deliver lessons to individuals, small groups, and large groups of students. Collaborate with your mentor teacher to plan and deliver the lessons.

\_\_\_\_\_ Schedule lesson observations with your university supervisor and mentor teacher. Provide the mentor teacher with the observation form to be completed during the lesson (400b/c). Participate in post-teaching conferences, as appropriate.

\_\_\_\_\_ At approximately the 6-8th week, a mid-term evaluation is conducted. Ask your mentor teacher to complete the SPED 400 Mid/Final Evaluation Form (see Appendix).

\_\_\_\_\_ Schedule a mid-point conference with your university supervisor and mentor teacher to discuss the Mid Evaluation. Define plans to make necessary improvements.

### **Weeks 12-15: Culmination Phase**

\_\_\_\_\_ Continue teaching lessons and receiving feedback from mentor teacher and university supervisor.

\_\_\_\_\_ Complete all activities and assignments and begin planning culminating activities with an appropriate transition out of the classroom.

\_\_\_\_\_ Schedule the final evaluation conference with the mentor teacher and the university supervisor. For this conference, the mentor teacher completes the Final Evaluation Form to share with the student and the university supervisor.

### **SCHEDULING GUIDELINES for SPED 400a/b/c – 8 weeks**

**Weeks 1-2: Initial phase** (*Orientation to the school site, the pupils, and school personnel*)

\_\_\_\_\_ Ask the mentor teacher to provide you with schedules, to introduce you to the students and to others, to provide a physical tour of the facilities.

- \_\_\_\_\_ Obtain general information regarding school policies and procedures including such things as dress codes, absences, disciplinary policies, routine for fire drills, etc.
- \_\_\_\_\_ Provide the university supervisor with a "map" of the school that indicates the main office, the classroom where the student is located, and other pertinent notations such as parking space. The supervisor will also need the student's weekly schedule as well as a daily schedule for the days on site.
- \_\_\_\_\_ Become as knowledgeable as you can about the specific population with whom you are working; observe your students; ask your mentor teacher for information; review IEPs if possible.

#### **Weeks 2-4: Observation Phase**

- \_\_\_\_\_ Observe students and mentor teacher with the specific intent of becoming personally acquainted with the students, the learning environment, the specific instructional and management methods being used.
- \_\_\_\_\_ Observe your mentor teacher teaching and providing feedback to students.
- \_\_\_\_\_ Ask your mentor teacher to hold post-observation conferences with you about what was observed and by answering questions you may have about what was observed.
- \_\_\_\_\_ Begin to take initiative in the classroom by interacting with students and others, as appropriate.

#### **Weeks 4-6: Interaction Phase**

- \_\_\_\_\_ As soon as the student and mentor teacher feel ready, the student should begin to work with individual students or small groups with the mentor teacher's assistance and guidance.
- \_\_\_\_\_ Ask the mentor teacher to share objectives and lesson plans with you, to provide instructional materials, and to give suggestions on how to proceed with the instruction. A post-teaching conference will help clarify what transpired during the instruction and will provide an opportunity to answer questions.
- \_\_\_\_\_ Ensure that the university supervisor has the opportunity to observe you engaged in individual and small group instruction, and participate in a post-teaching conference, when appropriate.

**Weeks 6-7: Teaching Phase** (*Students should take responsibility for planning and preparing specific lessons for small group or whole class instruction. It is the student's responsibility to schedule the required observation of the prepared lessons with the mentor teacher and the university supervisor (400b/c). The mentor teacher can help the student identify appropriate lessons/groups for the student to begin teaching. The beginning of this phase should focus on one group and gradually expand during the semester to include whole class instruction when appropriate.*)

- \_\_\_\_\_ Plan for and deliver lessons to individuals, small groups, and large groups of students. Collaborate with your mentor teacher to plan and deliver the lessons.
  
- \_\_\_\_\_ Schedule lesson observations with your university supervisor and mentor teacher. Provide the mentor teacher with the observation form to be completed during the lesson (400b/c). Participate in post-teaching conferences, as appropriate.
  
- \_\_\_\_\_ At approximately the 6-8th week, a mid-term evaluation is conducted. Ask your mentor teacher to complete the SPED 400 Mid/Final Evaluation Form (see Appendix).
  
- \_\_\_\_\_ Schedule a mid-point conference with your university supervisor and mentor teacher to discuss the Mid Evaluation. Define plans to make necessary improvements.

### **Weeks 7-8: Culmination Phase**

- \_\_\_\_\_ Continue teaching lessons and receiving feedback from mentor teacher and university supervisor.
  
- \_\_\_\_\_ Complete all activities and assignments and begin planning culminating activities with an appropriate transition out of the classroom.
  
- \_\_\_\_\_ Schedule the final evaluation conference with the mentor teacher and the university supervisor. For this conference, the mentor teacher completes the Final Evaluation Form to share with the student and the university supervisor.

## **SCHEDULING GUIDELINES**

### **SPED 390: Student Teaching: Inclusive Setting (16 weeks)**

#### **Week 1 (Inclusive)**

- \_\_\_\_\_ Orientation: Become familiar with the school site, the students, and school personnel.
  - a. Obtain general information regarding policies and procedures
  - b. Meet administrators, secretaries, staff

- c. Become familiar with the roles of special service personnel (speech, counselor, media specialist, EST, nurse, etc.) by meeting with them and if possible, observing them.

\_\_\_\_\_ Become as knowledgeable as you can about the specific population with whom you are working: observe your students; ask your mentor teacher for information; review IEPs if possible.

\_\_\_\_\_ Become familiar with curriculum and curriculum materials specific to the program.

\_\_\_\_\_ Ask your mentor teacher (MT) about the record keeping, scheduling, grading system, and other organizational systems that are used.

\_\_\_\_\_ Review assessment procedures/materials used by the MT.

\_\_\_\_\_ Discuss parent interactions and procedures for communicating/conferencing with parents. Plan to observe an IEP, ISFP, or ITP early on during the semester.

\_\_\_\_\_ Begin your journal; keep discussion notes of significant experiences to include in your journal.

\_\_\_\_\_ Observe and begin working with individual children and/or small groups of students using the mentor teacher's planning and direction.

\_\_\_\_\_ Make sure your University Supervisor has your schedule and a map or directions to your room.

\_\_\_\_\_ Complete any other beginning tasks requested by your MT.

## **Week 2 (Inclusive)**

\_\_\_\_\_ Develop a lesson plan for individuals and/or small groups of students with the guidance of your MT.

\_\_\_\_\_ Begin instructing for part of the day using your own lesson plans. Debrief with the MT.

\_\_\_\_\_ Schedule a first site visit by the University Supervisor when you will be conducting one of your lessons and have the lesson plan available. Debrief with the University Supervisor and MT. Set schedule for next visit.

\_\_\_\_\_ If necessary, develop behavior management plans for student(s). Have your MT review them and incorporate any suggestions.

\_\_\_\_\_ Review IEPs, IFSPs, or ITPs and begin to prepare a draft IEP by so as to become familiar with the forms, requirements, and contents of the document.

\_\_\_\_\_ Other as requested by your MT/University Supervisor.

### **Weeks 3 & 4 (Inclusive)**

\_\_\_\_\_ Begin implementing the behavior management program(s) if needed.

\_\_\_\_\_ Phase in additional responsibility for planning, teaching, evaluating.

\_\_\_\_\_ If possible, participate in a parent conference, observe an IEP meeting, and attend a faculty meeting (if not now, sometime during student teaching).

\_\_\_\_\_ Prepare for the mid-point evaluation and arrange a conference time with the University Supervisor and the MT.

\_\_\_\_\_ Send out video consent forms and begin videotaping plans (see Appendix for Videotaping Consent). \*\*OPTIONAL

\_\_\_\_\_ Other as requested by your MT/University Supervisor.

### **Weeks 5 - 8 (Inclusive)**

\_\_\_\_\_ Have mid-point evaluation conference with your MT and University Supervisor. Review strengths and weaknesses of your teaching with your MT and US and define plans to make necessary improvements.

\_\_\_\_\_ Assume as much responsibility for planning and teaching as possible. (MT and student teacher will individualize this requirement to meet the specific demands of the setting). The MT may be in the room while the student conducts the lessons or may leave the room for part of the time, if acceptable. The MT should approve plans during this time.

\_\_\_\_\_ Assume assessment role responsibilities of the MT in giving tests, evaluating performance, collecting and recording papers/grades, etc. Complete an IEP draft.

\_\_\_\_\_ Once all the video consent forms are returned, videotape a lesson, fill out a self-assessment, and arrange for a shared viewing with your MT and with your University Supervisor. \*\*OPTIONAL

\_\_\_\_\_ Other as requested by your MT/University Supervisor.

**Weeks 9-16 (Inclusive)**

\_\_\_\_\_ Assume all responsibility for teaching your students as a solo teacher for 6-8 weeks.

- \_\_\_\_\_ Write a complete IEP. Attend or participate in an IEP if not already done.
- \_\_\_\_\_ Turn in the Unit of Instruction to your University Supervisor.
- \_\_\_\_\_ Schedule the final evaluation conference with your MT and University Supervisor during the final week.
- \_\_\_\_\_ Review all requirements and competencies and make sure that you have met them all.
- \_\_\_\_\_ Plan an appropriate transition out of the classroom with the MT.
- \_\_\_\_\_ Plan culminating activities with appropriate transition out of the classroom:  
Closure with students
- \_\_\_\_\_ Other as requested by the MT/University Supervisor.

### **SCHEDULING GUIDELINES**

#### **SPED 390: Student Teaching - Special Education Setting (8 weeks)**

##### **Week 1 (Special Education)**

- \_\_\_\_\_ Orientation: Become familiar with the school site, the students, school personnel.
  - a. Obtain general information regarding policies and procedures (See Appendix)
  - d. Meet administrators, secretaries, staff
  - e. Become familiar with the roles of special service personnel (speech, counselor, media specialist, EST, nurse, etc.) by meeting with them and if possible, observing them.
- \_\_\_\_\_ Become as knowledgeable as you can about the specific population with whom you are working: observe your students; ask your mentor teacher for information; review IEPs if possible.
- \_\_\_\_\_ Become familiar with curriculum and curriculum materials specific to the program.
- \_\_\_\_\_ Ask your mentor teacher (MT) about the record keeping, scheduling, grading system, and other organizational systems that are used.
- \_\_\_\_\_ Review assessment procedures/materials used by the MT.

\_\_\_\_\_ Discuss parent interactions and procedures for communicating./conferencing with parents. Plan to observe an IEP, ISFP, or ITP early during the semester.

\_\_\_\_\_ Begin your journal; keep discussion notes of significant experiences to include in your journal.

\_\_\_\_\_ Observe and begin working with individual children and/or small groups of students using the mentor teacher's planning and direction.

\_\_\_\_\_ Make sure your University Supervisor has your schedule and a map or directions to your room.

\_\_\_\_\_ Complete any other beginning tasks requested by your MT.

### **Week 2 (Special Education)**

\_\_\_\_\_ If possible, observe any general education classrooms that your students are in and become familiar with the curriculum and expectations of the general program.

\_\_\_\_\_ Develop a lesson plan for individuals and/or small groups of students with the guidance of your MT.

\_\_\_\_\_ Begin instructing for part of the day using your own lesson plans. Debrief with the MT.

\_\_\_\_\_ Schedule a first site visit by the University Supervisor when you will be conducting one of your lessons and have the lesson plan available. Debrief with the University Supervisor and MT. Set schedule for next visit.

\_\_\_\_\_ If necessary, develop behavior management plans for student(s). Have your MT review them and incorporate any suggestions.

\_\_\_\_\_ Review IEPs, IFSPs, or ITPs and begin to prepare a draft IEP by so as to become familiar with the forms, requirements, and contents of the document.

\_\_\_\_\_ Other as requested by your MT/University Supervisor.

### **Weeks 3 & 4 (Special Education)**

\_\_\_\_\_ Have mid-point evaluation conference with your MT and University Supervisor. Review strengths and weaknesses of your teaching with your MT and University Supervisor and define plans to make necessary improvements.

\_\_\_\_\_ Begin implementing the behavior management program(s) if needed.

- \_\_\_\_\_ Phase in additional responsibility for planning, teaching, evaluating.
- \_\_\_\_\_ If possible, participate in a parent conference, observe an IEP meeting, and attend a faculty meeting (if not now, sometime during student teaching).
- \_\_\_\_\_ Send out video consent forms and begin videotaping plans (see Appendix for videotaping Consent). OPTIONAL\*\*
- \_\_\_\_\_ Other as requested by your MT/University Supervisor.
- \_\_\_\_\_ Assume as much responsibility for planning and teaching as possible. (MT and student teacher will individualize this requirement to meet the specific demands of the setting). The MT may be in the room while the student conducts then lessons or may leave the room for part of the time, if acceptable. It is hoped that the student will be able to function as a solo teacher during the last 4-6 weeks of the student teaching experience. The MT should approve plans during this time.
- \_\_\_\_\_ Assume assessment role responsibilities of the MT in giving tests, evaluating performance, collecting and recording papers/grades, etc. Complete an IEP draft.
- \_\_\_\_\_ Once all the video consent forms are returned, video-tape a lesson, fill out a self-assessment, and arrange for a shared viewing with your MT and with your University Supervisor. \*\*OPTIONAL
- \_\_\_\_\_ Other as requested by your MT/University Supervisor.

### **Weeks 5-8 (Special Education)**

- \_\_\_\_\_ Assume all responsibility for teaching your students as a solo teacher for 3-4 weeks.
- \_\_\_\_\_ Write a complete IEP. Attend or participate in an IEP if not already done.
- \_\_\_\_\_ Schedule the final evaluation conference with your MT and University Supervisor during the final week.
- \_\_\_\_\_ Turn in the Unit of Instruction to your University Supervisor.
- \_\_\_\_\_ Review all requirements and competencies and make sure that you have met them all.
- \_\_\_\_\_ Plan an appropriate transition out of the classroom with the MT.

- \_\_\_\_\_ Plan culminating activities with appropriate transition out of the classroom:  
Closure with students
- \_\_\_\_\_ Other as requested by the MT/University Supervisor.

## **RESPONSIBILITY GUIDELINES**

### **UH Student Teacher/OP Student**

- \_\_\_\_\_ Sign and hand into the SPED Office (Wist 120) the “Medical and Liability Coverage in a Practicum” form.
- \_\_\_\_\_ Contact and meet the Mentor Teacher (MT) to set up a schedule: provide the MT with a Student Teaching Handbook/Syllabus and go over the requirements with the MT.
- \_\_\_\_\_ Meet with your University Supervisor (US) within one week of the initial meeting with the MT and submit a schedule, map, and other pertinent information to your US. Discuss any questions/concerns.
- \_\_\_\_\_ Submit weekly lesson plans to your MT. These plans should be available to the US for each site visit. Obtain the lesson plan format to be used from your US.
- \_\_\_\_\_ Ongoing communication is critical. You may choose to maintain communication with your MT and US through a communication log, E-mail, in person, and/or by phone. Please be sure to coordinate and schedule time for regular check-ins with your MT and US.
- \_\_\_\_\_ Have the Video Consent forms signed for each student who will be videotaped. Videotape yourself teaching (arrange through the AV person at your school). Complete a self reflection form. View and analyze the video with your MT and/or your US. \*\*OPTIONAL
- \_\_\_\_\_ Attend staff/faculty meetings as appropriate. Attend scheduled seminars.
- \_\_\_\_\_ Meet competencies, submit self-evaluation of Dispositions and Unit of Instruction (SPED 390) by the last week of the semester.
- \_\_\_\_\_ Schedule a final conference for yourself, your MT, and US to discuss and sign off on the final evaluation.

## **Mentor Teacher**

The mentor teacher from the school serves as a role model and coach with responsibility for (a) planning activities with the student teacher, (b) supervising these activities, (evaluating the student's performance, and (d) guiding and supporting the student in professional and personal development. Specific responsibilities include:

### Initial Phase

- \_\_\_\_\_ Meet with the student and determine the student's schedule (day/hours).
- \_\_\_\_\_ Review the Student Teaching Handbook/Syllabus. Jot down any questions you may wish to discuss with the university supervisor (US).
- \_\_\_\_\_ Meet with the US during the initial site visit. Ask questions you may have about the forthcoming experience.

### During Student Teaching

- \_\_\_\_\_ Inform student of school and classroom rules, procedures, behavior management practices, etc.
- \_\_\_\_\_ Introduce the student to appropriate personnel (i.e., principal, team members, secretary, etc.). An introduction at a faculty meeting is suggested.
- \_\_\_\_\_ Keep a "log" of the student teacher's attendance days.
- \_\_\_\_\_ Familiarize student with any rules governing the use of equipment (e.g., overhead projector, videotape, Xerox, telephone, FAX, e-mail, etc.) and faculty lounge/workroom.
- \_\_\_\_\_ Introduce student to the class. Provide student with pertinent information (IEPs) as appropriate.
- \_\_\_\_\_ Arrange specific time(s) each day/week to meet with the student to discuss student's plans, ongoing responsibilities, and to answer questions.
- \_\_\_\_\_ Arrange for observational opportunities, teaching opportunities, and opportunities for the student teacher to meet the competencies.
- \_\_\_\_\_ Check and approve lesson plans prior to delivery of the lesson.
- \_\_\_\_\_ Provide ongoing feedback as to the student's strengths and weaknesses. An Observation Rating form is provided for this purpose.

\_\_\_\_\_ Maintain ongoing communication with the student teacher and the university supervisor. Notify the supervisor as early as possible if any “problems” arise that need to be resolved.

\_\_\_\_\_ Observe and analyze a videotaped lesson with the student teacher (optional).

*Near the End of Student Teaching*

\_\_\_\_\_ Prepare (with the student teacher) students for closure. Assist the student teacher in transitioning out of the classroom.

\_\_\_\_\_ Complete the Final Evaluation Form by the last week of semester to be submitted with an assigned grade to the supervisor following the final conference.

**University Supervisor**

The university faculty person orchestrates the student teaching/internship experience and works cooperatively with the student teacher/intern and mentor teacher (MT) in supporting, supervising, and evaluating the student teacher/intern on site. The university supervisor:

\_\_\_\_\_ Informs the mentor teacher of the student involved and directs the student in making contact with the MT and the principal.

\_\_\_\_\_ Maintains ongoing communication with the student teacher and MT.

\_\_\_\_\_ Schedules site visits.

\_\_\_\_\_ Assures that the student has appropriate experiences.

\_\_\_\_\_ Observes the student’s performance and discusses site observations with the student and MT.

\_\_\_\_\_ Evaluates lesson plans.

\_\_\_\_\_ Provides feedback to the student and MT and works with both to eliminate deficits in skills and knowledge.

\_\_\_\_\_ Analyzes and discusses videotaped lesson (optional).

\_\_\_\_\_ Completes Final Evaluation and attends conference.

\_\_\_\_\_ Evaluates Unit of Instruction (SPED 390 only) with other special education faculty; determines and submits final grade; puts final evaluation in student's cumulative file.

### **Student and Advisor Responsibilities**

Student advising, particularly for application, admission, record-keeping and graduation, is the responsibility of the College of Education Office of Student Academic Affairs Services (OSAS). However, once accepted into an undergraduate special education program, students need to consult on an on-going basis with their particular program coordinator(s) about specific requirements within the program. The program coordinators become the defacto advisors to the students in their cohort.

### **Cohort Program Coordinators Responsibilities**

As defacto advisors to their cohort of students, cohort program coordinators have the primary responsibility of advising and guiding their students through the program and can make decisions that address their particular students' situations and needs. Cohort coordinators are important advocates for students. Students need to alert their cohort coordinators when there are questions, special requests, or any problems regarding program requirements.

### **Field Supervisors**

Field supervisors are assigned to visit students at field sites and to observe and provide feedback to students doing field training/student teaching. They document students' progress in meeting competencies through application of knowledge in the field and are responsible for assigning the field course grade.

## **PROFESSIONAL ORGANIZATIONS**

### Student Council for Exceptional Children (SCEC)

Student Council for Exceptional Children is an association for all student members of CEC and is organized on both the state/provincial level as well as on the international level. Its primary purpose is to "present students with opportunities to improve educational professional standards and increase awareness of exceptional children and youth" (Student CEC Constitution, Article II, Section I).

Anyone who is interested in the education of exceptional children and youth is welcome to join CEC as either a student or regular member. The student membership category is defined as those who are enrolled full-time at an accredited college of university or part-time student not engaged in full-time employment as a certified professional. Students can join at a discounted rate and are entitled to the identical benefits, services, rights, and privileges of regular CEC members.

### College of Education Student Association (CESA)

The College of Education Student Association (CESA) is an organization that provides opportunities for educational and professional development. Professional development

workshops and community service projects are some of the activities that CESA members can enjoy. The annual, nonrefundable membership fee of \$27 provides students with \$1,000,000 liability insurance for educational employment activities such as pre-service teaching and student teaching. Contact CESA at 956-6924 or via email at [cesa@hawaii.edu](mailto:cesa@hawaii.edu) for more information.

## DESCRIPTION

### Professional Dispositions

*In keeping with the Council for Exceptional Children's (CEC) Code of Ethics and the Professional Standards of the Hawaii Teacher Standards Boards, candidates in the University of Hawaii teacher preparation programs for special education are required to demonstrate the following professional dispositions in all program-related activities (classes, field experiences, advising meetings, etc.). The instructor and/or supervisor of every course in the teacher-training program will assess dispositions of each student. The assessment of Dispositions addresses CEC Standards Five (Learning Environment and Social Interactions), Six (Language), Nine (Professional and Ethical Practice), and Ten (Collaboration). In each course and in the field, students will be expected to demonstrate: (a) professional and ethical conduct, (b) individual and cultural sensitivity, (c) effective work habits, (d) effective communication skills, (e) ability to engage in self-reflection, and (f) effective collaboration skills.*

**PROFESSIONAL DISPOSITION RUBRIC**

**Student** \_\_\_\_\_ **Cohort** \_\_\_\_\_ **Faculty** \_\_\_\_\_

<b>Category</b>	<b>Target (2 points)</b>	<b>Acceptable (1 points)</b>	<b>Unacceptable (0 point)</b>
<i>1. Professional and ethical conduct</i>	Candidate consistently listens attentively; understands and responds to feedback by making suggested changes; is solution-oriented; models integrity and ethical conduct. Candidate always is well-groomed and dresses professionally and appropriately (for field experience only).	Candidate listens to feedback; makes changes without being defensive; does not explain away behavior; demonstrates integrity and ethical conduct. Candidate dresses appropriately and practices personal good grooming habits (for field experience only).	Candidate reluctantly listens to or ignores constructive feedback; does not make suggested changes; becomes defensive or argumentative and makes excuses for behavior; conduct is unethical and/or disrespectful. Candidate disregards acceptable standards for professional dress/appearance and/or poor personal grooming (for field experience only).
<i>2. Individual and cultural sensitivity</i>	Candidate always respects and values diversity; appreciates and responds to other's perspectives; models cultural sensitivity.	Candidate is appropriate when expressing h/her perspective; is sensitive to other's feelings and perspectives; is culturally aware.	Candidate is judgmental and inappropriate or inflexible in response to others' feelings and perspectives; culturally naive and/or insensitive.
<i>3. Work habits</i>	Candidate is consistently and independently reliable, punctual, and follows through on commitments; exhibits exemplary organization and time management skills	Candidate's work habits and follow through are consistent with minimal support; is organized and utilizes a time management system	Candidate is excessively unreliable and/or disorganized; disregards time commitments, and/or fails to follow through on work assignments.
<i>4. Effective communication</i>	Candidate communicates clearly in an open and respectful manner with students, peers, professionals, families, and supervisors; asks questions and seeks information appropriately; carefully considers the communication context and makes appropriate adjustments.	Candidate communicates with others, shares ideas, and/or asks questions appropriately, matching communication with context.	Candidate's communication is unclear, closed, disrespectful, garrulous, offensive, and/or contextually inappropriate.

Category	Target (2 points)	Acceptable (1 points)	Unacceptable (0 point)
5. <i>Self-reflection</i>	Candidate is insightful in examining on his/her psychological, emotional, and professional characteristics and thinking how these characteristics impacts others; takes the initiative for personal and professional growth.	Candidate reflects on her/his psychological, emotional, and professional characteristics and monitors the impact on classroom and the larger professional environment.	Candidate does not recognize the importance of self-reflection and does not show a willingness and/or ability to grow personally or professionally.
6. <i>Collaboration</i>	Candidate initiates and participates in collaborative efforts with others; encourages input from others; participates in problem solving; shares responsibilities and is flexible in performing various roles.	Candidate is able to work in a collaborative manner and can contribute as a member of a team.	Candidate has difficulty or is rigid in working with others --individually or in teams; ineffective in group problem solving; is unable or unwilling to accept his/her share of group responsibilities.

Note: These dispositions reflect the standards of the Council for Exceptional Children and the University of Hawaii at Manoa and are required to be demonstrated in all program-related activities (classes, field experiences, advising meetings, etc.). The descriptions outlined in the disposition rubric are general in nature. These indicators are not an exhaustive list. **Students who fail to meet any one of these required dispositions may not be allowed to continue in the M.Ed. in Special Education program.**

Instructors/Supervisors: Mark each category with point score (2,1,0); any category marked with a “0” requires an action plan or dismissal.

With my signature, I acknowledge that I have reviewed this document with my instructor/supervisor.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

**Lesson Title/Topic:**

*(Identify specific content area and lesson topic. Say how the lesson fits into the larger unit of study.)*

**Developed By:**

**Date:**

**Grade Level:**

**I. Standards**

Hawaii Content and Performance Standards (HCPS):

Standard	Benchmark	Performance Indicators

Hawaii Teacher Standard:

General Learner Outcomes (GLO):

**II. Lesson Objective(s)/IEP Objectives/Standard**

Lesson Objective *(for group/class)*:

IEP Annual Goal/Objective(s) *for students with disabilities*

Student Name(s)	IEP Goal/Objective(s)/(Standard if different from I. above)

**III. Materials** *(list all materials you will be using)*

**IV. Procedures** *(Describe the presentation of the overall lesson. If students with severe disabilities are included in the group, embed individualized objectives into the general procedures and describe the individualized prompting, correction, and reinforcement procedures)*

Procedures	Teacher will...	Student will...
<b>Attending cue:</b> e.g., How will transition from prior activity be made? What will you initially say/do to gain students attention?		
<b>Anticipatory Set:</b> e.g., How will you create interest in this lesson? Is pre-assessment necessary? Is this review or new info?		
<b>Input:</b> e.g., How will you convey to students the info they need to learn (methods/techniques)? How does this lesson link to previous learning?		
<b>Modeling:</b> e.g., How will you model (verbally explain with visual		

example/demo)? How will you support students to activate their own thinking?		
<b>Guided Practice:</b> e.g., How will students practice skill and how will you prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?		
<b>Independent Practice:</b> e.g., How will students demonstrate ability to perform skill independently?		

**V. Evaluation** (*How will you know whether lesson and IEP objectives have been accomplished? Who will collect the data? Attach data sheet(s) and instructions to this plan.*)

**General Lesson Objective Evaluation**

<i>Students</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Approaching Expectations</i>
<i>Students will</i>			

**IEP Objective Evaluation**

<i>Student</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Approaching Expectations</i>
<i>Student A</i>			
<i>Student B</i>			
<i>Student C</i>			
<i>Student D</i>			
<i>Student E</i>			

**VI. Closure:** (*How will you summarize the lesson and connect to future learning?*)

**VII. Modifications/Adaptations:** (**Describe in detail what modification/adaptations you will provide to support learning? See nine types of adaptations attached: input, output, size, time, difficulty, level of support, degree of participation, modified goals, substitute curriculum.**)

<i>Student(s)</i>	<i>Modifications/Adaptations</i>

## FORMAT FOR LESSON REFLECTIONS

**LESSON STRUCTURE:** What would you change? What were some strengths of your lesson? Were your goals met? Did you use multiple instructional strategies and varied modalities? What? Did you provide students with individual adaptations and/or modifications? Did you assess student understanding of the lesson? How?

**STUDENT INTERACTION:** How well did you relate the lesson to students' knowledge, experiences, and interests? Were you pleased with student responses? Did you modify the lesson according to students' responses? Did you address all students equally and include each individual in discussion/answering questions?

**BEHAVIOR/MANAGEMENT:** How well did you manage classroom behavior? What techniques worked best and what didn't? Why? What other behavioral techniques could I have used? Were there off-task behaviors? If yes, during what portions of class time were students' off-task? What did you do to engage off-task students?

**COLLABORATION:** How did you develop this lesson? Did you consider student interests? Did you communicate and plan with your PT or other adults from the community (school and/or larger community)? Did you have community members participate in the lesson?

**ADDITIONAL REFLECTIONS:**

### Cohort Coordinator Evaluation Student Evaluators

Coordinator's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

School: \_\_\_\_\_

For each of the following statements, please rate the coordinator using the following scale:  
5=Strongly agree; 1= Strongly disagree; and N=not applicable

THE COORDINATOR:	
1. arranged appropriate field placements in a timely manner.	1 2 3 4 5 N
2. demonstrated knowledge of program requirements and kept me informed.	1 2 3 4 5 N
3. demonstrated effectiveness in providing guidance in my placement.	1 2 3 4 5 N
4. demonstrated an ethic of care by establishing and maintaining rapport and a respectful, supportive relationship with me.	1 2 3 4 5 N
5. made adequate visits to the school and maintained a supportive, non-interfering presence in the school.	1 2 3 4 5 N
6. was available and willing to meet with me.	1 2 3 4 5 N
7. was on time for any scheduled meetings.	1 2 3 4 5 N
8. respected and abided by building and/or complex protocols.	1 2 3 4 5 N
9. kept me informed of school requests.	1 2 3 4 5 N
10. worked with me to problem-solve when needed.	1 2 3 4 5 N
11. developed a working relationship with the mentor teacher that supported me.	1 2 3 4 5 N
12. was courteous in interactions with children, cohort students, and classroom personnel.	1 2 3 4 5 N
13. responsive to my requests and concerns.	1 2 3 4 5 N
14. used diplomacy, collaborative and effective communication skills to diffuse any conflicts.	1 2 3 4 5 N
15. was organized and professional.	1 2 3 4 5 N

16. facilitated cohesive relationships among the cohort students and between the students and the partner school.	1 2 3 4 5 N
OVERALL RATING:	Poor Fair Average Very Good Outstanding

COMMENTS:

### STUDENT EVALUATION OF FIELD EXPERIENCE

PRACTICUM  
STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

PRACTICUM SITE \_\_\_\_\_

COOPERATING DOE CLASSROOM TEACHER \_\_\_\_\_

UNIVERSITY SUPERVISOR \_\_\_\_\_

*Please complete the following items as honestly and accurately as possible.*

1. A handbook or syllabus was provided to you and your Cooperating Classroom Teacher (CCT) that identified field requirements and competencies.

- |  |   |   |
|--|---|---|
| a. Did your (CCT) review the handbook/syllabus with you?   | Y | N |
| b. Do you think the (CCT) understood the field requirements?   | Y | N |
| c. Were specific requirements carried out in a timely manner?  | Y | N |
| d. Did the activities you engaged in during the field help you in meeting the competencies specified in the handbook/syllabus? | Y | N |
| e. Did you and your (CCT) collaborate in using the handbook/syllabus on an ongoing basis throughout the field experience?      | Y | N |

2. Indicate the amount (percentage) of time you estimate you actually spent during your field experience:

- observing the (CCT) in professional activities \_\_\_\_\_%
- working with a group(s) of students \_\_\_\_\_%
- working one-on-one with individual students \_\_\_\_\_%
- other (describe): \_\_\_\_\_%

Total: 100%

Was this distribution of time satisfactory to you? Y N

If not, why?

\_\_\_\_\_  
\_\_\_\_\_

3. Please indicate if you agree or disagree with the following statements:

- |  |   |   |
|--|---|---|
| a. My CCT allowed me to engage in meaningful learning experiences. | Y | N |
|--|---|---|

- b. My CCT provided me with meaningful direction in my activities.      Y    N
- c. My CCT allowed me to try things I wanted to explore.      Y    N

Please explain any "no" answers:

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4. How frequently did you meet with your CCT to review your progress?

\_\_\_\_\_daily      \_\_\_\_\_weekly      \_\_\_\_\_monthly      \_\_\_\_\_twice      \_\_\_\_\_once

Comment on how productive these meetings were, if there were not enough meetings, too many, etc.:

---

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5. How frequently did your CCT formally observe you teaching a lesson and then conference with you?

\_\_\_\_\_daily      \_\_\_\_\_weekly      \_\_\_\_\_monthly      \_\_\_\_\_a few times

Were the observations and follow-up meetings helpful?      Y    N

Were there enough observations and follow-up meetings?      Y    N

Comment on any "no" answers:

---

---

---

6. Did your field experience contribute to your professional development?      Y    N

If yes, what aspect(s) of your field experience contributed *most* to your professional development?

---

---

7. Would you recommend that another cohort student be placed with your CCT? Y N

8. Rate your CCT using a 1 (low) to 3 (high) scale on the following:

\_\_\_\_\_ Provided information

\_\_\_\_\_ Expectancy

\_\_\_\_\_ Communication skills

\_\_\_\_\_ Supervision skills

\_\_\_\_\_ Flexibility

\_\_\_\_\_ Organizational skills

\_\_\_\_\_ Knowledge of subject

\_\_\_\_\_ Professionalism

\_\_\_\_\_ Supportive

**STUDENT EVALUATION OF UNIVERSITY FIELD SUPERVISOR**

**Field Supervisor's Name:** \_\_\_\_\_ **Semester:**  Fall  Spring  
**Year:** \_\_\_\_\_

**Please check appropriate boxes:**

**Field Course:**  SPED 400a,  SPED 400b,  SPED 400c  
 SPED 390,  SPED 490,  SPED 491  
 SPED 626a,  SPED 626b,  SPED 627,  SPED 628

**Program:**  B.Ed. Elementary Education and Special Education Dual Preparation  
 Post Baccalaureate in Special Education (PBSE)  
 M.Ed. Special Education

Supervisors need feedback to improve their skills just as do teachers in training. Please provide that feedback by carefully evaluating the performance of your university field supervisor.

<b>THE FIELD SUPERVISOR;</b>	<b>Low</b>					<b>High</b>				
1. provided information on field requirements	1	2	3	4	5					
2. made adequate visits to my field site, maintaining rapport and a respectful supportive relationship with me	1	2	3	4	5					
3. was on time for any scheduled meetings	1	2	3	4	5					
4. was approachable and courteous	1	2	3	4	5					
5. provided relevant instructional strategies/resources when needed	1	2	3	4	5					
6. provided constructive oral feedback/discussions	1	2	3	4	5					
7. provided constructive written feedback	1	2	3	4	5					
8. supported my efforts to develop teaching skills	1	2	3	4	5					
9. used diplomacy, collaborative and effective communication skills to diffuse any conflicts	1	2	3	4	5					
10. was available and willing to communicate/meet with me outside of scheduled field observations	1	2	3	4	5					
11. worked with me to problem-solve when needed	1	2	3	4	5					
<b>OVERALL RATING:</b>	1	2	3	4	5					

What did the supervisor do best?

What was least helpful?

What additions, changes, improvements would you suggest?

Additional Comments:

**Midterm/Final Mentor Teacher Evaluation - Special Education Field Experience-SPED**  
**400 a b c** (circle one)

**Preservice Teacher:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Mentor Teacher:** \_\_\_\_\_ **UH Supervisor:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
 Directions: Apply the following rating scale to the items below with consideration for the preservice teacher's level within their teacher education program. Focus on Bloom's Taxonomy of *knowledge, comprehension and application*.

- |     |  |   |   |  |  |  |
|-----|--|---|---|--|--|--|
| N/O | No opportunity to observe                | 3 | Demonstrates a level below expectations |  |  |  |
| 5   | Demonstrates a level beyond expectations | 2 | Demonstrates only minimal competence    |  |  |  |
| 4   | Demonstrates a level expected            | 1 | Does not demonstrate minimal competence |  |  |  |

**Foundations**

Indicates a developing philosophy and is mindful of becoming part of the profession.      5      4      3      2      1      N/O  
 COMMENTS:

**Characteristics**

Demonstrates sensitivity to diverse needs within the classroom.      5      4      3      2      1      N/O  
 COMMENTS:

**Methods of Instruction**

Demonstrates knowledge of, and applies, appropriate types of planning, instruction, and use of technology.      5      4      3      2      1      N/O  
 COMMENTS:

**Management**

Demonstrates a commitment to a safe, and supportive learning environment.      5      4      3      2      1      N/O  
 COMMENTS:

**Communication**

Demonstrates use of effective and appropriate communication and collaboration skills.      5      4      3      2      1      N/O  
 COMMENTS:

**Assessment**

Demonstrates the ability to appropriately assess and modify instruction for diverse learners. 5 4 3 2 1 N/O

COMMENTS:

**Professionalism**

Demonstrates professional dispositions\* and a commitment to facilitating the highest quality of life for all learners. Maintains confidentiality and demonstrates respect for the school community. 5 4 3 2 1 N/O

\*See Field Experience Syllabus

COMMENTS:

GENERAL/ADDITIONAL COMMENTS:

I have been informed of this evaluation.

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

**Midterm/Final Mentor Teacher Evaluation - Special Education Student Teaching  
SPED 390, 490, 491 (circle one)**

**Preservice Teacher:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Mentor Teacher:** \_\_\_\_\_ **UH Supervisor:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
 Directions: Apply the following rating scale to the items below with consideration for the preservice teacher's level within their teacher education program. Focus on Bloom's Taxonomy of *analysis, synthesis, and evaluation*.

- |  |   |
|--|---|
| N/O No opportunity to observe              | 3 Demonstrates a level below expectations |
| 5 Demonstrates a level beyond expectations | 2 Demonstrates only minimal competence    |
| 4 Demonstrates a level expected            | 1 Does not demonstrate minimal competence |

**Foundations**

Indicates a developing philosophy and is mindful of becoming part of the profession.      5      4      3      2      1      N/O  
 COMMENTS:

**Characteristics**

Demonstrates sensitivity to diverse needs within the classroom.      5      4      3      2      1      N/O  
 COMMENTS:

**Methods of Instruction**

Demonstrates knowledge of, and applies, appropriate types of planning, instruction, and use of technology.      5      4      3      2      1      N/O  
 COMMENTS:

**Management**

Demonstrates a commitment to a safe, positive and supportive learning environment.      5      4      3      2      1      N/O  
 COMMENTS:

**Communication**

Demonstrates use of effective and appropriate      5      4      3      2      1      N/O

communication and collaboration skills.

COMMENTS:

**Assessment**

Demonstrates the ability to appropriately assess 5 4 3 2 1 N/O  
and modify instruction for diverse learners.

COMMENTS:

**Professionalism**

Demonstrates professional dispositions\* 5 4 3 2 1 N/O  
and a commitment to facilitating the highest quality of life for all learners.

Maintains confidentiality and demonstrates respect for the  
school community.

\*See Field Experience Syllabus

COMMENTS:

GENERAL/ADDITIONAL COMMENTS:

I have been informed of this evaluation.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Evaluator's Signature Date

**PHOTOGRAPH/VIDEOTAPE CONSENT FORM  
FOR  
EDUCATIONAL TRAINING PURPOSES**

I, \_\_\_\_\_, as the parent/guardian of  
(your name)  
\_\_\_\_\_, hereby give my consent to allow the  
(your child's name)  
practicum student, teacher mentor, the participating classroom teacher (if applicable) and the  
supervisor representing the University of Hawaii to photograph/videotape my child in  
instructional situations in school. I understand that the purpose of the photography/videotaping  
is to assist in the teacher training program in the Dual Preparation in Elementary and Special  
Education Program at the University of Hawaii. I understand that any photographs/videotapes  
that include my child will be viewed only by the teacher-in training, the participating teacher (if  
applicable), the teacher mentor, the supervisor hired by the University of Hawaii, and/or a  
faculty member from the Department of Special Education and/or Elementary Education at the  
University of Hawaii as a procedure to improve educational practices used by special education  
personnel. I further understand that my personal identify and that of my child will be protected  
through a guarantee of confidentiality of information; each videotape/photograph will be used for  
instructional purposes only and then will be erased. My consent extends for the school year  
20\_\_ - 20\_\_.

\_\_\_\_\_ I give permission to have my child videotaped/photographed.

\_\_\_\_\_ I **do not** want my child videotaped/photographed.

Parent/Guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_