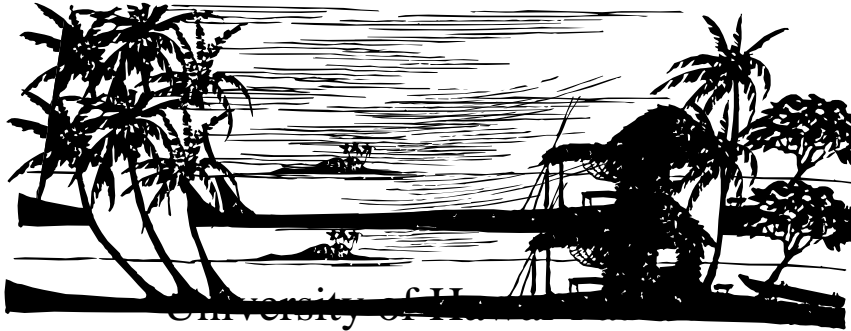


Special Education

M.Ed. Handbook Department of Special Education



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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 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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DEGREE PROGRAM AND TEACHER LICENSURE

The **Master of Education Degree (M. Ed.) program** is **nationally accredited** by the Council for Exceptional Children (CEC) and the National Council for Accreditation of Teacher Education (NCATE). Upon completion of the M.Ed. degree, a student may apply to the Hawai'i Teachers Standards Board for a **Teaching License**.

Students who complete the M.Ed. Program **must** meet the following requirements to be eligible for a Teaching License:

- A cumulative GPA of 3.0 or higher (on a 4.0 scale) in all coursework; and,
- Acceptable scores on the PRAXIS (Hawaii DOE requirement).

M.Ed. Program Emphases

Graduate students enrolled in the Master of Education Degree (M.Ed.) Program are required to select a program emphasis, **mild/moderate disabilities** or **severe disabilities**, and a program level, **preschool/elementary** or **secondary**. The program level for the **Deaf Education** program is **elementary**.

The M.Ed. mild/moderate and severe programs require a minimum of 43 credit hours of courses and include professional core courses (12 credits), field experiences (12 credits), major emphasis courses (18 credits), and satisfactory completion of the Plan A (thesis) or Plan B (paper, project or comprehensive exam) option. Students who complete Plan A must enroll in 6 credits of SPED 700 and may also be required to take one or more research courses; students who complete Plan B must enroll in 1 credit of SPED 699. Program *prerequisites* include up to 6 credits of coursework in special education. Figures 1A and 1B outline the typical program schedule for students in the **mild/moderate disabilities** emphasis area. Figures 2A and 2B outline the typical program schedule for students who choose the **severe disabilities** emphasis area. Figures 3 is the program advisement form for students who choose the **deaf education** emphasis area.

Fig 1A: Summer/Fall Admission: Mild Moderate Disabilities Track

Summer	Fall	Spring	Summer	Fall	Spring
SPED 404 (3)	SPED 611 (3)	SPED 603 (3)	SPED 600 (3)	SPED 605 (3)	SPED 628 (3)
SPED 485 (3)	SPED 613 (3)	SPED 621 (3)	SPED 625 (3)	SPED 642 (3)	<i>or</i>
	SPED 626a (3)	SPED 626b (3)	SPED 640 (3)	SPED 628 (3)	SPED 627 (6)

(Prerequisites (SPED 600 if prereqs done)				or SPED 627 (6)	SPED 635 (3) or SPED 652 (3) SPED 699 (1)
6 credits	9 credits	9 credits	9 credits	9-12 credits	7-10 credits

Fig 1B: Spring Admission: Mild Moderate Disabilities Track

Spring	Summer	Fall	Spring	Summer	Fall	Spring
<i>SPED 404 (3)</i> <i>SPED 485 (3)</i> <i>Prerequisites</i>	SPED 600 (3)	SPED 611 (3) SPED 613 (3) SPED 626a (3)	SPED 603 (3) SPED 621 (3) SPED 626b (3)	SPED 625 (3) SPED 640 (3)	SPED 605 (3) SPED 642 (3) SPED 628 (3) or SPED 627 (6)	SPED 628 (3) or SPED 627 (6) or SPED 652 (3) SPED 699 (1)
6 credits	3 credits	9 credits	9 credits	6 credits	9-12 credits	7-10 credits

Fig. 2A: Summer/Fall Admission: Severe Disabilities Track

Summer	Fall	Spring	Summer	Fall	Spring
SPED 404 (3) SPED 485 (3) (Prerequisites)	SPED 605 (3) SPED 632 (3) SPED 612 (3) SPED 626a (3)	SPED 603 (3) SPED 614 (3) SPED 626b (3)	SPED 600 (3)	SPED 630 (3) SPED 642 (3) SPED 628 (3)	<i>SPED 633 (3)</i> <i>SPED 628 (3)</i> or SPED 627 (6) SPED 635 (3) or SPED 652 (3) SPED 699 (1)
6 credits	12 credits	9 credits	3 credits	6-9 credits	7-13 credits

Fig. 2B: Spring Admission: Severe Disabilities Track

Spring	Summer	Fall	Spring	Summer	Fall	Spring
<i>SPED 404 (3)</i> <i>SPED 485 (3)</i> <i>Prerequisites</i>	SPED 600 (3) or Take second summer	SPED 605 SPED 632 (3) SPED 612 (3) SPED 626a (3)	SPED 603 (3) SPED 614 (3) SPED 626b (3)	SPED 600 (3) or Take first summer	SPED 630 (3) SPED 642 (3) SPED 628 (3)	<i>SPED 633 (3)</i> <i>SPED 628 (3)</i> or SPED 627 (6) SPED 635 (3) or SPED 652 (3) SPED 699 (1)
6 credits	3 credits	12 credits	9 credits	3 credits	6-9 credits	7-13 credits

Deaf Education Program

Fig 3A: Admission - Deaf Education Track (next admission SP 2008, schedule subject to change)

*Spring	Summer	Fall	Spring	Summer	Fall	Spring
DEAF 201 (3) SPED 404 (3) IT 211 (2)	SPED 607 (3)	SPED 606 (3) SPED 611 (3) SPED626a (3)	SPED 608 (6) SPED626b (3)	SPED 609 (3) SPED 622 (3) or SPED 616 (3)	SPED 642 (3) SPED 623 (3) or SPED 480 (3) SPED 627 (6) or SPED 628 (3)	SPED 628 (3)
8 credits	3credits	9 credits	9 credits	6 credits	9-12 credits	3 credits

* DEAF 101 (3 credits) and HWST 107 (3 credits) are pre-requisites to the Deaf Ed program.

Interdisciplinary M. Ed. in Special Education

The Interdisciplinary M. Ed. in Special Education is designed primarily for graduate students who do **not** seek a special education teaching license but, who wish to have an advanced degree in special education/disabilities services. Students who obtained a special education teaching license through an undergraduate program would enroll in the Interdisciplinary Program. All students are required to complete the M.Ed. core in special education. Specializations in the Interdisciplinary program are individualized to accommodate students' experiences, educational background and professional aspirations. Possible concentrations include early intervention, transition, psychology, social work, public health, human development, and administration. A faculty advisor assists students in developing their 43 credit Interdisciplinary program of studies for the M.Ed. in Special Education. For example, an occupational therapist interested in the area of early intervention for special needs infants might select the following 18 credits to meet the specialization requirement of the program:

- SPED 618: Adaptations and Special Procedures (6 credits)
- SPED 631 Early Intervention for Special Populations (3 credits)
- SW 475: Social Services for Children (3 credits)
- PSY 654: Cognitive Development (3 credits)
- PSY 653: Infant Development and Behavior (3 credits)

ADMISSION TO THE M.ED. PROGRAM

Master of Education Degree Program (Mild/moderate and Severe emphasis)

Eligibility for the M.Ed. program (in mild/moderate or severe) in special education requires that applicants hold a bachelor's degree from an accredited U.S. college or university or its equivalent from a foreign institution of higher learning recognized by the University of Hawai'i at Manoa. Application materials for the M.Ed. program may be obtained from the Department of Special Education, Wist Hall Room 120 (956-7956) or at www.hawaii.edu/graduate/. Requirements for admissions to the M. Ed. Program include:

- Submission to the Graduate Division, University of Hawai'i Graduate Division Application, *official copies* of all college/university transcripts from universities attended previously, and a written statement of professional goals and objectives.
- Undergraduate and post baccalaureate grade point average (GPA) of 3.0 or better (on a 4.0 scale).
- 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>
- Submission to the **Department of Special Education**, PRAXIS PPST scores: Math 173/Reading 172 or (CBT Math 318/CBT Reading 319) or (SAT Math 560/SAT Reading 530, if taken after 1995)
- Submission to the **Department of Special Education**, three (3) letters of recommendation from professionals who are knowledgeable of the applicant's potential to do graduate level studies, potential as a teacher and interpersonal interactions with students who have disabilities.
- Interview by special education faculty who review the application folders.
- Successful completion of the following prerequisite courses (or equivalents if not from the University of Hawai'i):
 - SPED 404: Foundations of Inclusive Schooling
 - SPED 485: Classroom Organization and Management

SPED 404 and 485 must be completed prior to the semester in which the student is admitted and prior to enrolling in graduate level courses.

NOTE: Applicants must have all materials submitted to the Graduate School by **March 1** of the Spring semester for Fall admission, and by **October 1** of Fall semester for Spring admission. Students are required to enroll in coursework in a prescribed sequence established for Fall and Spring admissions (see Figs 1A, 1B, 2A, 2B – pages 7-8).

Master of Education Degree Program (Deaf Education program)

Eligibility for the M.Ed. program (Deaf Education program) in special education requires that applicants hold a bachelor's degree from an accredited U.S. college or university or its equivalent from a foreign institution of higher learning recognized by the University of Hawai'i at Manoa. Application materials for the M.Ed. program may be obtained from the Department of Special Education, Wist Hall Room 120 (956-7956). Requirements for admissions to the M. Ed. Program include:

- Submission to the Graduate Division, University of Hawai'i Graduate Division Application, *official copies* of all college/university transcripts from universities attended previously, and a written statement of professional goals and objectives.
- Undergraduate and post baccalaureate grade point average (GPA) of 3.0 or better (on a 4.0 scale).
- 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>
- Submission to the **Department of Special Education**, three (3) letters of recommendation from professionals who are knowledgeable of the applicant's potential to do graduate level studies, potential as a teacher and interpersonal interactions with students who have disabilities.
- Interview by special education faculty/deaf education faculty who review the application folders.
- A minimum score of 2.5 on the ASLPI (American Sign Language Proficiency Interview).

NOTE: Applicants must have all materials submitted to the Graduate School by **March 1** of the Spring semester for Fall admission, and by **October 1** of Fall semester for Spring admission. Students are required to enroll in coursework in a prescribed sequence established for Fall and Spring admissions.

PRAXIS Admission Requirement for Students with Disabilities

If a student with a disability believes that the PRAXIS tests would unfairly discriminate against him or her in the application process, the student may write a letter to the department to petition that the requirement be waived.

The Department of Special Education adheres to the policy established in PL 93-112: Section 504 and the Americans with Disabilities Act (PL 101-336) regarding the admission of students with disabilities. Each situation is addressed on an individual basis. A "reasonable accommodation," or the means by which a prospective student demonstrates that he/she is "otherwise qualified" is an individual student matter.

University of Hawai'i at Manoa Catalog

Students and potential students are encouraged to acquire the UH-Manoa General and Graduate Information Catalog (<http://www.catalog.hawaii.edu/>) to review university-wide policy on issues such as transfer credit from one program to another or from another institution to UH-Manoa. Hardcopies of the catalog are available for purchase at the University of Hawaii bookstore.

Course descriptions can be found on the following website:
<http://www.catalog.hawaii.edu/courses/departments/sped.htm>

PROGRAM POLICIES

The following policies of the UHM Department of Special Education apply to all students in the Master's Degree Program. Students should consult with their advisors or the department chairperson if there are any questions regarding these policies.

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. (See Figure 6 in Appendix).

- 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 these required dispositions may not be allowed to enter or continue in the teacher preparation program.

General Program Policies

- Courses for the M. Ed. Program are sequenced and scheduled across five (5) to seven (7) consecutive semesters (see Figure 5 in Appendix). Students may or may not elect to complete the program in the five semester sequence. Deviating from the prescribed schedule extends the length of the program by at least one academic year. Students in the Deaf education program must complete courses in sequence with no gaps.
- Consideration to waive coursework or to transfer courses from another university requires that the student provide credits, course outlines or syllabi, and catalog descriptions. The instructor of the equivalent course at UHM determines equivalency with previously completed courses and the advisor completes the waive/substitute/transfer form.
- A minimum of 30 of 43 credits in the Master's Degree Program **must** be completed at the University of Hawai'i. Students must complete at least one semester of SPED 627: Advanced Practicum in Special Education or two semesters of SPED 628: Internship in Special Education or six credits of SPED 629: Clinical Practice Special Projects at the University of Hawai'i.
- Students **must** complete the Master's Degree Program within a seven-year period.

SPED Assessment System

M.Ed. in Special Education – Mild/Moderate Disabilities

There are three critical points in the M.Ed. 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 M.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 advisor.

Entrance: Graduate Division criteria and satisfactory interview by special education faculty

Midpoint Check

To ensure that all students are progressing satisfactorily, the advisors 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 3.0 or better; successful completion of SPED 404 & SPED 485, satisfactory dispositions ratings (a score of “1” or “2” in each of the dispositions areas); successful completion of SPED 611, 613, 621, 603, 626a & 626b (with grades of “B” or better); successful completion of required products listed below:

<u>Semester</u>	<u>Required Product</u>
Summer(optional):	Foundations Paper (SPED 600)
Fall:	Assessment, IEP, Lesson Plan Project (SPED 611)
Spring:	Case Study (SPED 621)

Final/Exit Check

In order for students to successfully graduate from the M.Ed. Program (Mild/Moderate), students must pass the final checkpoint. Final/Exit criteria include an overall GPA of 3.0 or better; successful completion of 627/628 (with grades of “B” or better), satisfactory dispositions ratings (a score of “1” or “2” in each of the dispositions areas); successful completion of all coursework with grades of “B” or better and successful completion of required products; and successful completion of midpoint conditions, if applicable. The required products are listed below:

<u>Semester</u>	<u>Required Product</u>
Summer:	Foundations Paper (SPED 600)
Fall:	Collaboration Project (SPED 605)
Spring:	Final Evaluation of Clinical Practice w/Unit & Dispositions (SPED 627/8)

Assessment Product Descriptions

SPED 600 – Foundations Paper

Project Description: Each student in SPED 600 will complete a *Now and Then Paper* in which they will compare and contrast one of the following historical and contemporary topics (a) leaders in special education, (b) policies, (c) law or legal decisions, or (d) prevailing theories and instructional techniques relating to a particular disability (e.g., mental retardation, learning disabilities, deafness). The paper must address the following:

- A full description of the sociopolitical context relating to the topic,
- Compare and contrast important similarities and differences of the historical and contemporary topic of focus,
- Pose and defend possible explanations for the similarities and differences between “then and now,”
- Demonstrate how the historical topic is related to/ impacted the contemporary topic and other current practices and policies.

SPED 611– Assessment, IEP, Planning Project

Each student in SPED 611 will complete a three-part Assessment, IEP, Planning Project. The Assessment 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 (a) to 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 instructional 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 assessment information for a variety of education decisions.

SPED 621- Language Arts Case Study and Intervention

Each student in SPED 621 will complete a Case Study and Intervention with a student or students with ELN (exceptional learning needs). The Case Study includes a description of the student(s), assessment information, IEP goals and objectives, current educational strategies being used, and observations and examples of the student work. The student will next complete a literature review of articles presenting evidence-based practices for teaching language arts appropriate to the case study student(s) selected. The student will then use that information to develop an instructional plan for no less than three weeks that includes a description of the procedures to be used and a schedule and description of the lessons to be taught. The Project requires the student (a) to understand the effects that an exceptional condition can have on an individual's learning in school and how a student's primary language interacts with the individual's exceptional condition, (b) to analyze evidence-based instructional strategies to individualize instruction for students with ELN, (c) to use instructional strategies that promote positive learning results in general and special curricula, (d) to use direct motivational and instructional interventions, (e) to understand typical and atypical language development and use strategies to enhance language development and teach communication skills to individuals with ELN, (f) to develop long-range instructional plans and modify based on ongoing analysis of the individual's learning progress, and (g) to use multiple types of assessment information for making educational decisions and use formal and informal assessments of learning to identify supports and adaptations required for individuals with ELN.

SPED 605 - Collaboration Project

Each student in SPED 605 will complete a two-part Project. **Part One** is a qualitative interview of an individual from a home, school, or community setting regarding his/her experiences in collaboration concerning an individual with ELN (exceptional learning needs). Each student will analyze the data from the interview for elements that either enhanced or inhibited collaboration. Each student will reference the results of their interview to current literature on collaboration. For **Part Two** each student will work collaboratively with the interviewee to develop an action plan to target at least one element that inhibited collaboration (from the interview data). The Project requires students to adhere to ethical and professional practice standards and implement current evidence-based

practices of collaboration. Students will be engaged in professional activities involving others in the community that benefit individuals with ELN, their families, colleagues, and that will enhance their own professional growth. Students will be required to reflect on their practice and their sensitivity to the aspects of diversity.

SPED 627/628 – Required Product: Differentiated Unit of Instruction & Dispositions

The 627/628 product is to be completed while students are enrolled in SPED 627/628. 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 will 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 (if applicable) 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. A mid-term and cumulative final evaluation is completed by the participating professional (if applicable) and the university supervisor using a competency-based rating scale. Additionally, the University supervisor uses formal lesson evaluations and product rubrics to evaluate the student. 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.

M.Ed. in Special Education – Severe Disabilities Products and Sequence

There are three critical points in the M.Ed. 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 M.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 advisor.

Entrance: Graduate Division criteria and satisfactory interview by special education faculty

Midpoint Check

To ensure that all students are progressing in a satisfactory manner, the advisors 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 3.0 or better; successful completion of SPED 404 & SPED 485; satisfactory dispositions ratings (a score of “1” or “2” in each of the dispositions areas); successful completion of SPED 612, 614, 632, 633, 603, 626a & 626b; successful completion of required products listed below:

<u>Semester</u>	<u>Required Product</u>
Fall:	Ecologically-Based Intervention Plan (Communication) (SPED 632)
Spring:	Instructional Plans (SPED 614)

Final/Exit Check

In order for students to successfully graduate from the M.Ed. Program (Severe), students must pass the final checkpoint. Final/Exit criteria include an overall GPA of 3.0 or better; successful completion of 627/628 (with grades of “B” or better), satisfactory dispositions ratings (a score of “1” or “2” in each of the dispositions areas); successful completion of all coursework and successful completion of required products; and successful completion of midpoint conditions, if applicable. The required products are listed below:

<u>Semester</u>	<u>Required Product</u>
Summer:	Paper (SPED 600)
Fall:	Collaboration Project (SPED 605)
Spring:	Evaluation of Student Teaching/Internship with Lesson Set & Dispositions (SPED 627/8)

Required Product Descriptions for Severe Program

SPED 600 – Foundations Paper

Project Description: Each student in SPED 600 will complete a *Now and Then Paper* in which they will compare and contrast one of the following historical and contemporary topics (a) leaders in special education, (b) policies, (c) law or legal decisions, or (d) prevailing theories and instructional techniques relating to a particular disability (e.g., mental retardation, learning disabilities, deafness). The paper must address the following:

- A full description of the sociopolitical context relating to the topic,
- Compare and contrast important similarities and differences of the historical and contemporary topic of focus,
- Pose and defend possible explanations for the similarities and differences between “then and now,”
- Demonstrate how the historical topic is related to/ impacted the contemporary topic and other current practices and policies.

SPED 614 – Instructional Plans

Each student in SPED 614 will develop three individualized instructional plans applying chaining, errorless, and incidental teaching strategies across various content areas for students with severe/multiple disabilities. One of the plans must also demonstrate the use of assistive technology. The plans promote positive learning results in inclusive school or community activities/settings. The plans draw from evidence-based practices and demonstrate the application of systematic, data-based instruction. This project requires that students develop and implement the plans and collect continuous implementation data. They

must also present the data to the class three times over the course the semester, demonstrating interpretation of the data and data-based decision making.

SPED 632 – Ecologically-Based Intervention Plan

Each student in SPED 632 will develop and implement an integrated, ecologically-based intervention plan that addresses the language and communication needs of students with severe/multiple disabilities. This project requires that students conduct a person-centered planning meeting to get to know the student, to identify student, family, and professional priorities, and to identify a shared vision for the student's participation in an inclusive classroom. Based on the vision, an ecological assessment must be constructed and implemented. Students are required to highlight language and communication needs identified through this planning and assessment process. And finally, students are required to develop, implement, and collect data on individualized instructional plans for three language/communication objectives. This project requires that students understand the relationship of planning and assessment to intervention. They must also understand ecological theory and how it relates to assessment, establishing educational priorities, and designing interventions. Furthermore, the development of intervention plans requires that students demonstrate their ability to implement evidenced-based naturalistic practices in language and communication intervention in inclusive settings.

SPED 605 – Collaboration Project

Each student in SPED 605 will complete a two-part Project. **Part One** is a qualitative interview of an individual from a home, school, or community setting regarding his/her experiences in collaboration concerning an individual ELN (exceptional learning needs). Each student will analyze the data from the interview for elements that either enhanced or inhibited collaboration. Each student will reference the results of their interview to current literature on collaboration. For **Part Two** each student will work collaboratively with the interviewee to develop an action plan to target at least one element that inhibited collaboration (from the interview data). The Project requires students to adhere to ethical and professional practice standards and implement current evidence-based practices of collaboration. Students will be engaged in professional activities involving others in the community that benefit individuals with ELN, their families, colleagues, and that will enhance their own professional growth. Students will be required to reflect on their practice and their sensitivity to the aspects of diversity.

SPED 627/628 – Required Product: Differentiated Unit of Instruction/Lesson Set & Dispositions

The 627/628 product is to be completed while students are enrolled in SPED 627/628. The product is a Unit of Instruction (Lesson Set for students in the severe program), 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 will 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 (if applicable) 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. A mid-term and cumulative final evaluation is completed by the participating professional (if applicable) and the university supervisor using a competency-based rating scale. Additionally, the University supervisor uses formal lesson evaluations and product rubrics to evaluate the student. 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.

M.Ed. in Special Education – Deaf Education
For students entering Spring 2004
Products and Sequence

There are three critical points in the M.Ed. Deaf Education 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 M.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 advisor.

Entrance: Graduate division criteria, ASLPI (American Sign Language Proficiency Interview), and satisfactory interview by Deaf Education faculty.

Midpoint Check

To ensure that all students are progressing satisfactorily, the advisors 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 3.0 or better; successful completion of pre-requisites (SPED 404, ASL courses, DEAF 101, DEAF 201, Elementary Methods, HWST 107 or HIST 284, IT 211); satisfactory dispositions ratings (a score of “1” or “2” in each of the dispositions areas); successful completion of SPED 606, 607, 608, 611, 626a & 626b; successful completion of required products listed below:

<u>Semester</u>	<u>Required Product</u>
Fall '04:	Applied Language Assessment Project (SPED 606)
Spring '05:	Instructional Strategies Project (SPED 611)
	Language Arts Case Study (SPED 608)

Final/Exit Check

In order for students to successfully graduate from the M.Ed. Deaf Education Program, students must pass the final checkpoint. Final/Exit criteria include an overall GPA of 3.0 or better; successful completion of 627/628 (with grades of “B” or better), satisfactory dispositions ratings (a score of “1” or “2” in each of the dispositions areas); successful completion of all coursework; successful completion of required products; and successful completion of midpoint conditions, if applicable. The required products are listed below:

<u>Semester</u>	<u>Required Product</u>
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Summer '05:	Issues Analysis Report (SPED 609)
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Fall '05:	Final Evaluation of Clinical <i>Practice</i> with Bilingual Unit and Dispositions (SPED 627/628)
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Required Product Descriptions

SPED 609 – Point-Counterpoint Analysis Report of Critical Issues in Deaf Education

Each student in SPED 609 will complete a Report analyzing either 1) two major education/communication philosophies in Deaf Education or 2) two major educational placements options for deaf students. The report requires the student to review the historical significance of the issue, the importance to contemporary deaf education, and the major theses of two sides of the issue.

The Report requires the student (a) to understand the field as an evolving and changing discipline based on diverse and historical points of view, (b) to understand human issues that influence the field of deaf education and the treatment of individuals who are deaf, (c) to understand how issues of human diversity can interact with issues in the delivery of special education services for deaf students, (d) to understand how primary language, culture and familial background interact with deaf students' development, (e) to understand the characteristics between and among individuals who are deaf, and (g) to use this knowledge to construct their own personal understanding and philosophies of deaf education.

SPED 611 – Instructional Strategies Project

Each student in SPED 611 will complete a two-part Project. Part One is the identification and analysis of six evidence-based instructional strategies. Part Two is an intervention requiring students to teach one of the student-centered strategies to students with ELN (exceptional learning needs) through a series of at least five lessons, collect work samples that document the students' use of the strategies, and summarize and reflect upon the lessons that were implemented.

The Project requires the student (a) to understand the effects that an exceptional condition can have on an individual's learning in school, (b) to analyze evidence-based instructional strategies to individualize instruction for students with ELN, (c) to use instructional strategies to promote positive learning, (d) to create a learning environment to encourage the independence of students with ELN, (e) to engage in developing and implementing long-range individualized instructional plans, (f) to create and implement plans including explicit modeling and efficient guided practice, and (g) to regularly monitor the progress of students with ELN.

SPED 627/628: Final Evaluation of Student Teaching with Unit of Instruction and Dispositions

Students will demonstrate successful completion of student teaching in order to complete the teacher-training program.

Students will 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 midterm) 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 (if applicable) consultation and conferencing, and the completion of required assignments/products. The University supervisor will conduct a minimum of four (4) visits, which involve formal lesson observations/evaluations per student. A mid-term and cumulative final evaluation is completed by the participating professional (if applicable) and the University supervisor using a competency-based rating scale. Additionally, the University supervisor 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 and deaf 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 who are deaf/hard of hearing, 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 who are deaf/hard of hearing; (e) technology to enhance instruction and improve student performance; (f) basic classroom management theories, methods, and techniques for individuals with exceptional learning needs; (g) various assessment procedures; and (h) 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.

Overview of the Unit:

Introduction: Include background information, select and unpack appropriate HCPS standards, and outline unit goals based on the standards.

Outline of Lessons/Activities: Describe opportunities to Learn and Perform for a complete unit (including an overview of the unit for the students in calendar format) Each opportunity to Learn/Perform should be described in narrative form, including how bilingual strategies will be included.

Assessment Design: Describe in detail the method of assessing students for each objective or group of objectives, focusing on authentic assessment strategies.

Details of Assessment DUE:

Design of 5 Core lessons/learning activities: Objectives, materials, anticipatory set, procedures, and detailed assessment guides/rubrics. Highlight bilingual strategies used.

Materials and resources for Unit: Gather/create materials you will need for your unit.

SPED 608 – Language Arts Case Study and Intervention

Each candidate in SPED 608: Language Arts for Deaf Students will complete a Case Study and Intervention with deaf students. The Case Study includes a description of a deaf student, assessment information, IEP goals and objectives, current educational strategies being used, and observations and examples of the student work. The candidate will next complete a literature review of articles presenting evidence-based practices for teaching reading appropriate to the case study student selected. The candidate will then use that information to develop an instructional plan for no less than three weeks that includes a description of the procedures to be used and a schedule and description of the lessons to be taught.

The Project requires the candidate (a) to understand the effects of being deaf can have on an individual's learning in school and how a deaf student's primary language (ASL) interacts with the reading and writing of English, (b) to analyze evidence-based instructional strategies to individualize English instruction for deaf students' whose primary language is ASL, (c) to use instructional strategies that promote positive learning results in general and special curricula, (d) to use direct motivational and instructional interventions, (e) use strategies to enhance English language development and use based on ESL and bilingual theories/methods, (f) to develop long-range instructional plans and modify based on ongoing analysis of the individual's English use, and (g) to use multiple types of assessment information for making educational decisions and use formal and informal assessments to identify supports and adaptations required for deaf students learning English.

SPED 606—Applied Sign Language Assessment Project

Each candidate in SPED 606: Language Development for Deaf Children will collect and analyze samples of a deaf student's conversational use of sign language in different contexts and with various conversational partners. The Project reflects evidenced-based theory of language development and the relevance to professional practice and requires an understanding of various aspects of language as well as formal and informal methods for assessing children's sign language development. In addition to data collection and analysis, the Project requires candidates to propose strategies to enhance language development in the school and home environments, requiring knowledge of effective strategies for promoting language development .

Fingerprinting & Background Checks

Background Checks

All students are required to complete and submit a Personnel Form 90 (please see your advisors or field supervisors) prior to starting their field placements. More information on background checks and fingerprinting will be given at the Student Orientation meeting held at the beginning of the Fall and Spring semesters.

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>.

Field Work Policies

Traditional Field Placements

All students who are enrolled in the M.Ed. programs must demonstrate specific competencies when working with children and youth who have disabilities. M.Ed. students have two options of fulfilling field work requirements – traditional field placement and “in place” field placement. Students who chose traditional placements will be assigned by the field placement coordinator to teach in a special education classroom with a licensed special education teacher. 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.

Cooperating classroom teachers are required to be licensed in special education and must meet departmental criteria. **Students are not allowed to find their own placements.** Students must be willing to travel to their assigned schools. Students will receive their field placement information at the beginning of the Fall and Spring semesters.

All field experiences and practica **must** be supervised by University of Hawai'i faculty. **An unsupervised field experience cannot be used to earn SPED 626: Field Experience, SPED 627: Advanced Practicum, or SPED 628: Internship credit.** All students who are enrolled in any of the undergraduate or graduate special education programs must demonstrate specific competencies and dispositions when working with individuals who have disabilities, families of individuals with disabilities, and other professionals. These competencies and dispositions must be demonstrated while students are enrolled in a minimum of twelve (12) credits of field experiences as enumerated below:

- Six (3 +3) credits - SPED 626: Field Experience in Special Education
- Six (6) credits - SPED 627: Advanced Practicum (1 sem.), or 6 (3+3) credits - SPED 628: Internship (2 sems.)

Field experience (SPED 626, 627, or 628) is not available during the summer. SPED 626: Field Training in Special Education (3+3 credits) must be completed prior to enrolling in SPED 627: Advanced Practicum or SPED 628: Internship. Students may enroll in SPED 627/628 **only** when they have completed all required courses necessary to demonstrate competencies in Advanced Practicum/Internship.

SPED 626: Field Experiences in Special Education

Students whose emphasis area is **mild/moderate** disabilities must take SPED 626a concurrently with SPED 611. SPED 626b must be taken concurrently with SPED 603. Field placements must be in settings that serve students with mild/moderate disabilities.

Students whose emphasis area is **severe** disabilities must take SPED 626a concurrently with SPED 632, SPED 612 and/or SPED 605. SPED 626b must be taken concurrently with SPED 614. Field placements must serve students with severe disabilities.

Students whose emphasis area is Deaf Education must take SPED 626a concurrently with SPED 606 and SPED 611. SPED 626b must be taken concurrently with SPED 608. Field placements must be in settings that serve students who are Deaf or hard of hearing.

Field experience placements **must** be in educational settings that allow the supervisor to observe the student working in 1 to 1 situations, small group, and large group settings with students identified with disabilities for whom IEP's have been developed.

If a student is employed and teaching in a special education setting, the student may enroll in SPED 626 and implement the field experience and other course assignments in their own classroom (“in-place”). The employment setting **must** be appropriate to the student's area of emphasis (mild/moderate, severe, deaf) and program level (pre-3, k-6, 7-12, k-12). The UHM Special Education field experience/practicum supervisor must approve the setting and supervise the practicum throughout the semester. Students must obtain approval from their school principal for this arrangement.

Students must be placed in and attending a practicum setting by the end of the *third week* of the semester, or they must withdraw from the practicum.

Students assigned to a field experience placement who accept jobs or who wish to change field experience placement after the third week of the semester, must petition the full faculty in writing for a mid-semester switch in practicum placement. If the faculty does not approve the change and the student still elects to make the change, the student must withdraw from practicum for that semester.

“In- Place” Teaching in Co-Teaching Settings

With the increasing number of Hawaii public schools moving toward inclusion, special education teacher candidates may be offered teaching positions in inclusive classroom settings. Typically, the inclusive classroom is a co-teaching situation in which a special educator and a general educator are paired to deliver instruction to a group of students with and without disabilities. Teacher candidates desiring to fulfill field and student teaching requirements through full-time teaching positions in co-teaching classrooms must confirm with their UHM academic advisor ***prior to the beginning of the field experience course*** that the setting allows for sufficient teaching opportunities to satisfy university requirements.

Field experience courses require the following ***minimum*** number of hours of active teaching of students with disabilities:

- SPED 626a/b = 9 hours per week for each semester
- SPED 628 a/b = 20 hours per week for each semester

Listed below are six general descriptions of inclusive co-teaching arrangements (Friend and Cook, 2007) and their suggested appropriateness for fulfilling field requirements.

1) One Teaching, One Observing

In this arrangement, the general education classroom teacher assumes the entire responsibility for teaching and instructional planning for the entire class while the special education teacher candidate is assigned to observing students or collecting data with little/no teaching responsibilities. This type of co-teaching arrangement is not likely to provide the special education teacher candidate with sufficient teaching opportunities to fulfill field and student teaching requirements. This type of arrangement will not be approved for a field placement or advanced practicum.

2) One Teaching, One Assisting

In the one teaching, one assisting arrangement, the general education classroom teacher assumes the entire responsibility for teaching and instructional planning for the entire class while the special education teacher candidate is assigned to monitor and assist students. This type of co-teaching arrangement is not likely to provide the special education teacher candidate with sufficient teaching opportunities to fulfill field and student teaching

requirements. This type of arrangement will not be approved for a field placement or advanced practicum.

3) Station Teaching

In station teaching arrangements, the general education classroom teacher and the special education teacher candidate are both responsible for teaching and instructional planning. Teaching “stations” are established and the students are expected to move from one station to the next. The general education teacher and the special education teacher candidate are responsible for planning instruction for and teaching at their assigned stations. This type of co-teaching arrangement is likely to provide the special education teacher candidate with sufficient teaching opportunities to fulfill field and student teaching requirements. This type of placement is recommended.

4) Parallel Teaching

In parallel teaching arrangements, the general education classroom teacher and the special education teacher candidate share the responsibility of teaching and instructional planning. The class may be divided into two groups; the general education classroom teacher is responsible for teaching and instructional planning for one group while the special education teacher candidate is responsible for teaching and instructional planning for the other group. This type of co-teaching arrangement is likely to provide the special education teacher candidate with sufficient teaching opportunities to fulfill field and student teaching requirements. This type of placement is recommended.

5) Alternative Teaching

In alternative teaching arrangements, the special education teacher candidate is responsible for the teaching and instructional planning of a smaller, select group of students within the class while the general education classroom teacher is responsible for teaching and instructional planning for the rest of the class. This type of co-teaching arrangement is likely to provide the special education teacher candidate with sufficient teaching opportunities to fulfill field and student teaching requirements. This type of placement is recommended.

6) Teaming

In teaming arrangements, the general education classroom teacher and the special education teacher candidate share equal responsibility for teaching and instructional planning. This type of co-teaching arrangement is likely to provide the special education teacher candidate with sufficient teaching opportunities to fulfill field and student teaching requirements. This type of placement is recommended.

Minimum 9 hours per week each semester

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

- _____ Ask the cooperating 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 cooperating teacher for information; review IEPs if possible.
- _____ Schedule a meeting with your cooperating teacher and the university supervisor to go over the field syllabi and field expectations.

Weeks 2-4: Observation Phase

- _____ Observe students and cooperating 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 cooperating teacher teaching and providing feedback to students.
- _____ Ask your cooperating 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 cooperating teacher feel ready, the student should begin to work with individual students or small groups with the cooperating teacher's assistance and guidance.
- _____ Ask the cooperating 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 cooperating teacher and the university supervisor. The cooperating 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 cooperating teacher to plan and deliver the lessons.
- _____ Schedule lesson observations with your university supervisor and cooperating teacher. Provide the cooperating teacher with the observation form to be completed during the lesson. Participate in post-teaching conferences, as appropriate.
- _____ At approximately the 6-8th week, a mid-term evaluation is conducted. Ask your cooperating teacher to complete the SPED 626a/b Midterm/Final Evaluation Form (see Midterm/Final Evaluations section of this handbook).
- _____ Schedule a mid-point conference with your university supervisor and cooperating teacher to discuss the Mid Evaluation. Define plans to make necessary improvements.

Weeks 12-15: Culmination Phase

- _____ Continue teaching lessons and receiving feedback from cooperating 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 cooperating teacher and the university supervisor. For this conference, the cooperating teacher completes the 626a/b Midterm/Final Evaluation Form (see Midterm/Final Evaluations section of this handbook).

SPED 627: Advanced Practicum and SPED 628: Internship

The purpose of SPED 627/628 is to:

- provide University students with a final, intensive field placement in which they apply the wide range of competencies and dispositions addressed in core and specialization courses;
- allow faculty the opportunity to evaluate the student's performance on these competencies and dispositions which are required for special education teacher licensure.

SPED 627/628: Advanced Practicum/Internship **cannot** be waived based on previous University coursework or degrees or professional experience. The student **must** demonstrate competencies with special needs populations in supervised education or community settings. Every attempt will be made

to place the student in an advanced practicum setting with a cooperating teacher who has a Master of Education degree in Special Education.

Students who opt to complete their final semester of field under the guidance of a cooperating teacher will register for SPED 627: Advanced Practicum. The field placement coordinator will arrange a field placement in an appropriate setting. SPED 627 requires the student to be in the field for 20 hours per week for the entire semester. Please see the scheduling guidelines for SPED 627 below:

SCHEDULING GUIDELINES

SPED 627: Student Teaching (16 weeks)

Traditional Placement – 20 hours per week

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, nurse, etc.)

_____ Make sure your University Supervisor (US) has your schedule and a map or directions to your room.

_____ Schedule a meeting with your cooperating teacher (CT) and the university supervisor (US) to go over the field syllabi and field expectations.

_____ 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 CT about the record keeping, scheduling, grading system, and other organizational systems that are used.

_____ Review assessment procedures/materials used by the CT.

_____ 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 CT's planning and direction.

_____ Complete any other beginning tasks requested by your CT.

Week 2

_____ Develop a lesson plan for individuals and/or small groups of students with the guidance of your CT.

_____ Begin instructing for part of the day using your own lesson plans. Debrief with the CT.

_____ Schedule a first site visit by the US when you will be conducting one of your lessons and have the lesson plan available. Debrief with the US and CT. Set schedule for next visit.

_____ If necessary, develop behavior management plans for student(s). Have your CT 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 duties as requested by your CT and US.

Weeks 3 & 4

_____ 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 US and the CT.

_____ Send out video consent forms and begin videotaping plans (see Videotaping Consent form section of this handbook). **OPTIONAL

_____ Other duties as requested by your CT and US.

Weeks 5 - 8

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

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

_____ Assume assessment role responsibilities of the CT 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 CT and with your US. ****OPTIONAL** (see Videotape Consent Form section of this handbook).

_____ Other duties as requested by your CT and US.

Weeks 9-16

_____ 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 US.

_____ Schedule the final evaluation conference with your CT and US 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 CT.

_____ Plan culminating activities with appropriate transition out of the classroom: Closure with students

_____ Other duties as requested by the CT and US.

SPED 628: Contracted Teachers (“In place” Teachers)

Students who are employed as full-time teachers in special education settings and not under the direct supervision of a cooperating special education teacher may complete the Advanced Practicum Internship requirement by:

- taking a one-semester sabbatical leave and enrolling in SPED 627: Advanced Practicum semester with a cooperating special education teacher, **or**
- (a) obtaining approval from their school administrators to participate in a year-long “in-place” internship, (b) enrolling in SPED 628: Internship (3 credits) for two consecutive semesters during an academic year (Fall-Spring), and (c) having a UHM Special Education faculty member supervise them throughout both semesters.

Students who enroll in a year-long “in-place” internship are advised that the following conditions exist:

- Students must be teaching in a setting that is appropriate to program emphasis (prek-3, k-6, 7-12, or k-12; and level of severity – mild/moderate or severe).

- Employment as an educational assistant or as a substitute teacher cannot be used to complete SPED 628 requirements.
- Students may receive salary (from the Hawai'i DOE) and University credit while enrolled in SPED 628.

Students who are enrolled in SPED 626 (a) or (b) or SPED 627 may be employed as substitute teachers by the Hawai'i Department of Education with the understanding that **substitute teaching does not count toward contact hour requirements for the field/practicum experience**. Students who substitute teach on a day normally designated for field/practicum experience must make up that time under the supervision of their SPED 626a/b and SPED 627 cooperating teachers. This policy is also applicable to students who are hired to substitute teach for their cooperating teachers in their field experience/practicum placements.

Practica Grade Requirements and Re-enrollment

Students **must** earn a minimum letter grade of "B-" to receive credit for field experiences. If a student receives a grade lower than a "B-," the student is required to re-enroll in that section (SPED 626: Field Experience a or b, SPED 627: Advanced Practicum, or SPED 628: Internship) the **following semester**. Students may *retake* 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.

SPED 628 Grade Requirements and Re-enrollment

If a student earns a grade lower than a "B-" in SPED 628 Fall semester, s/he must: (a) complete SPED 627 the following Spring or Fall semester, **or** (b) complete another two (2) semesters of SPED 628 the following Fall and Spring semesters in a new placement.

If a student earns an "A" or "B" in SPED 628 Fall semester, but earns a grade lower than a "B-" in Spring semester, s/he must: (a) remain in the same placement and register for another SPED 628 the following Fall semester, **or** (b) complete SPED 627 the following Fall semester, **or** (c) register for SPED 628 the following Fall **and** Spring semesters in a new placement.

The student's advisor and the field supervisor who assigned the grade will decide which of the above options applies to the student.

Teacher Licensing

Following completion of all coursework and fieldwork in the program and upon the approval of the faculty of the College of Education, graduates/program completers of the M.Ed. in Special Education program are recommended for licensure. Students may seek licensure at the pre-3, k-6, 7-12 or k-12 levels. For each level of licensure desired, the student must have completed successfully at least one supervised field experience/practicum at that level.

Students who complete the M.Ed. program and become licensed at one level and who wish to add a second level to their license after initial licensure must complete SPED 627 – Advanced Practicum (6 credits) or two semesters of SPED 628 – Internship (3 + 3 credits) at the level for which they are seeking additional licensure.

SPED 629 Alternative Projects - Policy

M.Ed. students in the Interdisciplinary Emphasis (non-licensure program), students previously licensed in special education, or students demonstrating excellence in field experience competencies may be permitted to complete alternative projects to fulfill the requirements of SPED 629. Alternative field experience projects are formulated by the student in collaboration with the advisor and practicum supervisor. All projects must link to field experience competencies (see Special Education Practicum Handbook); build on current skill levels; promote professional/leadership skills; and comply with state and national policies.

All M.Ed. students in the Interdisciplinary Emphasis are eligible for alternative projects. With the consultation and approval of their advisors, students develop a contract indicating specific competencies, activities, and outcomes to be addressed in their field experience. Students must also develop a competency-based assessment form to be used for midterm and final evaluation. This form should be completed by the supervising professional or the UH supervisor if there is not a supervising professional on site.

Students previously licensed in special education, or students who believe they would benefit more from an alternative project than a traditional practicum experience, should consult with their advisor about this option. Students should then submit (a) a letter to their advisor requesting approval to compete an alternative project(s), and (b) a proposal identifying the focus of the alternative project(s). The letter should be written the semester prior to the one for which the students is requesting an alternative project. The advisor will bring the letter and proposal to the full special education faculty for review and approval. If approved, the faculty will identify and appropriate field experience supervisor.

After obtaining departmental approval, the student must arrange a meeting with the advisor and practicum supervisor. Together, the student, advisor, and supervisor will draft a contract linking the project(s) to the field experience competencies, identifying activities and products to be completed, and specifying a timeline for each activity and product. Under the guidance of the advisor and supervisor, the student will develop an evaluation form specific to the project (modeled on the 626/627/628 competencies).

Examples of alternative projects:

- Establish co-teaching partnership and develop co-teaching skills
- Learn and apply new curricula/instructional methods
 - *content specific
 - *socially-oriented
 - *transition focused
- Explore and field-test adaptations to curriculum
- Develop and implement activities to promote inclusion
 - *build social networks
 - *conduct a series of teacher in-service sessions
 - *develop new school policies
- Increase use of educational technology in the classroom/school
- Explore alternative assessment procedures

Develop systematic progress monitoring sharing system (families, teachers, team members)
Promote integrated therapy goals and intervention
Develop and implement educational assistant training

Mentor Program

The Mentoring Unique Special Educators (M.U.S.E) Program provides professional guidance, resources and support to “in-place” beginning teachers. Mentors provide weekly mentoring support through modeling of best practices in Special Education. Mentors may offer beginning teachers suggestions for instructional strategies and materials, assist in developing instructional units or approaches to classroom management, or assist in developing IEPs and conferencing with parents.

The M.U.S.E. Program also conducts mandatory monthly Beginning Teacher Seminars covering a variety of topics that will support the professional growth and classroom practices of the beginning teachers.

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.
- _____ Fill out the Personnel Form 90 (see the Field Coordinator for this form) and bring this form to your fingerprinting appointment. You cannot start your field placement without being fingerprinted!
- _____ Contact and meet the Cooperating Teacher (CT) to set up a schedule: provide the CT with the field syllabus and go over the requirements with the CT.
- _____ Meet with your University Supervisor (US) and your CT within two weeks of starting your placement. Submit a schedule, map, and other pertinent information to your US prior to this meeting. Discuss any questions/concerns.
- _____ Submit weekly lesson plans to your CT. These plans should be available to the US for each site visit. See the “Suggested Lesson Plan Format” section of this handbook.
- _____ Ongoing communication is **critical**. You may choose to maintain communication with your CT 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 CT and US.
- _____ Have the Video Consent forms (see ‘Video Consent Forms’ section of this handbook) signed for each student who will be videotaped. Videotape yourself teaching (arrange through the AV person at your school). Complete a self

reflection. View and analyze the video with your CT 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 CT, and US to discuss and sign off on the final evaluation.

Cooperating Teacher

The cooperating 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 field syllabus. Jot down any questions you may wish to discuss with the university supervisor (US).
- _____ Meet with the US during the initial site visit within the first two weeks of the student's initial start date. Ask questions you may have about the forthcoming experience.

During Student Teaching

- _____ Inform the university student of school and classroom rules, procedures, behavior management practices, etc.
- _____ Introduce the university 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 university 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 the university student to the class. Provide student with pertinent information (IEPs) as appropriate.

- _____ Arrange specific time(s) each day/week to meet with the university student to discuss the student's plans, ongoing responsibilities, and to answer questions.

- _____ Arrange for observational opportunities, teaching opportunities, and opportunities for the university student to meet the competencies.

- _____ Check and approve lesson plans prior to delivery of the lesson.

- _____ Provide ongoing feedback as to the university student's strengths and weaknesses.

- _____ Maintain ongoing communication with the university student 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).

- _____ Complete the Midterm Evaluation Form (will be provided to you) by the last week of October/March). Go over your evaluations of the university student with the university student and the US. Submit completed midterm evaluation to the US.

Near the End of Student Teaching

- _____ Prepare (with the university student) students for closure. Assist the university student 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. Meet with the university student and the US to go over your evaluation of the student’s progress.

University Supervisor

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

- _____ Informs the cooperating teacher of the student involved and directs the student in making contact with the CT and the principal.
- _____ Meets with the university student and the CT within two of the university student's start date to go over the field syllabus and field expectations.
- _____ Maintains ongoing communication with the university student and CT.
- _____ Schedules site visits.
- _____ Assures that the student has appropriate experiences.
- _____ Observes the student's performance and discusses site observations with the student and CT.
- _____ Evaluates lesson plans.
- _____ Provides feedback to the student and CT 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 with other special education faculty; determines and submits final grade; puts final evaluation in student's cumulative file.

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 go home to student teach 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
lindao@hawaii.edu
1776 University Avenue, Wist Hall 120
Honolulu, HI 96822
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), 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).

University Cooperative Agreements

The Department of Special Education will consider requests from students enrolled in the Master of Education Degree program to complete requirements for **SPED 627: Advanced Practicum** (6 credits) under the supervision of a colleague at another university under the following conditions:

- The student is relocating to another state based on extenuating circumstances (i.e., military move, family emergency).
- The student has completed all coursework at the University of Hawai'i at Manoa prior to relocating to another state.
- The student completes advanced practicum requirements in a special education classroom setting with students identified as having mild/moderate or severe disabilities or as deaf or hard of hearing at the appropriate age/grade level and under the supervision of a certified/licensed cooperating special education teacher and a practicum supervisor from a collaborating University. The student **may not** complete SPED 628: Internship in another state.
- The student enrolls in SPED 627 (6 credits) during the appropriate semester at the University of Hawai'i at Manoa to avoid the transfer of credits from another university to the Master of Education Degree program at the University of Hawai'i. Enrollment in SPED 627 at the University of Hawai'i also ensures a degree of quality control. Practicum evaluation will be based on the student's ability to demonstrate specified competencies required for successful completion of the course.
- The University of Hawai'i at Manoa will pay an honorarium to the cooperating special education teacher. However, the student must pay an honorarium to the practicum supervisor from the cooperating University.

The Department of Special Education will consider requests from students enrolled in other universities to complete student teaching/practicum requirements at the University of Hawai'i at Manoa under the following conditions:

- The student has completed all coursework at the other University prior to participating in practicum in Hawai'i.
- The Hawai'i Department of Education (DOE) agrees to host a student teacher/practicum student from another University.

- A University of Hawai'i at Manoa Department of Special Education faculty member agrees to supervise the student based on the home University program's philosophy and orientation.
- The student completes student teaching/practicum requirements in a Hawai'i DOE special education classroom setting with students identified as having mild/moderate or severe disabilities or those who are deaf or hard of hearing at the appropriate age/grade level and under the supervision of a licensed cooperating special education teacher and a practicum supervisor from the University of Hawai'i at Manoa.
- Advanced practicum **may not** be completed as a year long internship in conjunction with employment as a special education teacher by the Hawai'i DOE.
- The student is admitted to the University of Hawai'i at Manoa as an unclassified graduate student and enrolls in one credit of SPED 699.
- The student enrolls in student teaching/advanced practicum during the appropriate semester at the home University. Practicum evaluation will be based on the student's ability to demonstrate competencies and meet the requirements for successful completion of the course as specified by the home University.
- The home University pays an honorarium to the cooperating special education teacher.
- The student pays an honorarium (\$500) to the University of Hawai'i at Manoa practicum supervisor. The amount of the honorarium will be assessed annually.

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 (c) 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 CRC 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.

FINANCIAL AID

Various financial aid sources are available for students. The Department of Special Education, in conjunction with federally funded projects, sometimes have **graduate assistantships** available. The graduate assistantships provide tuition waivers and stipends and offer opportunities for students to work on special projects in personnel training, new program development or research. These assistantships provide students with unique opportunities to broaden their knowledge and experience in special education. Interested students should contact the Department chairperson or secretary. The Graduate Division also offers a few full tuition waivers for M.Ed. students who demonstrate academic excellence. (See Department secretary for an application form. Student must complete application and submit a letter of financial need to the Secretary in the Department of Special Education.)

Due to the acute shortage of special education teachers in the State of Hawaii, the Hawaii Department of Education as of 1999 via a Memorandum of Understanding with the College of Education, has provided funds for tuition stipends for students enrolling in any of the Department of Special Education programs leading to licensure in special education. Students wishing to avail themselves of the stipends must meet specified conditions to qualify. Students should contact the special programs coordinator (956-5598; pates@hawaii.edu) or the educational support specialist (956-8450) in the Department of Special Education for specific information on these tuition stipends.

Other work-study, loans, fellowship and scholarship opportunities are available through the College of Education Foundation Office (956-7988) or the Financial Aid Office in the Student Services Center (956-7251).

It is policy that all students enrolled in the Department of Special Education have an equal opportunity to apply for financial assistance.

Information regarding financial aid opportunities and deadline dates for application are available as follows:

- Student Orientation Meeting (beginning of Fall and Spring semester)
- Student Handbook
- Flyers/Announcements in class
- University Bulletin (graduate assistantships)
- Informational Meetings open to the public

Award Priorities For Financial Assistance (non-DOE)

- Commitment to Profession
- Grade Point Average
- Financial Need
- Longevity in Program
- Hawai'i Residency
- Full Time Student
- Not Currently Employed by the DOE

Graduate Assistant Qualifications and Application Procedures

- Classification as full time graduate students (enrolled in 8 credits) according to the University of Hawai'i guidelines
- Experience and/or interest in specific federally or state funded project area
- Complete application submitted with three (3) letters of recommendation to the Department of Special Education

STUDENT AND ADVISOR RESPONSIBILITIES

Master's Degree Program

Upon acceptance into the Master of Education Degree programs, each student is assigned a faculty advisor, usually based on the student's program emphasis, research interests, and the current advising load of faculty members.

Differentiation Between Advisors, Program Coordinators, Supervisors, and Mentors

The roles of faculty in the Special Education Department vary. Advisors have the primary responsibility of guiding their advisees through the program and make decisions that are specific to their particular advisee's situation. A cohort coordinator is assigned to each incoming group of students. Their "advising" is usually to the whole group and of an "informational" nature. Supervisors are assigned to visit students at field sites and to observe and provide feedback to students doing field training or practica and to determine a course grade. Mentors are assigned a case load of "in-place" teachers and provide weekly mentor support related to classroom and professional responsibilities. Mentors' roles are non-evaluative. Cohort coordinators and supervisors do not have primary advisor responsibilities and students should direct special requests to their advisor.

In each advising session, the advisor reviews program requirements and progress, plans coursework and provides course approval codes necessary for registration. Students should meet with their advisor at the end of each semester to fill out a Student Registration and Progress Plan for the following semester. The advisor reviews each student's program and makes recommendations appropriate to the student's needs. Instructors and advisors in the department attempt to ensure that students have appropriate knowledge and applied skills to perform as competent special educators. Therefore, advisors may require additional coursework and/or practicum experience for certain

students. Advisors may also waive coursework (based on courses taken previously) on an individual student basis. It is critical that students follow closely the recommendations and requirements as specified by their advisors. Advisors also have the primary responsibility of guiding students in the development and completion of the Plan A thesis, the Plan B paper, or preparation for Plan B comprehensive examinations.

Any changes made in a student's program must be approved by the advisor. Some changes also require the approval of the Department of Special Education Chair (some examples are provided below, under *Advisor Responsibilities*). If another instructor or staff member signs for a student program change, the student must also obtain advisor approval for the change.

Many faculty members are employed on nine month contracts and are not available for student advisement during the summer months. Students who anticipate that they will graduate in August should confirm that their advisor will be able to consult with them during the summer months on their paper or thesis or on preparation for the comprehensive examination. Ordinarily, papers, projects and theses are **not** completed during Summer Session. Comprehensive examinations are **not** offered during Summer Session.

The student-advisor relationship is very important. Advisors are advocates for students. They should be alerted when there is any problem related to meeting university and/or department requirements. In most cases, students should schedule at least one meeting each semester with their advisors preferably, just prior to registration for the next semester. The list of responsibilities that follows is not inclusive. It highlights only the major advisor functions.

Advisor Responsibilities

First/Second Semester Concerns:

- Discussing the program and outlining the schedule based on program requirements and student interests.
- Discussing transfer and test-out credits.
- Preregistration for the next semester (Student Registration & Progress Plan).
- Discussing student's progress, concerns, and program changes (if necessary).
- Submitting necessary memos to the Department Chair and Graduate Division to obtain approval for course transfers, waivers, etc.

Third/Fourth/Fifth (and/or Final) Semester Concerns:

- Discussing the student's progress, concerns, and program changes (if necessary).
- Discussing Plan A or Plan B options, assisting students in finding a second reader, guiding the planning and implementation of the paper/thesis, or preparing for the comprehensive examination.
- Preregistration for the next semester.
- Verifying that all program and university requirements have been met for program completion/graduation.

- Submitting appropriate memoranda (i.e., Admission to Candidacy) to the Graduate Division.
- Submitting a memo to the Department Chair and Graduate Division when student completes Plan A or Plan B requirement.

Student Responsibilities

The following is intended to serve as a guide for students. Students are expected to assume responsibility for these activities related to progress through and completion of the Master's Degree programs. **Students are also responsible for adhering to the policies of the Graduate Division of the University of Hawai'i. These policies are delineated in the "General and Graduate Information Catalog" (available at the University Bookstore or on the internet at <http://www.catalog.hawaii.edu/>).**

First/Second Semester Concerns:

- Scheduling a meeting with the advisor prior to first semester registration.
- Assuring that all prerequisite coursework is completed and that any "conditional admission" deficiencies are met and informing your advisor of same.
- Providing relevant information related to desired transfer and/or test-out credits.
- Scheduling advising sessions for each subsequent semester and obtaining course approval codes from advisor by filling out a Student Registration & Progress Plan.
- Upon completion of 27 credits in the M. Ed. program, students must declare their intentions regarding the fulfillment of requirements for Plan A: Thesis or Plan B: Project or Comprehensive examination. If a thesis or paper option is chosen, students select a topic (in consultation with their advisors) and recruit a second reader or members of their committee.

Third/Fourth/Fifth (and/or Final) Semester Concerns:

- Scheduling an advising appointment to begin preparation/study to meet Plan A or Plan B requirements.
- Developing an outline or proposal for the thesis or paper or applying for the comprehensive examination and attending the preparation meeting.
- Scheduling a meeting for discussion of fifth (and/or final) semester courses and obtaining course approval codes from advisor.
- Reviewing all records to ensure attainment of graduation/licensure requirements.
- Completing the "Diploma Application" form from the Graduate Division
- Submitting the thesis or paper for approval by the advisor and second reader, and preparation for the oral presentation or taking the comprehensive examination.
- Submitting 1 copy of the bound thesis **or** 1 copy of the bound paper/project and 1 diskette labeled with (a) the student's name, (b) word processing program used, (c) thesis or project title, and (d) file name, to the department secretary.

Students who desire to change advisors need to obtain consent from both their assigned advisor and the faculty member to whom they wish to switch. Students must submit a written request signed by both the current advisor and prospective advisor to the Graduate Chair; the request must include a rationale for the change of advisors. The usual reason for requesting a change in advisors is based on selection of another faculty member's specialty area as a Thesis or B project emphasis. The Graduate Chair will respond in writing regarding support or denial of the request (with copies to the original and new advisor).

REQUIREMENTS FOR CONTINUED ENROLLMENT

Master's Degree Program

Once students have been admitted to the M. Ed. program, they are required to be enrolled continuously. Continuous enrollment requires that students enroll in one or more courses each semester during the regular academic year (Fall and Spring semesters) until they complete their programs/degree. *Students will be dropped automatically from the program if they fail to meet the continuous enrollment policy* unless they obtain Graduate Division approval for academic leave. If not on academic leave, students must register for a placeholder course (SPED 699) during that particular semester.

ACADEMIC LEAVE

Master of Education Degree students who wish to request an academic leave for personal or professional reasons must obtain an academic leave form from the Graduate Division (Spalding Hall; <http://www.hawaii.edu/graduate/download/list.htm>). The completed form should be submitted to the Graduate Chair of the Department of Special Education, who will approve/disapprove the request and will forward the form to the College of Education Dean's Office and the Graduate Division.

THESIS, PAPER, OR COMPREHENSIVE EXAM REQUIREMENT

M.Ed. candidates in the Department of Special Education may elect to follow either Plan A or Plan B. Plan A is a thesis and may include additional statistical and research coursework. Students who plan to pursue a doctoral degree are encouraged to follow Plan A. Plan B requires completion of either a scholarly paper/project **or** a written comprehensive exam. The Plan B paper/project is similar to the thesis, but the evaluation criteria are not as rigorous. The Plan A thesis and Plan B paper/project **cannot** be a job requirement related to the student's employment setting. The Plan B written comprehensive exam requires students to write in-depth answers to essay questions addressing the field of special education and their area(s) of emphasis.

As noted above, Plan A requires development and satisfactory completion of a thesis; Plan B requires a paper/project or comprehensive exam. The purposes of these requirements are to:

- add new information and skills to the student's repertoire;
- familiarize graduate students with the research literature in special education and their areas of interest;
- provide a vehicle for graduate students to demonstrate application, analysis, and synthesis of research and professional literature in special education; and
- add to the knowledge of others concerned with improving opportunities for persons with disabilities.

Writing and research techniques are invaluable skills for professionals in any field. They are **expected** of individuals who possess a Master of Education degree and are particularly important for teachers and other human services personnel. Advisors work individually with students to guide the development and completion of the Plan A or Plan B requirement.

Types of Research Projects or Papers

The thesis or paper may report comparative or descriptive research. Other options for the master's paper are an extensive and original review of the research literature, or a project (e.g. curriculum development). In all cases, the topic is chosen by the student with the assistance and approval of the advisor. The advisor may not approve a proposal if the selected option or topic is not appropriate.

Comparative research usually involves measurement and comparison of the effects of two or more interventions. Descriptive research entails the collection of data that describe, accurately and objectively, the current state of the art. The question it attempts to answer is: "What information exists currently with regard to this problem?" Types of descriptive research include surveys, correlation studies, and causal-comparative research. The latter, causal-comparative research, describes how important variables relate to one another in particular circumstances.

A review of the literature is **not** simply a summary of the data findings related to a particular topic. The major purpose of a review is to summarize the accumulated knowledge concerning relationships of interest and to highlight important professional issues that have not been resolved in prior research.

Format and Ethical Considerations

All students should purchase an **APA Publication Manual** (available at the UH Bookstore). The referencing system for the paper, comprehensive exam, and thesis is described in the APA Manual. Additionally, students should download the **Department of Special Education Guide to M.Ed. Thesis, Paper/Project, and Comprehensive Exam** from the Department of Special Education website.

Students who select the Plan A (thesis) option should also secure a copy of Instructions for the Preparation of Theses and Dissertations (<http://www.hawaii.edu/graduate/download/list.htm>) from the Graduate Division (Spalding Hall). The booklet outlines all procedures for the thesis including typing and publication information.

Plagiarism is copying and directly quoting from source material without providing quotation marks and crediting the source. A more subtle form of plagiarism, but equally improper, is paraphrasing material or using an original idea if that paraphrased or borrowed idea is not properly introduced and documented. A discussion of Academic Dishonesty may be found in the **UH General and Graduate Information Catalog**, "Student Regulations."

Research in the Hawai'i Department of Education (DOE) Public Schools

Data collection in a DOE setting requires the Superintendent's approval. Personnel in private programs are also concerned with protecting students' or clients' rights to privacy, although most have fewer approval conditions than the DOE. DOE procedures require submission of the "NOTIFICATION OF INTENT TO CONDUCT RESEARCH IN THE HAWAI'I PUBLIC SCHOOL SYSTEM." This document will be processed within a one week time period. If this preliminary statement is approved, a formal research proposal must then be submitted.

The following deadlines have been established for submission of proposals:

FOR SUMMER SESSION EXECUTION ----- MARCH 15
FOR FALL SEMESTER EXECUTION ----- APRIL 15
FOR SPRING SEMESTER EXECUTION ----- NOVEMBER 1

All materials submitted to the DOE require the advisor's approval signature and concurrence of the second reader or one committee member for Plan B papers/projects and Plan A theses, respectively.

Research or Project Proposals

Faculty and students in the department are involved in a variety of research activities. Projects address areas of need defined by the State Departments of Education, Health and Social Services and national priorities established by the U.S. Department of Education. Research efforts may result in masters theses, publications, curriculum materials, instructional programs, micro- computer software and other contributions to the field of special education.

All planning related to preparation of a master's paper, project or thesis should be discussed with and approved by the student's advisor. The process begins when the advisor approves a topic and ends when a memo (Plan B) or form III (Plan A; <http://www.hawaii.edu/graduate/download/list.htm>) is signed by the advisor, second reader and Graduate Chair, verifying satisfactory completion of a paper/project or thesis.

Once a student has selected (in consultation with an advisor) a topic that is logistically manageable, the next task is to develop a proposal. While the minimum requirement for a proposal may be a brief outline of objectives and procedures, and the maximum may be two fully developed chapters (lacking results and discussion), both have common elements:

Outline for a Research Proposal

1. Tentative title
2. Statement of the problem/purpose
3. General statement linking the proposed research to past research
4. Brief review of relevant research
5. Purpose of the proposed research
6. Methods section that describes
 - a. subjects and controls (if any)
 - b. setting
 - c. experimental design
 - d. procedures, materials, equipment
 - e. specific data to be collected (when? how?)
7. Expected outcomes
8. Timeline

If the paper or thesis involves research, which is usually the case unless the advisor has approved a literature review, the proposal should be sufficiently detailed to demonstrate:

- Fundamental knowledge of key works in the topic area;
- Understanding of the:
 - * rationale for the intervention strategy;
 - * link between theory and practice; and
 - * procedures necessary to carry out the study.

Students may choose, with the consent of their advisors, to develop a product for their Plan B paper/project requirement. This product can be as creative as the student desires, but **must** have consent **before** production begins. Students' projects in the past have included: (a) curricula, (b) assessment tools, (c) audio-visual media, and (d) computer software. The projects must address a need in the field of special education and often are developed to solve specific teaching or community agency problems. The final product **must** be accompanied by a paper that states the problem, establishes a need (both as established by literature and by experience) and explains the processes used in its development. If a student is interested in developing such a product, his or her advisor should be consulted for guidance early in the "idea" stage.

Before beginning data collection for a Plan A or B project, students may need to obtain approval to conduct research with human subjects. The procedures and forms for obtaining this approval are available at www.hawaii.edu/irb/. Students should consult with their advisor in preparing the forms for this approval.

Role of Instructors when Part/Whole of the M. Ed. Paper/Thesis is Developed in Conjunction with Graduate Level Classes

- Instructors provide general guidance and constructive feedback in the development of paper-related activities associated with a particular course. These activities may be graded by the instructor. **The grade assigned by the instructor has no bearing on the acceptability of the work as it relates to the M. Ed. paper/thesis requirement.**
- **ALL** aspects of the paper (i.e., topic, literature review, research design, methods, etc.) must be approved by the student's advisor; instructor approval does **not** imply or guarantee advisor approval.
- Students must obtain advisor approval and maintain communication with the advisor throughout the process of developing and implementing a project that will be used for the M.Ed. paper/thesis.
- The course instructor may be asked to be the second reader on a student's paper/thesis. As with all advising decisions, the student makes this decision in consultation with the advisor.

Faculty roles and responsibilities when a student wishes to work with a faculty member on the M. Ed. paper/thesis when the faculty member is not the student's advisor. (This situation may occur when a student wishes to work on a project associated with the faculty member's research.)

- The advisor must approve the topic.
- The advisor remains the first reader on the paper; the other faculty member is the second reader.
- Students must schedule a meeting with **both** faculty members in attendance. The advisor and other faculty member review the student's proposal and specify how they will share responsibilities for supervision of the student's work. For example, an advisor may assume primary responsibility for the student's writing and development of all sections of the paper/thesis with the exception of the research design and methods sections. The other faculty member assumes responsibility for the design and methods sections. Primary responsibility means that the faculty member guides the student through the work and provides most, if not all, of the input in the initial development of the work. ■
- Students submit 1 copy of the paper/thesis to the advisor and 1 copy to the second reader, if requested, in addition to the copy on disk that is submitted to the department secretary.

COMPREHENSIVE EXAMINATION

The following procedures have been established by the Department of Special Education as guidelines for the Plan B - Comprehensive Examination:

Eligibility for the Examination

- Master of Education students who have:
 1. Fulfilled all prerequisite requirements
 2. Completed a minimum of 33 credit hours
 3. Obtained written approval from their advisor

Preparation for the Examination

- Students will obtain the approval of their advisor to take the written comprehensive examination. The “Approval to Take Comprehensive Examination” form must be signed by the advisor and submitted to the Department Graduate Chair by the second week of the semester in which they wish to take the examination.
- Six (6) weeks prior to the examination date, the student will be provided by the Graduate Chair with ten (10) questions that reflect content knowledge from the (a) core area courses and (b) specialization courses. The questions may be disseminated at a comprehensive examination meeting if a number of students have requested to take comps that semester.
- It is strongly recommended that the student develop outlines and practice writing complete answers within the time limits to each of the questions. A sample answer will be provided as a model of expected performance. The student will also receive guidelines describing how the comprehensive examination committee will evaluate the exam.
- The examination will consist of four (4) specialization questions and two (2) core content questions. The student will select 3 out of 4 specialization and 1 out of 2 core content questions to answer during the actual examination.

Comprehensive Examination Questions Grid

Areas	Study Questions	Exam Questions	Selected Questions
Core	4	2	1
Specialty Area	6	4	3
Total	10	6	4

Examination Guidelines

- The schedule of “due dates” and the dates of the Comprehensive Examination will be posted in the Department of Special Education at the beginning of each semester. Exams are scheduled only during the regular academic year (Fall & Spring semesters).
- The examination will take place on a Saturday beginning promptly at 9:00 AM and ending at 1:00 PM. This allows students four (4) hours to complete the examination (approximately one hour per question).
- Students have the option of using a computer or doing a hand-written exam.
- Computers with the Microsoft Word processing program will be available for both PC and Mac users.
 - a. Students should “save” the answer to each question as a separate file (e.g. Q1, Q3, etc.) in the folder created on the desktop as they finish it, thus insuring that their work is periodically saved.
 - b. A hard copy of the student answers will be printed before the computer is shut down. Hard copies of the answers will be distributed to the readers following the examination period; no editing or changes can be made after the designated examination period.
- A minimum of two faculty members will read and evaluate the student’s comprehensive examination. One faculty member will be the student’s advisor and the other(s) will be selected based on their expertise addressing the content of the questions selected by the student. Readers will independently evaluate the student’s answers to each question based on a rubric that uses a 0-4 rating scale.
- A “Pass” on all four (4) questions results in successful completion of the comprehensive examination. (“Pass” requires a minimum rating of “2” in each category for each question.)
- If a student receives a “Pass” on at least three (3) questions but does not pass one (1) question, then the student will be allowed to take the question home to rewrite. The student will have one week to rewrite and return the answer to their advisor. The rewritten answer will be distributed to faculty members for evaluation.

- A “Pass” on the rewritten question results in successful completion of the comprehensive examination. (“Pass” requires a minimum rating of “2” in each category for each question.)
- Students who do not pass a re-written question, will be required to retake the entire examination during another semester or opt to do a “Plan B” paper.
- Exception to rewriting comprehensive examination questions: any student who receives a zero (0) on any question does not pass the comprehensive examination and may not complete rewrites.

Scheduling a Retake or Second Administration of the Comprehensive Examination

- If a student’s first attempt* at the comprehensive examination is not successful, the student is allowed to “retake” the examination during another semester. A new set of questions will be provided. A retake does not have to be the following semester. *Note: It is considered an “attempt” if a student registers for the exam, receives the study questions and then chooses not to take the exam.
- It is suggested that any student who is asked to retake the comprehensive examination receive guidance from his/her advisor for studying and preparing for the next exam.
- If results from a second administration of the comprehensive examination proves to be unsatisfactory, the student will be asked to meet with his/her advisor to discuss an alternative Plan B project.

PROGRAM COMPLETION/GRADUATION PROCEDURE

Teaching License

Once students have completed all of the requirements for the M.Ed. degree (not including the Plan A or Plan B component), they are eligible for a Teaching License. Students should apply for licensure from the Hawaii State Standards Board.

Application forms can be obtained from: Hawaii Teacher Standards Board (HTSB), Attention: Licensing Section, 650 Iwilei Road, Suite 201, Honolulu, HI 96817. Information on licensing/relicensing is available at: <http://www.htsb.org>

Master's Degree Deadlines

Master of Education Degree students must meet several deadlines during the semester in which they plan to graduate. The dates are slightly different each semester, but they are listed in the **UH General and Graduate Information Catalog** (<http://www.catalog.hawaii.edu/>) or they are available from the department secretary. The first deadline (early in the semester) is for submission of a degree application to the Manoa Cashier's Office. The degree application is available from the Graduate Division (Spalding Hall). All candidates must pay a graduation fee. Students who are unable to complete their work by the deadlines after applying for graduation should notify the Graduate Division Office (956-8500 or 956-7188).

Plan A - M.Ed. candidates must submit a signed form (Form III) that indicates satisfactory completion of their thesis and pay a fee for binding. Specific guidelines for completion of the thesis title page and other specifications are available from the department secretary and from the Graduate Division (<http://www.hawaii.edu/graduate/download/list.htm>). Plan B - M.Ed. candidates must obtain the signatures of the faculty members who serve as first and second readers on the Plan B paper/project to indicate its successful completion. Students taking comprehensive examinations must submit an intent form early in the semester they wish to take it, signed by their advisor (Figure 10 in Appendix).

PROFESSIONAL ORGANIZATIONS

Student Council for Exceptional Children (SCEC)

The Student Council for Exceptional Children Chapter #78 is an active organization for any student interested in special education. The SCEC has received national recognition by the International Student Council for Exceptional Children. All students enrolled in teacher training programs in special education at UHM are encouraged to join SCEC as part of their professional development. Membership forms can be requested through the faculty advisor of SCEC. (The department secretary can provide the advisor's name.)

Graduate Student Organization (GSO)

All classified graduate students are members of the GSO and are assessed a fee each semester. GSO assembly representatives from each of the graduate fields of study are elected during the Fall Semester. A council is elected by and from the members of the assembly. GSO provides views on policies that affect graduate students. It is an advisory body for the Dean of the Graduate Division and recommends graduate student representatives for campus committees. GSO also initiates and maintains extracurricular programs which are relevant to graduate students including travel award grants to conferences for students to present the results of research studies.

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 for more information.

GENERAL INFORMATION

Students are encouraged to access the UH-Manoa General and Graduate Catalog and read through the following sections. The Catalog may be purchased at the UH-Manoa Bookstore or located through the internet at: <http://www.catalog.hawaii.edu>

Student Services

Housing
Parking/Security
Libraries
Health Services
Employment/Career Services
Child Care
Counseling and Student Development
Sex Equity Specialist
Kua'ana Student Services
Operation Manong
Women's Center
Student Activities
Student Organizations
KOKUA Program (Disability Access Services)

University Policy and Requirements

Academic Rights and Freedoms of
Students
Academic Grievance
Student Conduct and Discipline
Class Attendance
Nondiscriminatory Policy
Student Records
Residency Requirements
Compliance with Federal Guidelines
Concerning Research

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 _____

<u>Category</u>	Target (2 points)	Acceptable (1 points)	Unacceptable (0 point)
<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)
<i>5. Self-reflection</i>	Candidate is insightful in	Candidate reflects on her/his	Candidate does not recognize the

	examining on his/her psychological, emotional, and professional characteristics and thinking how these characteristics impacts others; takes the initiative for personal and professional growth.	psychological, emotional, and professional characteristics and monitors the impact on classroom and the larger professional environment.	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):

2. 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) <i>(Standard if different from I. above)</i>

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

thinking?		
Guided Practice: 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?		
Independent Practice: 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

Students	Exceeds Expectations	Meets Expectations	Approaching Expectations
Students will			

IEP Objective Evaluation

Student	Exceeds Expectations	Meets Expectations	Approaching Expectations
Student A			
Student B			
Student C			
Student D			
Student E			

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.*)

Student(s)	Modifications/Adaptations

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:

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.

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 |

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?

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:

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.:

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.

THE FIELD SUPERVISOR;	Low					High				
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
OVERALL RATING:	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
626a/b (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 <i>knowledge, comprehension and application</i> .
--

- | | |
|--|---|
| 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 627/628 (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 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:						

instructional situations in school. I understand that the purpose of the photography/videotaping is to assist in the teacher training program in the Master of Education Program in Special Education 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 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: _____