

Special Education

Post-Baccalaureate 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.

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

VISION

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

MISSION

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

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

CONCEPTUAL FRAMEWORK AND CORE VALUES

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

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

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

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

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

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

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

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

PROGRAM DESCRIPTIONS

The Post Baccalaureate in Special Education (PB-SPED), a 33 credit program, is offered through the Department of Special Education **to those with a Bachelor degree in any field and desiring a licensure in special education.** Some applicants are eligible for a DOE full tuition waiver in exchange for a commitment to teach special education in Hawaii for three years upon completion of the program.

- Students may teach in a special education setting while in the program; courses are offered in evening.
- The majority of coursework is completed in one year, followed by a yearlong internship or one semester of student teaching.
- Students may complete the program with a cohort group schedule or take the courses individually on an extended schedule.

There are two program strands offered, Mild/Moderate or Severe disabilities. PB-SPED: Mild/Moderate program is for those who desire to teach students with high incidence disabilities (e.g., learning disabilities, ADHD, mild/moderate mental retardation or emotional disturbance) at the pre-3, k-6, 7-12 or k-12 grade level. PB-SPED: Severe program is for those who desire to teach students with low incidence disabilities (e.g., severe mental retardation, autism, multiple impairments) at the pre-3, k-6, 7-12 or k-12 grade level.

Applicants to the Post Baccalaureate in Special Education (PB-SPED) program apply for fall, spring or summer admission. Applications are available in the Office of Student Academic Services (OSAS) in the College of Education, Everly Hall Room 126 (956-7849). The application deadline is September 15 for spring admission and March 1 for summer admission. Admission criteria include:

- Bachelor degree from an accredited institution, any field
- Cumulative GPA of 2.75
- PRAXIS: PPST/C-PPST
- 40 hours of field work
- Interview by Department of Special Education
- Original TB certificate of clearance as required by the Hawaii State Department of Education school regulations. For a list of clinic hours and locations, please

visit the Hawaii State Department of Health website:

<http://state.hi.us/health/family-child-health/contagious-disease/tb/location.html>.

- Proof of medical and liability insurance. Please see the “Medical and Liability Insurance” section of this handbook for more information.
- Prior to the start of field work, students must be fingerprinted and have completed background checks. For more information on fingerprinting and background checks, please see the “Fingerprinting and Background Checks” of this handbook.

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

Upon successful completion of this program and upon meeting the Hawaii State Teacher Licensing Board PRAXIS requirements, students can apply for licensure in special education. Participants receive a Post Baccalaureate Certificate in Special Education from the University of Hawaii.

The PB-SPED program may serve as a ladder for students who later wish to earn a Master of Education (M.Ed.) in Special Education. For an additional 16 credits, the students will be able to complete the M.Ed. degree in mild/moderate disabilities, severe disabilities, or Interdisciplinary studies.

Special Education Tuition Stipends

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

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

Financial Aid

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

Registration

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

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

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

**Late registration dates are subject to change. See current "Schedule of Classes" for most current late registration dates.*

The Office of Student Academic Services (OSAS)

The Office of Student Academic Services (OSAS) faculty in conjunction with the SPED Department faculty, are ready to assist students with their academic, personal or vocational concerns. It is strongly recommended that you make an appointment for academic advising at least once each semester to ensure that you are meeting program requirements. Students are urged to come in early in the semester in order to avoid the pre-registration rush. During open-advising and registration periods, advisors see students on a non-appointment, first-come first-served basis.

Students are required to examine the General Catalog for information concerning course prerequisites, credit/no credit grading option, and academic regulations.

Students must provide OSAS and the SPED Department with written notification of address, telephone, and name changes.

Students should notify OSAS and the SPED Department of any coursework being taken outside the regular Manoa campus day schedule, e.g., courses taken through community colleges or any other institution of higher education. It is the student's responsibility to have official transcripts of such coursework sent directly to the Office of Admissions and Records.

All coursework taken to meet Post Baccalaureate in Special Education (PB SPED) and teacher licensing requirements must be on a letter grade (A, B, C, D) basis, unless noted as mandatory credit/no credit (CR/NC) courses. In addition, students must earn a grade of "C" or better in all professional special education courses. A grade of "B-" or better is

required in all field experiences and student teaching.

Student Teaching (Residency) Applications

Deadlines: February 15 for Fall
September 15 for Spring

Internship/Student Teaching

Internship or student teaching is your culminating experience in the college. PB SPED students must complete all required course work before internship or student teaching. In addition to completing all necessary coursework, students must achieve a minimum 2.75 cumulative GPA.

Graduation Requirements

Study all graduation requirements as noted in the University of Hawaii General Catalog and College of Education program sheets. You are responsible to meet all of the requirements in order to graduate.

Document any program variations in your permanent folder. This should be done in consultation with an OSAS academic advisor and SPED Department advisor. Program requirements do change. Should you drop out of the College of Education for more than one semester and a change in the program was made during the period you were not enrolled, you will be held to the current requirements upon your return.

Graduation Checkout

A graduation checkout is recommended one semester prior to residency for PB SPED students. The graduation checkout provides information regarding the number of credits and courses needed for completion and provides the student with ample time to complete course deficiencies.

File a graduation application with OSAS no later than three weeks after you register for your final semester.

Graduation Application Deadlines:

September 8 for December graduation
January 26 for May graduation
June 1 for August graduation

Students make payment either online via MyUH Portal or in-person at the Cashier's Office after the charge has been posted.

Students who do not file for graduation by the appropriate deadline must file for graduation the following semester.

Teacher Licensing

Upon the approval of the faculty of the College of Education, graduates of the PB SPED 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 PB-SPED program and become licensed at one level and who wish to add a second level to their license after initial licensure must complete SPED 491 – Student Teaching in Special Education (6 credits) or two semesters of SPED 490 – Internship in Special Education – PB at the level for which they are seeking additional licensure.

To be licensed by the Hawaii Teacher Standards Board (HSTB), students must pass the following PRAXIS assessments:

1. Pre-Professional Skills Test (PPST) or Computer-Based Test (CBT) in reading, writing, and mathematics.
2. Principles of Learning and Teaching (PLT) to measure general pedagogical knowledge at grade levels pre-3, K-6 or 7-12.

In addition, PB SPED students must pass the following subject assessments for Special Education:

1. Application of Core Principles Across Categories of Disability
2. Knowledge-Based Core Principles

Students are highly recommended to visit the HTSB website (www.htsb.org) to verify the above information regarding licensure.

PRAXIS bulletins are online at www.ets.org/praxis. It is highly recommended that students take the PLT and Subject Assessments prior to internship or student teaching. Students must request that all Praxis scores be sent to the Hawaii Teacher Standards Board (HTSB) and the University of Hawaii at Manoa.

Transcripts

Upon graduation or completion of requirements for teacher licensing, request the Office of Admissions and Records to send directly to the Hawaii State Department of Education (DOE) final official transcripts with DEGREE/COMPLETION OF A STATE-APPROVED TEACHER EDUCATION PROGRAM notation. In addition, it is recommended that students request a copy of their transcripts for their personal files.

Placement

OSAS maintains a teacher placement file to assist graduates in the College of Education in obtaining teaching positions in Hawaii and on the mainland. All inquiries should be

directed to an OSAS academic advisor.

Professional Development

Students who are planning to take courses as an unclassified graduate student after they graduate with a PB SPED must file a System Application Form with the Office of Admissions and Records. For application deadlines, please contact the Office of Admissions and Records by calling (808) 956-8975. Those desiring a return as a classified graduate student should consult the appropriate graduate department.

Fingerprinting & Background Checks

Background Checks

All students are required to complete and submit a Personnel Form 90 (please see your cohort coordinator or field placement coordinator) prior to starting their field placements. The Personnel Form 90 is to be submitted to the DOE at the scheduled fingerprinting appointment. Information on background checks and fingerprinting will be given 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>.

University of Hawaii at Manoa Catalog

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

The Post Baccalaureate Mild/Moderate Program, pre-3, k-6, 7-12 or k-12

Course	Credit Hours
SPED 404: Foundations of Inclusive Schooling (substitute SPED 444/445)	3
SPED 485: Classroom Organization & Management	3
SPED 613: Advanced Assessment /Curriculum Dev.-Mild/Mod.	3
SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities	3
SPED 611: Advanced Methods and Strategies for Students with Mild/Moderate Disabilities	3
SPED 603: Principles of Behavior	3
SPED 605: Collaboration in School and Community Settings	3
SPED 626a/b: Field Experiences in Special Education (9 hrs/wk each semester)	3 +3
SPED 490a/b or SPED 491: Internship or Student Teaching in Special Education	6

Total 33 credits

Example Schedule for SPRING admission: PB-SPED Mild/Moderate Program:

Spring	Fall	Spring	Fall	Spring
SPED 404 SPED 485	SPED 613 SPED 611 SPED 626a	SPED 621 SPED 603 SPED 626b	SPED 605 SPED 490a OR SPED 491	SPED 490b

Example Schedule for SUMMER admission: PB-SPED Mild/Moderate Program:

Summer	Fall	Spring	Fall	Spring
SPED 404 SPED 485	SPED 613 SPED 611 SPED 626a	SPED 621 SPED 603 SPED 626b	SPED 605 SPED 490a OR SPED 491	SPED 490b

The PB-SPED: Severe Program, pre-3, k-6, 7-12, or k-12

Course	Credit Hours
SPED 404: Foundations of Inclusive Schooling (substitute SPED 444/445)	3
SPED 485: Classroom Organization & Management	3
SPED 630: Positive Behavior Support	3
SPED 632: Language/Communication Intervention in Special Education	3
SPED 633: Motor Development/Intervention for Students w/Severe Disabilities	3
SPED 614: Assessment and Instruction – Severe Disabilities	3
SPED 605: Collaboration in School and Community Settings	3
SPED 626a/b: Field Experiences in Special Education (9 hrs/wk each semester)	3 +3
SPED 490a/b or SPED 491: Internship or Student Teaching in Special Education	6

Total 33 credits

Example schedule, SPRING admission: PB-SPED – Severe

Spring	Fall	Spring	Fall	Spring
SPED 404 SPED 485	SPED 630 SPED 632 SPED 626a	SPED 633 SPED 614 SPED 626b	SPED 605 SPED 490a OR 491	SPED 490b

Example schedule, SUMMER admission: PB-SPED – Severe

Summer	Fall	Spring	Fall	Spring
SPED 404 SPED 485	SPED 630 SPED 632 SPED 626a	SPED 633 SPED 614 SPED 626b	SPED 605 SPED 490a OR 491	SPED 490b

For detailed course descriptions, please visit
www.catalog.hawaii.edu/courses/departments/sped.htm

Special Education Department's Assessment System

Post Baccalaureate in Special Education Program (PB-SPED) – Mild/Moderate Program

There are three critical points in the PB-SPED. 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 PB-SPED program. Students must meet the criteria for the final/exit checkpoint in order to graduate. It is imperative that students maintain communication with their SPED cohort coordinator or advisor.

Entrance

In order to be accepted into the PB-SPED program, students must meet the COE Admissions criteria (see “Program Descriptions” section of this handbook).

Midpoint Check

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

1. SPED 404: Tool Kit
2. SPED 611: Assessment, IEP Lesson Plan Project

Final/Exit Check

In order for students to successfully complete the PB-SPED Program, students must pass the final checkpoint. Final/Exit criteria include an overall GPA of 2.75 or better; successful completion of field courses (with grades of “B-” or better), satisfactory dispositions ratings; successful completion of all coursework and products (the list of products are listed below); and successful completion of midpoint conditions, if applicable.

3. SPED 621: Case Study
4. SPED 605: Collaboration Project
5. SPED 490/491: Student Teaching Evaluation with Unit & Dispositions

Minimum Grade Requirement

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

Program Completion Procedure

A list of PB-SPED program completers who have completed all course requirements for licensure from each program is submitted to the Hawaii Department of Education (DOE) Personnel Office by the OSAS Office. Students are responsible for completing the PRAXIS requirements set by the DOE and for putting in an application to the Hawaii Teacher Standards Board for a teaching license. Please see the “Teacher Licensing” section of this handbook for more information.

REQUIRED PRODUCT DESCRIPTIONS

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

SPED 404 Toolkit

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

SPED 490/491 – Required Product: Differentiated Unit of Instruction & Dispositions

The 490/491 product is to be completed while students are enrolled in SPED 490/491. 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.

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 addresses CEC Content Standards Three (Individual Learning Differences), Four (Instructional Strategies), Six (Language), Seven (Instructional Planning), and Eight (Assessment). 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 addresses CEC Content Standards Three, (Individual Learning Differences), Four (Instructional Strategies), Five (Learning Environment and Social Interactions), Six (Language), and Seven (Instructional Planning). 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. 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 collaboration Project addresses the CEC Content Standards Nine (Professional Practice) and Ten (Collaboration). 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.

Post Baccalaureate Program in Special Education – Severe Disabilities

There are three critical points in the 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 PB-SPED 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: College of Education admission 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 2.7 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 630, 632, and 626a; successful completion of required products listed below:

1. SPED 404: Tool Kit
2. SPED 632: Ecologically Based Intervention Plan

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 2.7 or better; successful completion of 490/491 (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 (uploaded into TK-20); and successful completion of midpoint conditions, if applicable. The required products are listed below:

3. SPED 614: Instructional Plans
4. SPED 605: Collaboration Project
5. SPED 490/491: Student Teaching Evaluation with Unit of Instruction

Required Product Descriptions

SPED 404 Toolkit

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

SPED 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 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 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 490/491 – Required Product: Differentiated Unit of Instruction & Dispositions

The 490/491 product is to be completed while students are enrolled in SPED 490/491. 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.

COURSEWORK AND FIELD WORK POLICIES

Dispositions

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

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

Students who fail to meet any one of the required dispositions may not be allowed to enter or continue in the teacher preparation program. A copy of the Dispositions Checklist can be found in the "Course Work and Field Work Policies" section of this handbook.

Student Review Committee

The Student Review Committee (SRC) consists of three or more faculty members in the Department of Special Education. The SRC: (a) reviews a student's progress and performance when concerns arise and/or during key points during the student's program (e.g., during the mid-point check of a student's program); and (b) decides on a course of action to address those concerns. A student, advisor, practicum supervisor, course instructor or faculty-staff member may request the SRC's assistance by contacting the Chair of the Department of Special Education and submitting a referral letter that documents the concerns. The Chairperson either addresses the concerns or refers the matter to the SRC. The committee gathers relevant information (e.g., grades, field evaluations, instructor feedback, professional dispositions forms) and identifies/clarifies issues and concerns. The SRC then discusses the issues and concern with the student, decides on a course of action, and communicates the course of action to the student and relevant faculty. The course of action may range from the SRC: (a) providing the student with guidelines, which become part of the student's program, for addressing the concerns, as well as identifying consequences for meeting or failing to meet the guidelines; to (b) recommending that the student withdraw from the program; (to) recommending that the student be dismissed from the program. Recommendations that a student be dismissed from the program may be based on factors including, but not limited to, serious shortcomings in professional dispositions, inadequate course and/or practicum performance and/or grades, and inadequate performance or insufficient products as required by the Department's beginning, middle, and/or end-of-program assessment system. In cases when the SRC recommends that the student be dismissed from the program, the faculty-at-large of the Department of Special Education will either accept or reject the recommendation based on a majority (> 50%) vote.

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

FIELD WORK POLICIES

Traditional Field Placements

All students who are enrolled in the PB-SPED field program must demonstrate specific competencies when working with children and youth who have disabilities. PB-SPED 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 or PB-SPED program 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.

UH Students Already Employed as Teachers (“In Place” Field Placements)

Students who are already employed as special education teachers are considered to be “in place.” Students who are considering using their teaching positions to fulfill field requirements must obtain departmental approval prior to the start of their program. The student must petition the Special Education Department to obtain permission to have their employment fulfill their field requirement. The petition should be addressed to the Department Chair of the Special Education Department and present a rationale for their request. The petition will be presented to the faculty for consideration. Approval or denial of the petition will be done on a case-by-case basis. Please see your cohort coordinator or advisor for more information. Students who are given permission to use their paid teaching positions to fulfill field requirements need to check with the program coordinator to have a mentor teacher assigned to them. “In place” students will be assigned a mentor. Please see the “Mentor Program” section of this handbook for more information.

All students who are enrolled in field work (traditional and “in place”) will be assigned a field supervisor. All field experiences and practica **must** be supervised by University of Hawaii faculty. **An unsupervised field experience cannot be used to earn Field Training 626a/b or SPED 491: Student Teaching credit.** The field supervisor will observe the UH student teaching lessons (one-to-one, small group and whole class) a minimum of four times per semester.

The employment setting **must** be appropriate to the student's area of emphasis (mild/moderate or severe) and program level (preschool/elementary or secondary). 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.

Mild/Moderate and Severe Program Field Requirement

Students who are in the mild/moderate program must be in field placements/teaching positions with students with mild/moderate disabilities. Students who are in the severe program must be in field placements/teaching positions with students with severe disabilities.

Field Training Repeats

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

Post Baccalaureate in Special Education Program Field Courses

A summary of the required field courses and credit hours for each course for the PB-SPED Program are listed in Table 1 below.

Table 1.

Program	Field Course Requirement	Credit Hours
PB-SPED Mild/Moderate or Severe	<ul style="list-style-type: none">• SPED 626a• SPED 626b• SPED 490a & b or• SPED 491	<ul style="list-style-type: none">• 3 credits• 3 credits• 3 credits & 3 credits• 6 credits

SPED 626a & 626b

Students enroll in SPED 626a & 626b across two different semesters for 9 hours per week for a total of 144 field training hours per semester. Each section of SPED 626 carries 3 credits. Each SPED 626 (a & b) must be taken concurrently with SPED 613, SPED 621, SPED 611 and/or SPED 603 respectively. For SPED 626a & 626b, the University field supervisor will conduct a minimum of four (4) visits which involve formal lesson observations/evaluations (Lesson Plan format can be found on pgs. 32-33). In addition to observed lessons, each section of field may require additional assignments. Please see the SPED 626a & 626b course syllabus or the cohort coordinator for more information.

SPED 490a/b and SPED 491

SPED 490: Internship (for students who are “in place”) is taken over the course of two semesters. A University supervisor will conduct a minimum of four (4) visits and a minimum of four (4) formal observations/evaluations. In addition to observed lessons, a unit of differentiated instruction is required. Please see the SPED 490 course syllabus for more information.

SPED 491: Student Teaching (for students who are in traditional field placements) is taken over the course of one semester. The UH student will be assigned to a special education setting with a certified special education teacher for twenty hours per week for a total of 320 hours per semester. A University supervisor will conduct a minimum of four (4) visits and a minimum of four (4) formal observations/evaluations. In addition to observed lessons, a unit of differentiated instruction is required. Please see the SPED 491 course syllabus for more information.

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.

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).

SCHEDULING GUIDELINES for SPED 626a and 626b – 16 weeks
For students in traditional placements

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).

SCHEDULING GUIDELINES
SPED 491: Student Teaching (16 weeks)
(For students in traditional placements)

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.

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.

Student and Advisor Responsibilities

Student advising, particularly for application, admission, record-keeping and graduation, is the responsibility of the College of Education Office of Student Academic Affairs Services (OSAS). However, once accepted into PB-SPED program, students will be assigned advisors from the Special Education Department. Be sure to keep in regular contact with your assigned advisor and keep him/her informed of any changes, questions or concerns that you have. Make an appointment to meet with your advisor at least **once a semester** to discuss particular program requirements.

Cohort Program Coordinators Responsibilities

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

Field Supervisors

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

PROFESSIONAL ORGANIZATIONS

Student Council for Exceptional Children (SCEC)

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

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

College of Education Student Association (CESA)

The College of Education Student Association (CESA) is an organization that provides opportunities for educational and professional development. Professional development workshops and community service projects are some of the activities that CESA members can enjoy. The annual, nonrefundable membership fee of \$27 provides students with \$1,000,000 liability insurance for educational employment activities such as pre-service teaching and student teaching. Contact CESA at 956-6924 or via email at cesa@hawaii.edu for more information.