Masters Practicum Handbook
Modified Program

SPED 3130

Department of Special Education
Vanderbilt University
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INTRODUCTION

Field-based experiences have been viewed as valuable in the field of education for many years. It is hoped that the knowledge obtained during field-based experiences will bridge the gap between educational theory and practice. It is also expected that practicum students will begin to acquire the skills and confidence needed to design and implement effective academic and social programs.

Success of any field-based experience is directly related to the commitment of all individuals involved. A continuous cycle of planning, implementation, and evaluation is needed to ensure the maintenance of a high-quality program.

Purpose of the Field-Based Experience
The purpose of the field-based experience is to provide master’s level students with an opportunity to practice concepts and skills presented in the university classroom. This is accomplished by having the practicum students complete specific assignments with individuals with disabilities in classroom settings.

Individuals Involved in the Field-Based Experience
Practicum Student
A master’s level student who is majoring in Special Education at Peabody College of Vanderbilt University.

Mentor Teacher
An educator with a minimum of three years teaching experience. Mentor teachers must be licensed in the area of special education for which the practicum student is seeking licensure (i.e. comprehensive, modified, hearing, vision, early childhood). School principals must also approve the mentor teacher.

University Supervisor
A doctoral student in the Department of Special Education. This individual monitors, observes, and provides feedback to the practicum on a regular basis. The university supervisor also serves as a liaison between the mentor teacher and the field experience coordinator. The university supervisor is trained in supervision by the field experience coordinator and attends weekly meetings with the field experience coordinator and other supervisors to discuss issues and brainstorm suggestions.

Seminar Instructor
Faculty in the Department of Special Education. This individual is responsible for teaching the weekly seminar.

Field Experience Coordinator
Faculty in the Department of Special Education. This individual is responsible for the overall coordination of field experiences.
Implementation
Practicum students are required to spend two hours each day, Monday – Friday, in a special education classroom. This will occur over the course of a 13-week semester. The two-hour block of time is to be consistent (i.e. at the same time each day) and should involve quality instructional time for students. The time should not overlap with breaks or lunch. A total of 120 hours must be acquired by the practicum student. In addition, the practicum student will attend weekly seminars at the university.

Gradation of Responsibilities
The following is a guideline for mentor teachers and practicum students to follow. This may be adjusted based on the mentor teacher’s perception of the practicum student. If a decision is made to alter this schedule, the mentor teacher and/or practicum student should inform the university supervisor and seminar instructor.

Week 1 Practicum student will observe and assist the mentor teacher, become familiar with materials and daily schedules, learn students’ names, receive orientation, become familiar with the policies and procedures of the school, and begin practicum assignments.

Week 2 Practicum student will use the mentor teacher's lesson plans to teach one hour each day.

Week 3 Practicum student will use the mentor teacher's lesson plans to teach two hours each day.

Week 4 Practicum student will assume responsibility for planning and teaching for one hour per day. He/she will continue to use the mentor teacher’s lesson plans for the second hour each day.

Weeks 5-11 Practicum student will assume total responsibility for planning and teaching for the two hours in the classroom.

Week 12 Practicum student will assume responsibility for planning and teaching one hour a day and will use the mentor teacher’s lesson plans for the second hour.

Week 13 Practicum student will assist the mentor teacher as he/she takes back full responsibility for planning and teaching. The practicum student may also use time during this week to observe in other classrooms at the school site.

State of Tennessee Standards to Be Mastered
Becoming a teacher is a life-long undertaking that is initiated in college coursework, refined in field experiences, and enhanced during professional practice. The coursework and related field experiences enable the candidate to meet the necessary performance standards.
Although some competencies will vary from classroom to classroom, all special education practicum students are expected to work toward the identified State of Tennessee Special Education Core Standards.

ROLE EXPECTATIONS

Responsibilities of the Practicum Student
Fingerprinting and Background Check
Metro Nashville Public Schools requires that all university students in practicum, student teaching, or internships must be fingerprinted and have a background check before beginning their placements in schools. Practicum students will complete these procedures before beginning their initial placement. Students only need to complete this procedure one time.

Orientation Meeting
The practicum student will attend an orientation meeting prior to beginning their experience. The orientation meeting will be facilitated by the university supervisor and will explain expectations and timelines.

Professional Conduct
Practicum students are guests in the school and class in which they teach, and should conduct themselves as such. Practicum students should fit into the school and classroom, rather than attempting to make changes. Practicum students should have a receptive attitude toward suggestions, new ideas, and constructive criticism. Practicum students are expected to be punctual.

Dress and Grooming
Practicum students should dress professionally and be well-groomed while working at their schools.

Initiative
Practicum students are expected to make a contribution to the class. They should take responsibility for becoming involved by asking mentor teachers to give them responsibilities during the time they are in the classroom. Practicum students should also take responsibility for informing the mentor teacher of all assignments they must complete during their experience.

Interaction with Students
Practicum students are expected to take initiative and interact with students. This includes developing rapport, conversing appropriately, and reacting to students’ feeling and needs. Practicum students must express directions and questions in a clear manner.

Planning
Practicum students are expected to carefully plan their lessons and activities.
These plans should be available to the mentor teacher, the university supervisor, and the seminar instructor prior to the lesson’s implementation. The seminar instructor will provide information regarding deadlines for submission of lesson plans and will determine the amount of detail required each week.

Classroom Supervision
Although practicum students will gradually take over planning and teaching responsibilities for the two hours they are in their placements, they are to remain under the supervision of their mentor teacher. Therefore, practicum students are not to be left alone with students without authorized school personnel in the classroom (i.e. mentor teacher, educational assistant, or substitute teacher).

Confidentiality
Practicum students are permitted to have access to records that are critical to instructional planning. Practicum students must respect the confidentiality of these records and follow school procedures for access. Practicum students should not use a student’s full name in any paperwork submitted for university classes. Initials or pseudonyms should be used.

Medication and Corporal Punishment
Practicum students are not authorized to administer medication or corporal punishment. Practicum students should not be required to act as an “official” witness to corporal punishment by signing documents in the school office.

Absences
If practicum students must be absent due to illness, it is their responsibility to notify their mentor teacher, university supervisor, and, in some instances, the school. Practicum students should secure the telephone numbers of their mentor teacher, university supervisor, school office, and field experience coordinator. If an excess number of absences occur, practicum students may have to make up the days missed. This will be the decision of the mentor teacher, university supervisor, field experience coordinator, and seminar instructor. Absences for any reason other than illness must be approved by the field experience coordinator and seminar instructor prior to the absence. Otherwise, practicum students will be expected to make-up the days missed.

Policies of School System
Practicum students should become familiar with the policies and expectations of the school system, the principal, and the mentor teacher.

Holidays and Vacations
Practicum students will follow Vanderbilt’s calendar.

Evaluation
Practicum students will complete an evaluation form on the mentor teacher, school site, and university supervisor at the completion of their field-based
experience. In addition, students may be asked to complete a self-evaluation of progress on their teaching performance.

Cell Phones
Cell phones are to be kept turned off and out of sight while in your field based placements.

Responsibilities of the Mentor Teacher
The mentor teacher’s role is one of the most important aspects of the field-based experience. The teacher serves as a teacher educator, model, and mentor. The practicum student observes teaching first-hand by watching the mentor teacher implement effective instruction, behavior management, and collaboration. The mentor teacher’s observations and evaluations provide the practicum student with useful feedback and guidance for continued growth.

Orientation Meeting
The mentor teacher will participate in an orientation meeting to discuss placement expectations and timelines. The university supervisor will facilitate this meeting.

Classroom Preparation
The mentor teacher will establish a work center for the practicum student. This should include a desk and any supplies the practicum student will need to develop and implement lessons. This may be difficult in some situations, depending on the size and lay-out of the classroom.

Student Preparation
The mentor teacher will prepare students for the practicum student. This should include explaining the practicum student’s role in the classroom and setting expectations for the students to follow.

Introducing the Practicum Student
The mentor teacher will introduce the practicum student to members of the administration, co-teachers, and other school employees. The mentor teacher should ensure that the practicum student is oriented to the school’s facilities, routines, rules, policies, and available resources.

Supervision
Although the practicum students will gradually take over planning and teaching responsibilities, they are to remain under the supervision of their mentor teacher and are not to be left alone with classroom students without authorized school personnel in the classroom.

Evaluation of Practicum Student
The mentor teacher will complete midterm and final evaluations, based on the Tennessee Core Competencies. Mentor teachers are also encouraged to provide
the practicum student with ongoing feedback and support.

Evaluation of University Supervisor
The cooperating teacher will complete an evaluation of the university supervisor.

Responsibilities of the University Supervisor
The university supervisor is an important link between the mentor teacher, practicum student, and the field experience coordinator. The university supervisor’s role is critical to the success of the field placement. It is the university supervisor’s responsibility to serve as the communication channel between the many people involved in the field-based experience. This individual must be able to be an administrator, instructor, counselor, mediator, and evaluator.

Orientation Meeting
The university supervisor will contact the mentor teacher and practicum student to set up an orientation meeting. This meeting should be conducted prior to the beginning of the field experience. This meeting will provide a time for the mentor teacher, practicum student, and university supervisor to become acquainted with one another and to discuss timelines and expectations.

Strategies
The university supervisor will provide the practicum student with academic, behavioral, and collaborative strategies to use in the classroom. The university supervisor should also inform the practicum student of available resources.

Support
The university supervisor will be a source of support for the practicum student. Practicum students should feel comfortable discussing concerns or fears, as well as asking for assistance, from their university supervisor.

Communication
The university supervisor will communicate and collaborate with mentor teachers, practicum students, the field experience coordinator, and the seminar instructor regarding the field-based experience.

Evaluation
The university supervisor will observe the practicum student at least once every two weeks, for 60 minutes each visit, and be available as needed to provide ongoing feedback. Observation forms may be found in the Peabody Department of Special Education main office. The university supervisor will also complete midterm and final evaluations of the practicum student, based on the Tennessee Core Competencies. These evaluations will be reviewed with the practicum student and cooperating teacher.

Responsibilities of the Field Experience Coordinator
The field experience coordinator’s role is to identify and recruit highly effective special education teachers who are willing to mentor practicum students. The field experience
coordinator keeps files and data on each practicum student, university supervisor, and mentor teacher. The field experience coordinator is also responsible for building and maintaining an open line of communication with school district administrators, principals, and individual teachers.

**Placements**
- The field experience coordinator is responsible for facilitating field-based experiences. Practicum students’ preferences will be taken into consideration when making placement decisions. The field experience coordinator will contact principals and mentor teachers to confirm all placements.

**Visits**
- The field experience coordinator will attempt to visit each site at least once during the semester. The field experience coordinator will communicate with the practicum student, mentor teacher, and university supervisor to ensure the placement is satisfactory.

**Responsibilities of the Seminar Instructor**

The seminar instructor’s role is to lead the weekly seminar for practicum students. The seminar instructor supports practicum students during their field experience.

**Instruction**
- The seminar instructor is responsible for planning for and conducting the weekly practicum class. The seminar instructor will assign and grade all course requirements.

**Strategies**
- The seminar instructor will provide the practicum students with academic, behavior management, and collaboration strategies throughout their field-based experience.

**EVALUATION PROCEDURES**

**University Supervision**

A model of collaborative supervision is used for observation and feedback to practicum students. The university supervisor seeks to support the practicum student and to provide objective data as feedback. The university supervisor and practicum student both benefit as they analyze the teaching experience.

**Process:** The university supervisor sets a time for the observation. To the greatest extent possible, these observations should occur at different times and during different subjects. A brief conference must be held prior to the lesson. The practicum student shares the lesson plan and objectives. The university supervisor should check for all of the lesson plan components. The university supervisor and practicum student will discuss and agree on the purpose for the observation and/or any specific type of data to be collected. The university supervisor observes and collects data during the entire lesson. Data may be collected by using a computer, by hand, or by using audio and...
video equipment. After the lesson, the university supervisor will review and analyze the data. The university supervisor and practicum student should have a post-conference to discuss the strengths of the lesson and decide on any changes to be made for future lessons. This conference should take place as soon after the lesson as possible. Specific observation forms can be found in the main office of the Peabody Department of Special Education.

**Mentor Teacher Supervision**
The same type of model should be used when the mentor teacher formally observes the practicum student. Although data collection may be different, it is important to conduct a pre- and post-conference. The mentor teacher is encouraged to observe the practicum student both formally and informally and to provide feedback throughout the field-based experience.

**Midterm Evaluation**
The mentor teacher and university supervisor are expected to complete the Midterm Evaluation of Core Competencies form during the practicum student’s 6th full week at his/her placement. A time should be scheduled for the practicum student, mentor teacher, and university supervisor to discuss the evaluation. Both the mentor teacher and the university supervisor should provide the practicum student with a copy of their completed forms. The university supervisor will keep all original copies in the practicum student’s folder, which will be turned in to the field experience coordinator upon completion of the field-based experience.

**Final Evaluation**
The Final Evaluation of Core Competencies form should be completed in the same manner as the midterm evaluation during the final week of the field-based experience.

**Failure to Attain Satisfactory Levels of Performance**
If the mentor teacher and/or university supervisor feel the practicum student is not performing satisfactorily, steps must be taken immediately to remediate the area(s) of concern. Initially, the mentor teacher, university supervisor, and practicum student should discuss the concern(s) and identify solutions. However, if the concern(s) continue and there is a possibility of the practicum student failing, the following procedures should be implemented:

1. A conference facilitated by the university supervisor will be held with the practicum student, the mentor teacher, the field experience coordinator, and the principal (if needed). Together these individuals will develop a Performance Improvement Plan (form can be accessed online). This form will be the documentation of action to improve the practicum student’s performance. A follow-up date will be set for all individuals to meet.

2. The university supervisor will increase their observation of the student. Another university supervisor will also observe the practicum student in order to gain an additional perspective.
3. A follow-up conference, with the same individuals who attended the original conference, will be held to evaluate the practicum student’s progress. If satisfactory progress has been made, the practicum student will continue. If the practicum student’s performance is not satisfactory, the group will decide which of the following alternatives will be taken:
   a. The practicum student withdraws.
   b. The practicum student receives an incomplete and repeats the experience the next semester.
   c. The practicum student fails

Overview of All Evaluations
Practicum Student
1. Evaluation of School Site
2. Evaluation of Cooperating Teacher
3. Evaluation of University Supervisor

Cooperating Teacher
1. Weekly Observation
2. Midterm Evaluation
3. Final Evaluation
4. Evaluation of University Supervisor

University Supervisor
1. Observation every other week
2. Midterm Evaluation
3. Final Evaluation
4. Evaluation of School Site
5. Evaluation of Cooperating Teacher
ASSIGNMENT OVERVIEW

Seminar
All students must attend a weekly seminar. The content and assignments of this seminar will directly relate to the practicum experience. Curricular and academic practices, behavior management techniques, and collaboration strategies will be discussed. Practicum students will have the opportunity to discuss and brainstorm strategies to meet the specific demands of their placements.

Practicum Student Notebook
A large (2") binder should be organized during the first week of the semester. Tabbed dividers should be labeled with the following and placed in the binder in the following order:

- Cover Page
- Mentor Teacher/Practicum Student/University Supervisor Contract
- Record of Fieldwork Hours
- Parent/Guardian Letters and Contacts
- Daily Schedule and 12-Week Plan
- Program Overview
- Mentor Teacher Observations (2)
- Case Study (one student)
  - Student Observations (3)
  - Assessment Planning Form
  - Assessment Report
  - IEP and Data Sheets
  - Progress Report
- CBM Project (Data and Summary)
- Behavior Change Project
- IEP Team Meeting Reflections
- Weekly Reflections
- Videotape Critique
- Philosophy of Teaching
- Résumé
- Midterm and Final Evaluations (from Mentor Teacher and Supervisor)
- Lesson Plans

Mentor Teacher/University Supervisor/Practicum Student Contract
During the orientation meeting, the mentor teacher, university supervisor, and practicum student will sign and date the contract that outlines the responsibilities of each person involved in the field-based experience.

Record of Field Work Hours
The practicum student will keep a daily record of hours for all time spent at the field site. The record of hours should include the date, starting time, and ending time. This form should be placed in the practicum notebook. Supervisors and
mentor teachers should check and sign off on the record of hours at regular intervals during the practicum experience.

Parent/Guardian Letters
Practicum students are required to write two letters to their students’ parents or guardians. During the first week of the practicum experience, practicum students are required to write a letter introducing themselves to the parents or guardians and requesting permission to videotape during the practicum experience. In securing permission for videotaping, practicum students should ask their cooperating teachers for their school’s policy and use that policy to guide the request statement in the letter. Practicum students are also required to write a letter at the end of the placement informing parents/guardians that the practicum placement is ending.

Daily Schedule
Practicum students will document how their days will be spent. This should be done for each day of the week. This information should include the schedule of the special education classroom and inclusion settings, if appropriate. This schedule should be specific - listing students, grade levels, times, and subject areas taught. This should be done during the first week of the field-based experience.

12-Week Plan
Practicum students will work with their mentor teachers to outline a 12-week plan for instruction. The twelve-week plan should include a scope and sequence, a list of the practicum student’s responsibilities, and a description of the groups of students included in each hour of instruction.

Program Overview
Practicum students will provide a descriptive overview of their practicum site and the students with whom they will be working. A list of students’ ages, disability categories, strengths, and weaknesses will be developed. Practicum students will also secure information for each subject or developmental area taught in their classrooms. This will include a) a list of skills to be taught during the entire school-year (i.e. standards), b) materials used to teach those skills, c) methods for evaluation, and d) school and community resources. This information will be used to develop IEPs and to understand how the practicum student’s lessons will fit into the total plan for the school year. This should be done during the first week of the field-based experience.

Observation of Mentor Teacher
Practicum students will conduct two observations of their mentor teacher during the first week. They will use Peabody College observation forms to document the academic, social, behavior management, and collaboration strategies used by the mentor teacher. This experience will provide an opportunity for practicum students to learn more about the strategies used by their mentor teachers.
Case Study

Practicum students will select one student and complete the following case study. It is important that the identified student has regular attendance and is not at-risk for multiple suspensions or school absences.

a. **Observations.** Practicum students will conduct three observations of the student whom they have selected. Preferably, each observation will be in a different setting (e.g., special education classroom, general education classroom, music, PE), for a minimum of 30 minutes. Practicum students should use the classroom observation form while they observe. This form cues the practicum student to observe specific elements within the classroom environment.

b. **Assessment.** Practicum students should experience the process of evaluating a student’s current academic levels and then using that data to determine present levels of performance, develop an IEP, and guide instruction. Practicum students should gather relevant background information (e.g. academics, behavior, health/medication, family history, and previous assessment information) and administer academic achievement tests and/or informal assessment tools. Curriculum Based Measurement should be considered as one of the assessment tools. Practicum students will then write an assessment report summarizing the results of the assessment.

c. **Instructional Plan.** Practicum students will develop a 5-week instructional plan overview (i.e. instructional sequence) based on assessment information for their target student.

d. **Data Collection Forms.** Practicum students will develop forms for collecting formative evaluation data on the student’s progress on IEP goals and objectives during the period they are teaching.

e. **Case Study.** During seminar, practicum students will be asked to present their formative data and discuss their data-based instructional decisions.

f. **Final Summary.** Practicum students will write a final summary for the targeted student. This will include a summary of student progress based on formative data, a summary of data-based instructional decisions, and next steps.

g. **Individualized Education Plan.** After working with their student, practicum students will write an IEP for that student. The IEP should be written for an entire year. Students should use the Peabody College IEP form provided by the seminar instructor. The IEP should include at least 3 annual goals and 6 objectives per annual goal. NOTE: This IEP is for practice only and
should not be placed in the student’s cumulative file.

Curriculum-Based Measurement Project
Practicum students will use curriculum-based measurement with one student over the course of their experience to evaluate progress and guide instruction. Practicum students are required to develop or locate assessment materials, identify performance goals, and use graphed data to monitor student progress and adjust instruction as needed. At the end of the semester, practicum students will write a summary of this process.

Behavior Change Project
Practicum students will complete a behavior change project either on one student or on a group of students in the practicum setting. The behavior change project should focus on either an academic or social behavior. Data should be taken at baseline and during intervention. Social Validity and Treatment Integrity should be addressed in this project.

IEP Team Meeting Reflections
Practicum students should attend either an initial eligibility meeting or an IEP review meeting. The cooperating teacher should gain permission from the parents/guardians for the practicum student to attend the meeting. The practicum student will complete a summary of the meeting.

Weekly Reflections
Each week, practicum students will complete a personal reflection about their field-based experience and turn this reflection in to the seminar instructor. Reflections should not only include a description of the weekly activities and challenges, but also what the practicum student is learning from his/her experiences and how these experiences are shaping teaching skills.

Videotape Critiques
Practicum students will videotape themselves teaching a complete lesson during the semester. Practicum students are responsible for obtaining the videotape equipment (e.g. borrow from SPED Department, Wyatt Center, or Library). The videotaped lesson needs to be a minimum of 30 minutes. Practicum students will then self-evaluate the lesson using the designated form. Practicum students need to obtain permission from the school principal and mentor teacher prior to videotaping. Parents and guardians must also give permission for their children to be videotaped. If parents/guardians decline, the child may not participate in the lesson.

Philosophy of Teaching
Practicum students will develop or update their philosophy of teaching. The philosophy of teaching should address the practicum student’s beliefs about the relationship between special and general education, working with families, and teaching students from culturally and linguistically diverse populations. This
philosophy should be no longer than two pages.

Résumé
Practicum students will update their résumés to include their field-based experience.

Daily Lesson Plans
Practicum students are required to write detailed lesson plans as they begin planning and teaching in their field-based experience. Evidence of best practices in teaching strategies will be expected. The mentor teacher, university supervisor, and seminar instructor will jointly agree when the practicum student can begin to use modified, less-detailed lesson plans. However, the practicum student must return to detailed lesson plans if the mentor teacher, university supervisor, and/or seminar instructor feel the practicum student is not able to deliver a lesson effectively without the detailed lesson plans. Plans will be turned in weekly to the seminar instructor who will provide additional information regarding submission procedures and deadlines. Plans must also be available to the mentor teacher and university supervisor.
Appendix

Assignment – Specific Guidelines
(Listed Alphabetically)

Assessment Report Project
Assessment Plan
Practicum Student: _________________________________________________

Student Name: ____________________________________________________

Student Age: _____________________________________________________

Student Eligibility Category: __________________________________________

Assessment needs:

Assessment measures to be used: (list all tests or subtests if full test will not be given)

Date by which testing will be completed: ________________________________

Practicum Student: _________________________________________________

Mentor Teacher: ___________________________________________________

Seminar Professor: ________________________________________________
# Assessment Report Checklist

### Demographic Information
- Student Name
- Date of Birth
- Age
- Grade
- Gender
- School
- Teacher
- Examiner
- Date(s) of Test(s)
- Date of Report

### Reason for Evaluation
- Brief overview of why the student is being assessed.
- Provide specific question(s) that need to be answered (referral questions)

### Student Background Information
- Includes medical, educational, and social aspects
- Value judgments should not be made
- Includes only relevant information

### Brief Review of Previous Testing
- Name of test(s)
- Date the test(s) conducted
- Brief description of assessment
- Summary of results in table

### Classroom Observations for Current Assessment
- Brief summary of student performance during 3 observations
- Each observation addresses:
  - Peer interactions
  - Behavior in the classroom
  - Environmental considerations
- Student strengths and weaknesses
- Effective/ineffective teaching strategies
- Other

### Current Assessment Tool Selection
- Tools fit the purpose of assessment
- Tools are listed and include Curriculum Based Measurement
- Rationale provided
- Appropriate for examiner
- Appropriate for student

### Current Assessment Results
- Scores listed in table format
- Discusses behavior during testing
- Provides CBM instructional levels
- Age and grade scores are NOT used
- Interprets scores correctly and includes any limitations

### Current Assessment Summary
- Brief
- Summarizes skill/ability strengths
- Establishes relationships across assessment tools/other information
- Summarizes skill/ability deficits

### Current Assessment Recommendations
- Suggests goals
- Makes suggestions for classroom changes
- Ongoing assessment plan
- Goals meet stated deficits
- Clear and sufficient to develop IEP

### Structure
- Referral questions answered
- Information only reported once
- Only relevant information reported

### Organization
- Follows the prescribed format.

### Style
- Acceptable language
- Acceptable tone
- Facts/data accurately reported
- Report is clear, simple
- Easily understood by others
- Can distinguish between fact/opinion
Behavior Change Project

Steps:
Student teachers will develop and implement an intervention targeting a challenging classroom behavior for one student. The following steps should be followed:

1. Operationally define the target behavior and replacement behavior including examples and non-examples.

2. Determine an appropriate data collection method.

3. Collect and graph the baseline data (minimum of 3 days).

4. Develop behavior change objective(s). Be sure to focus on increasing a positive behavior. Write the objective behaviorally.

5. Develop an intervention for changing the behavior with a corresponding single-subject design to evaluate the effects of the intervention. Be sure to include strategies to support generalization and maintenance.

**Develop and use a treatment integrity form for your intervention.**

6. Conduct a pre-intervention social validity interview with the mentor teacher and student (if appropriate).

7. Refine the intervention as needed depending on the outcome of the social validity interview(s) and create a treatment integrity checklist.

8. Implement the intervention and continue to collect/graph data on a daily basis. Determine data decision rules for monitoring and adjusting your intervention.


Report:
At the completion of your project, write a report using the following organization:

1. Participant and Setting. Describe student and setting. (Descriptions should be detailed enough for the reader to determine extent that findings can be generalized to other students.)

   a. Target behavior: objective, measurable definition (examples and non-examples).
   b. Describe the data collection method.
c. Describe the single subject design and data collection method you used and provide a rationale for your selections. Include completed data collection sheets in appendix.

d. Describe the intervention in sufficient detail to enable someone to replicate.

e. Describe the data decision rules you used to analyze your data throughout your intervention. Discuss any modifications of the intervention, as determined by monitoring data and using data decision rules.

3. Results.
   a. Include a graph: make sure that your graph is correctly constructed.
   b. Describe the outcomes of the intervention. Conduct a visual analysis of graphical data plot. Also include social validity and treatment integrity outcomes.

4. Discussion, Limitations, Next Steps.

5. Appendices.
   a. Graph
   b. Completed social validity and treatment integrity forms
   c. Data collection forms
Mentor Teacher/University Supervisor/Practicum Contract

THE PRACTICUM STUDENT WILL:
✓ Be present in the classroom from ______ to ________ (school hours)
  from ______ to ________ (dates).
✓ Demonstrate professional conduct while at the school.
✓ Establish professional relationships with members of the school community.
✓ Take initiative by asking for responsibilities and becoming involved in
  non-teaching activities.
✓ Accept corrective feedback and demonstrate initiative to suggestions for
  improvement
✓ Plan appropriate lessons for all academic and social activities.
✓ Demonstrate competence in teaching and behavior management.
✓ Keep student information confidential.
✓ Follow all policies of the school system, principal, and mentor teacher.
✓ Follow the calendar of their assigned school for holidays and vacations.

THE MENTOR TEACHER WILL:
✓ Orient the practicum student to the school environment.
✓ Introduce the practicum student to members of the school community.
✓ Provide opportunities for observations in several settings.
✓ Provide appropriate materials and offer guidance for their application.
✓ Review the practicum student’s lesson plans prior to teaching the lesson.
✓ Evaluate the practicum student’s performance and provide feedback weekly.
✓ Complete a midterm and final evaluation on the practicum student.

THE UNIVERSITY SUPERVISOR WILL:
✓ Provide the practicum student with academic, social, and collaboration
  strategies.
✓ Evaluate the practicum student’s performance and provide feedback weekly.
✓ Complete a midterm and final evaluation on the practicum student.

______________________________
Mentor Teacher Signature/Date

______________________________
University Supervisor Signature/Date

______________________________
Practicum Student Signature/Date
Curriculum-Based Measurement Project

Practicum students will develop and implement CBM procedures for one student.

Practicum students are required to:
- develop or locate assessment materials
- identify performance goals
- use graphed data to monitor student progress and adjust instruction as needed.

At the end of the semester, practicum students will write a summary of this process using the following outline.

1. Participant and Setting. Provide a brief overview of the student, including grade level and baseline functioning in the area assessed using CBM.

   a. Description of probes:
      i. How you developed them or where you obtained them.
      ii. Rationale for selection of grade level used
   b. Administration and scoring procedures.
   c. How aim line was determined.
   d. Data decision rules.
   e. Description of instructional intervention(s).

3. Results.
   a. Correctly graphed data with baseline and intervention conditions and aim line.
   b. Visual analysis of graphical data plot
   c. Discuss data-based instructional decisions.

4. Discussion and Next Steps.
## Daily Schedule

Write out the daily schedule of your classroom. You will need a schedule for each day of the week. Although schedules change frequently, develop one that you will follow the majority of the time.

The schedule should include the students, current grade, grade levels they are working at, time of day, and subject.

**Monday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30</td>
<td>Bus Duty</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>1st grade reading group</td>
</tr>
<tr>
<td></td>
<td>Brandon – letter recognition</td>
</tr>
<tr>
<td></td>
<td>Kari – preprimer</td>
</tr>
<tr>
<td></td>
<td>Sam – primer</td>
</tr>
<tr>
<td></td>
<td>Joey – primer</td>
</tr>
<tr>
<td>8:45-9:15</td>
<td>2nd grade spelling</td>
</tr>
<tr>
<td></td>
<td>Jeff – 1st grade</td>
</tr>
<tr>
<td></td>
<td>Carolyn – 1st grade</td>
</tr>
<tr>
<td></td>
<td>Sandy – writing name and address</td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>4th grade math</td>
</tr>
<tr>
<td></td>
<td>Kevin – 2nd grade</td>
</tr>
<tr>
<td></td>
<td>Kristin – 3rd grade</td>
</tr>
<tr>
<td></td>
<td>David – 3rd grade</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>4th grade recess</td>
</tr>
<tr>
<td>10:15-11:30</td>
<td>Mrs. Smith’s 5th grade for reading</td>
</tr>
</tbody>
</table>
Data Form Examples

Student’s Name: Sam
Date: Jan 23-Feb. 28
Subject: Reading
Teacher: __________

Objective: Given sight words, Sam will read with 90% accuracy in 4/5 trials measured daily.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23-27</td>
<td>20/40 = 50%</td>
<td>18/40 = 45%</td>
<td>25/40 = 62.5%</td>
<td>28/40 = 70%</td>
<td>28/40 = 70%</td>
</tr>
</tbody>
</table>

Comments:
- Can read the first 20 words quickly.
- Should concentrate more on the last 20 words.

Objective: Given CVC words, Sam will read with 90% accuracy in 3/5 trials measured 3 times per week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23-27</td>
<td>15/20 = 75%</td>
<td>12/20 = 60%</td>
<td>Combination of short a and short e sounds</td>
<td>Combination of short a and short e sounds</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
- Reads short a words with fluency, difficulty with short e. Next week concentrate on short e and short i.
Student's Name: Sam
Date: Jan 23-Feb 28
Subject: Reading
Teacher: 

Objective: Given sight words, Sam will read with 90% accuracy in 4/5 trials measured daily.

<table>
<thead>
<tr>
<th>Percentage Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>to</td>
</tr>
<tr>
<td>is</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>me</td>
</tr>
<tr>
<td>one</td>
</tr>
</tbody>
</table>


**IEP for Target Student**

General Guidelines follow – Specific IEP instructions will be discussed in seminar.

The practicum student will write an annual IEP for the student for whom the assessment report was written.

- The IEP should be typed on the Department of Special Education IEP form. Students may not use school-district forms or programs.
- The IEP should be written for one year.
- Each IEP should include AT LEAST 3 annual goals with AT LEAST 6 short term objectives per annual goal
- This IEP is for practice only and must not be included in the student’s special education file or cumulative records.
IEP Meeting Reflections

Student: __________________________  Student Teacher: ____________________

Persons in Attendance (title only):

Purpose of Meeting:

Issues/Concerns:

Parental Input:

M-Team Input:

Recommendations:

Reflections (Include general thoughts and perspectives, as well as comments on substantive and procedural requirements.):
Lesson Plan – Daily, Scripted

Students will write scripted lesson plans for each area of instruction. Scripted plans will continue until the University Supervisor and Mentor Teacher approve a move to the short form lesson plans.

**Daily Lesson Plan**

Name: ___________________  Supervisor: _____________________________
Date: ________________    Cooperating Teacher: ______________________

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of the Class</strong></td>
<td>Subject:</td>
</tr>
<tr>
<td>(Subject, Population of Students, Grade, Number of Students)</td>
<td>Population of Students:</td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td></td>
<td>Number of Students:</td>
</tr>
<tr>
<td><strong>Rationale for Instruction</strong></td>
<td>Topic:</td>
</tr>
<tr>
<td>(Topic, Standards Addressed, Rationale)</td>
<td>Standards Addressed:</td>
</tr>
<tr>
<td></td>
<td>Rationale:</td>
</tr>
<tr>
<td><strong>Daily Objectives</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials/Equipment/Preparation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Sequence (with times)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td></td>
</tr>
<tr>
<td>2. Modeling Instruction</td>
<td></td>
</tr>
<tr>
<td>3. Guided Practice</td>
<td></td>
</tr>
<tr>
<td>4. Independent Practice</td>
<td></td>
</tr>
<tr>
<td>5. Review</td>
<td></td>
</tr>
<tr>
<td>6. Closure</td>
<td></td>
</tr>
<tr>
<td>7. Next Steps</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation/ Monitoring</strong></td>
<td></td>
</tr>
<tr>
<td>(Describe how you will evaluate student achievement of lesson objectives)</td>
<td></td>
</tr>
<tr>
<td><strong>Self Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>(Describe the strengths and weaknesses of the lesson. List changes that you will make for future lessons.)</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plans – Short Form, Weekly

Upon approval by the University Mentor and the Mentor Teacher, the student teacher may move to weekly short form lesson plans.

**Weekly Lesson Plan**

| Name: __________________________ | Supervisor: __________________________ |
| Date: __________________________ | Cooperating Teacher: __________________________ |
| Subject: __________________________ | Students: __________________________ |

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed.</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance Organizer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro/Assessing Background Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modeling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review/Closure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next Step (Transition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(State and describe. Attach assessments.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observation of Mentor Teacher
Use the Vanderbilt observation forms provided in seminar and then summarize your observation with this form.

Teacher: ___________________  Subject: ___________________
Grade/Number of Students: ____________  Date: ________________
Start/End Time: ________________  Length of lesson: ________________

Physical arrangement (draw on reverse):

Teaching behaviors observed:

Teaching strategies used:

Feedback procedures used:

Behavior management techniques used (Include rules and routines.):

Instructional differentiation methods:

Transition activities:

Other observations:
Observation of Target Student

Student: ___________________________  Subject: ___________________________

Grade/Number of Students: ________  Date/Time: ________________

Setting: ___________________________

Observations related to:

Organization:

Transition:

Response to tasks/directions:

Peer interaction:

Setting/Environmental variables:

Behavior management strategies used by teacher:

Summary of student's strengths/needs:
Parent Letter – SAMPLE

Date

Dear Parent or Guardian:

My name is _______________ and I will be completing my practicum experience at _______________ (Name of School) in _______________ (cooperating teacher’s name) classroom. This will include lesson planning, teaching, assigning grades, maintaining classroom discipline, and working on student IEP objectives.

I am currently a Master’s student at Peabody College of Vanderbilt University. I am originally from _______________ (hometown). During my time at Vanderbilt I have been active in _______________ (list activities). After graduation I plan to _______________.

In addition to the above responsibilities, I am required to videotape myself teaching the class two times during my practicum. These videotapes are only for evaluation and improvement of my teaching skills and will be kept confidential and will only be viewed by me and my instructor at Vanderbilt. As a student in this class, your child may be included in these video sessions but only with your permission. If your preference is NOT to have your child involved during my videotape sessions, please send the bottom portion of this form back to school with your child.

I am looking forward to working with your child during the next 12 weeks. If you have any questions, or if I may be of any assistance to you, please do not hesitate to contact me at _______________ (name of school and phone number).

Sincerely,

(Your Name)

______________________________________________________________

Date

_____ I do not give permission for my child to be videotaped.

Parent/Guardian Signature _______________________________________________________________________

*** Student Teachers should check the policy of their placement schools regarding securing permission to videotape and phrase parent letters accordingly.
*** This letter should be copied on the school’s letterhead.
*** This letter must be approved by the cooperating teacher before sending it home with the students.
Program Overview

Description of Site. Type of school, type of classroom

Description of Students. Name (first only) or initials
Disability category
Age/Grade
Strengths
Weaknesses

List of Skills. Obtain a list of skills (standards) taught for each grade level in each area (e.g. math, reading). The mentor teacher will have a copy of this information. The student teacher only needs to make a copy of it.

Materials Used. Make a list of materials used in each academic and social area. The following grid may assist the student teacher.

<table>
<thead>
<tr>
<th>Materials Used in Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Material</td>
</tr>
</tbody>
</table>

Assessment Tools. Student teachers will make a list of assessment tools, formal and informal, used in their setting.

<table>
<thead>
<tr>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
</tbody>
</table>

Other Resources. The student teacher should describe other resources available at the school (e.g. library, computer lab, teacher work room supplies) or throughout the community (e.g. museums, zoos).
Résumé

Sally Student
123 Address Place • Nashville, TN 37203 • (615)555-5555
sstudent@nonVUemail.com

EDUCATION

M.Ed. (Expected May 2009) Vanderbilt University, Nashville, TN
Special Education - Mild/Moderate Disabilities

B.A. 2000 Undergraduate University, Campustown, PA
Psychology, Elementary Education

CERTIFICATIONS

K-12 Special Education
Mild/Moderate Disabilities
Tennessee, Virginia,

K-8 Elementary Education
Tennessee, Virginia

AWARDS

Kappa Delta Pi Honor Society in Education

TEACHING EXPERIENCE

1/2008-5/2008 Student Teaching
Someplace Middle School, Nashville, TN
• Taught students with learning disabilities, Other Health Impairments, Emotional/Behavioral Disorders in a special education resource classroom

9/2007-12/2007 Practicum Teaching
Someplace Elementary School, Nashville, TN
• Taught students in a self-contained classroom for students with Emotional/Behavioral Disorders.

RELATED WORK EXPERIENCE

9/2006-Present Research Assistant
Department of Special Education, Vanderbilt University, Nashville, TN
• Worked on research projects related to behavioral interventions with elementary-aged students

Camp Summer Fun, Location, NC
• Worked with children in a camp setting.
Videotape Critique

Practicum Student: ___________________________ Date: _________

School: ___________________________ Mentor Teacher: __________________

Time: ____ Number of Students: _______ Grade: _____________

Subject: ________________ Type of activity: ________________

Objective of lesson:

Were you well-prepared with all necessary materials?

Did your objectives for the lesson seem obvious?

Were you clear in presenting material or in giving directions?

Did you guide or prompt students for better responses?

How much interaction did you have with the students?

How much and what type of praise did you give?

Were there any behavior issues? Is so, what did you do to correct them?

What did you do to check for understanding and mastery of your objective? How did you monitor the learning?
Things you liked about the lesson:

1. 
2. 
3. 

Things you may change in a similar future situation:

1. 
2. 
3. 

Effective teacher behaviors to increase:

1. 
2. 
3. 

Ineffective teacher behaviors to decrease:

1. 
2. 
3. 

Effective teacher behaviors to maintain:

1. 
2. 
3. 

What did you learn from this experience?

1. 
2. 
3. 
Weekly Reflection

Summary of week’s responsibilities:

Participation in instruction:

Conference with Mentor Teacher:

Extra-class duties:

Meetings attended:

Challenges encountered:

Overall evaluation of week from practicum student’s perspective: