STUDENT TEACHING HANDBOOK
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**Application for Student Teaching**

Prior to student teaching, student teachers must complete the following requirements:

- **a.** All classes required for graduation except for student teaching.
- **b.** Successful completion of the appropriate Praxis test
- **c.** Admissions requirements for SPED major
- **d.** GPA of 2.75 or higher
- **e.** Current background check approval
- **f.** Utah Ethics Review
- **g.** Student Teaching License

Applications for Student Teaching may be found online at [http://sped.usu.edu/undergrad](http://sped.usu.edu/undergrad)

After submitting the application, student teachers should register for courses as specified below:

<table>
<thead>
<tr>
<th>Program:</th>
<th>Register for:</th>
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<tbody>
<tr>
<td>Single major in special education</td>
<td>SPED 5200 for 15 credits</td>
</tr>
<tr>
<td>(Mild/Moderate, Severe &amp; Early Childhood emphasis)</td>
<td></td>
</tr>
<tr>
<td>Composite major in special education and elementary education</td>
<td>SPED 5210 for 6 credits</td>
</tr>
<tr>
<td></td>
<td>ELED 5100 or 5150 for 6 credits</td>
</tr>
<tr>
<td></td>
<td>ELED 5250 for 3 credits</td>
</tr>
<tr>
<td>Dual major in special education and secondary education</td>
<td>SPED 5210 for 6 credits</td>
</tr>
<tr>
<td></td>
<td>SCED 5500 for 2 credits</td>
</tr>
<tr>
<td></td>
<td>SCED 5700 for 4 credits</td>
</tr>
<tr>
<td>Composite major in special education and early childhood education</td>
<td>SPED 5210 for 6 credits</td>
</tr>
<tr>
<td></td>
<td>ELED 5150 for 6 credits</td>
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<tr>
<td></td>
<td>ELED 5250 for 3 credits</td>
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<tr>
<td></td>
<td>ELED 5050 for 3 credits</td>
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<td></td>
<td>FCHD 4960 for 3 credits</td>
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<tr>
<td></td>
<td>(FCHD 4960 taken during separate semester)</td>
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</tbody>
</table>
Placement of Students into Student Teaching Sites

The faculty of each specialty area examine all student teaching applications for the following semester. They identify possible student teaching sites in which:

1) “best practices” for teaching, management and service delivery are modeled,

2) the school administrator and fellow teachers recognize the cooperating teacher as a “master teacher”

3) the cooperating teacher is fully certified to teach the student population and has at least 3 years experience, and

A list of possible student teaching sites is submitted to relevant school districts. If districts, principal and teacher agree to host a student teacher, then the placement is made. When placements are approved, the student is informed. Student teachers are not permitted to coordinate their own student teaching placements. Student teachers are placed in Cache Valley or surrounding areas.

Career Services

Career Services has been organized for the purpose of helping to place USU graduates in professional positions. Each student teacher should complete a credential file during their student teaching experiences. The credential file will be explained in more detail at the Student Teaching Orientation held the first day of the semester. For more information about the credential file, go to: http://www.usu.edu/career/htm/students

Application for Licensure

After all licensure coursework has been completed, all students (including Composite and Dual Majors) desiring licensure in Utah should submit a completed application to Co Brunner in the Special Education Office. Licensure applications are available in the Department of Special Education. A complete transcript of credits (official), with the degree posted must accompany this application. If any of the coursework for the degree were completed at another institution, an official transcript from that institution must also be included. Applications will be available at the Placement Workshop during the student teaching semester.

Student Teaching License and Liability Insurance

The Utah State Board of Education issues Student Teaching Licenses (utah.gov/teachers). A Student Teaching License authorizes the student teacher to teach in a specified school or schools under the specific direction of a qualified and certified person. The license is valid only for the student teaching period. A person may not engage in student teaching without a current student teaching license.

A person employed in a position requiring state licensure that holds a current license issued by the state board is a certified employee and is covered by a liability insurance program carried by the school district.

If a student teacher is performing a service for the school district, they have liability coverage by the district. If students are in the classroom because they have chosen to go there on their own, they are not covered by liability insurance.
Student Teaching Policies

1. Attendance, Calendar and Transportation
Attendance during student teaching is mandatory. Authorization from the cooperating teacher and university supervisor is required should a student teacher need to be excused from their student teaching responsibilities because of illness or death in the immediate family. Student teachers are expected to provide cooperating teachers with lesson plans and necessary material for instructing pupils. If absences accrue beyond three days, the student teacher will be required to make-up the time missed during student teaching or will be required to repeat student teaching another semester. Doctor appointments, job interviews, etc. need to be scheduled after school hours or during school holidays.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the USU calendar. Student teachers need to be at their assigned school during all contract days – including teacher workdays and conference days.

It is the student teacher’s responsibility to locate his/her own transportation to and from assigned schools.

2. Substitute Policy
It is the policy of the Utah State Office of Education and the Utah State University’s College of Education and Human Services that student teachers are NOT to be used as substitutes for employed teachers, even for short periods. Any deviation from this policy must be cleared with the Department of Special Education’s Undergraduate Committee and the Teacher Licensure Office in the Education Building, Room 103.

3. Payment Policy
The student teaching assignment is a full time job. Student teachers are expected to meet teacher contract time. Student teachers cannot be paid for duties considered part of the student teaching experience. Students who student teach on the job (two semester commitment) need to contact either the Special Education’s Office of Student Teaching to obtain the specifics of their internship responsibilities. (USU Emma Eccles Jones College of Education and Human Services Policy)

4. Problems and/or Grievances
Should problems or grievances develop during the student teaching experience, the cooperating teacher and university supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems at any time with his/her cooperating teacher, university supervisor, and if not resolved, then the Student Teaching Coordinator.

5. Compliance with District and School Policies
The student teacher is required to adhere to district and school policy in the district where he/she has been assigned to student teach. This includes faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers must be at school one half hour before school starts and one half hour after school ends, or the district contract hours, whichever is greater.
6. Use of Cell phones in Schools

It is the policy of The Department of Special Education and Rehabilitation at Utah State University that practicum students, student teachers, student observers, and students visiting or working in schools for any reason refrain from all use of cell phones (i.e., calling, texting, emailing, browsing, taking photographs, etc.) while on the school property. In the event of incoming calls where someone needs to contact the USU student due to an emergency, the caller should use the existing school phone system. In the event of outgoing calls from the USU student to contact family members or others involved in an emergency, the student should use the existing school phone system.

A violation of this policy may result in an immediate meeting with the university supervisor, cooperating teacher, and USU student to decide on the course of disciplinary action.
THE ROLE OF THE STUDENT TEACHER
**Introduction**

As the student teacher, you will begin as an observer. Cooperating teachers should share objectives, lesson planning, and evaluation procedures, and discuss individual pupil problems.

As you demonstrate the ability to assume more responsibility, the assignments for designing and directing learning activities will be increased. It is recommended that you have the opportunity to observe lessons being taught in each area of the curriculum before you teach that topic independently. **This transfer of teaching should be scheduled so you are in complete charge of the classroom within two weeks of the first day of the placement.** If you demonstrate the competence and initiative necessary to take charge earlier, you should be encouraged to do so.

**Grading System for Student Teaching**

Student teaching uses a pass/fail grading system. Grades are based on supervisor’s observations, feedback from cooperating teachers, written midterm & final evaluations from the cooperating teacher & the university supervisor, and the student’s portfolio. Passing grades (80% or higher) on at least the last two university supervisor observations, a (3) or higher overall rating on the final evaluation form completed by the cooperating teacher and the university supervisor AND a basic (1) or higher rating on all section of the portfolio must be obtained in order to pass student teaching. It is necessary for student teachers to pass student teaching in order to be recommended for a State of Utah teaching license.

**Requirements of Student Teachers**

The student teaching experience is an opportunity for you to further develop and demonstrate teaching, management, and professional competencies acquired during the teaching preparation program. You are expected to demonstrate these competencies in daily work in the assigned school. In the student teaching portfolio, you will provide evidence of these competencies.

h. **Professionalism** (CEC Standard 9)

- Adhere to the policies and philosophies of the hosting school and district where you are assigned.


- Professional conduct is expected. Keep confidences and respect the rights of others at all times.

- Secure information pertaining to legal responsibilities for the classroom.

- Maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.

- Demonstrate a positive regard for the culture, religion, gender and sexual orientation of individual students.

- Be responsible, courteous, and dependable.

- Professional dress is expected of all student teachers. Maintain a neat, clean, and appropriate appearance.

- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.

- Use copyrighted educational materials in an ethical manner.
**Teaching and Management** (CEC Standards 2, 3, 4, 5, 7, 8, 10)

- Develop detailed lesson plans that are approved by the cooperating teacher and reviewed by the university supervisor. Most student teachers find it very helpful to plan their lessons at least a week in advance.

- Teach students using effective instructional techniques. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.

- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.

- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.

- Employ disciplinary measures, which conform to the instructions of the cooperating teacher.

- Take the initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Remember the cooperating teacher has the final say in the classroom.

- Know your behavior management plan. Have rules displayed in the classroom. Be sure both you and the students know what is expected.

- Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.

- Design, structure, and manage daily routines effectively including transition time, for students, other staff, and the instructional setting.

* (Teaching and Management Requirements are described in more depth in the portfolio requirement section)*
Suggestions for an Effective Student Teaching Experience

❖ Prepare in advance

- Arrange a meeting at the school to meet the principal and cooperating teacher(s). You should make an effort to get to know the physical layout as well as the policies of the school.

- Learn about the community and the people who live there.

- Become acquainted with the curriculum, textbooks, materials, and instructional techniques that are being used for the specific subject(s)/grade(s) to which you have been assigned.

- Determine what aid can be expected from the university supervisor, and have a clear understanding of what the supervisor will expect from you. Primarily this can be accomplished by:
  1. Becoming thoroughly acquainted with this Student Teaching Handbook
  2. Attend the orientation seminar conducted by the Coordinator of Student Teaching. This is typically held the first day of the semester.
  3. Set up a meeting with your university supervisor to become aware of observation and portfolio requirements specific to your supervisor.

- Participate in the Triad conference during the first week of student teaching with your cooperating teacher and university supervisor.

❖ Learn from the cooperating teacher

- Be mindful that a student teaching position is much like an apprentice within the school setting you have been assigned to. You should recognize and respect the feedback and suggestions of the cooperating teacher and the school administration.

- Be cognizant that the cooperating teacher is in legal control of the classroom and is legally responsible for it.

- Accept the cooperating teacher’s decisions and respect his/her opinions concerning the materials and methods by which they are to be presented.

- Schedule time for frequent conferences with the cooperating teacher.

- Establish openness to constructive feedback, recognizing that the cooperating teacher is eager to see you succeed.

- Support the cooperating teacher in matters of school discipline.

- Establish a willingness to assume teaching responsibility.

- Establish a procedure for reviewing lesson plans with the cooperating teacher.

- Give credit to the cooperating teacher for assistance rendered.
• Understand that in an effort to resolve problem situations, you should begin with the cooperating teacher.

• Participate in non-classroom activities in which the cooperating teacher has some responsibility.

❖ Focus on teaching the students

• Your main concern should be pupil achievement rather than making a favorable impression on the cooperating teacher or university supervisor.

❖ Focus on continual improvement

• Continually reflect on and evaluate each teaching experience—determining what went well, what needs to be improved, and how you can be more effective next time.

• Stay aware of the extreme importance of your work.

• Do not demand perfection from yourself; demand continual improvement.

• Focus on the things that you can control.

❖ Focus on student teaching

• Student teachers are cautioned not to overload themselves with additional university courses, or other responsibilities such as work during your student teaching experience. The amount of work you undertake during your student teaching experience has a direct relationship on your effectiveness as a teacher. Teaching is a responsibility that must come first. The obligation to the education of school pupils cannot be taken lightly: therefore, responsibilities other than teaching should be kept minimal.
Student Teaching Portfolio

Note to students:

The student teaching portfolio is the capstone product of your training program in Special Education. It is an organized collection of materials that have been creatively put together to best represent your philosophy of teaching and the related competencies needed to be an effective teacher. **The portfolio reflects what you have learned in your preparation program.**

Student teaching is designated as a Communications Intensive (CI) course at Utah State University. CI courses *may* involve oral communications, but *must* involve a substantial writing component. The portfolio meets the substantial writing component. Each entry should be carefully selected and presented concisely. This requires writing and revision. Well-done portfolios include brief illustrations of your skills as planner, instructor, decision-maker, and classroom manager.

When grading your portfolio, the university supervisor will take into account the punctuation, spelling, grammar, appearance and overall organization of each section. It is your responsibility to edit each section carefully before turning the section into the university supervisor. (CEC Standard CC9S8)

**Portfolios are due to your university supervisor by the Friday of the twelfth week of the semester.** You should arrange to meet with the cooperating teacher and the university supervisor for a triad conference at the beginning of the semester to plan out a schedule for completing your portfolio requirements in a reasonable amount of time.

You are not completing the portfolio for the purpose of obtaining a job. The purpose of the portfolio is to meet the capstone product and communications intensive requirements at Utah State University. However, your portfolio can be used to illustrate or highlight teaching competencies in an interview. As you are asked questions in an interview, you can use a page or section of the portfolio as an illustration in your response to the question. Therefore, you should organize the portfolio in a manner that will enable you to find information quickly and present it to interviewers in an efficient and professional manner.

After you graduate and receive your teaching license, you will need to renew your license every three to five years by earning licensure points. By updating your portfolio, you will be able to earn licensure points.

Your portfolio will be submitted in the course management system (CANVAS). The portfolio final draft due by the twelfth week of the semester can be submitted in whatever format is appropriate. The final PDF copy must be submitted in one pdf for each section of the portfolio.

Your portfolio must include illustration of the following competencies:
I. PHILOSOPHY OF EDUCATION (CEC Standard 1)

A. **Introduction:** Prepare a Personal Philosophy of Education Statement

B. **Report Requirements:**

1. The Philosophy of Education Statement should be no more than one page.
2. The relationship of special education to/with regular education should be articulated.
3. The Philosophy of Education Statement should state clearly and concisely the student teacher’s personal educational philosophy.
4. Report is typed and correctly edited for punctuation, spelling, grammar and overall organization.

C. **Additional Scoring Items:** None required.
II. COMPREHENSIVE EDUCATIONAL ASSESSMENT (CEC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10)

A. Introduction: The student teacher will be required to prepare a comprehensive educational assessment report on one student. This may be part of an assessment for initial eligibility for special education services or a re-evaluation for eligibility. All parts of this report must be based on the same student.

B. Report Requirements: (Parts 1, 2, 3 and 4 are on the same student). Required headings are shown in CAPITAL LETTERS.

1. Part 1: Introduction:
   a. REPORT HEADING: Example: District 1 School District – Assessment Report
   b. IDENTIFYING INFORMATION: Includes student’s name (pseudonym – “student one”), age, grade, date of assessment, teacher (pseudonym – “teacher one”), etc.
   c. BACKGROUND INFORMATION: In narrative form, provide background information for the student being assessed. Only information relevant to the current assessment and subsequent program planning should be included. Relevant information may include a student’s race/culture and primary language, current disability classification, current classes and associated academic and social performance, previous and current interventions attempted and associated results, overall attendance, developmental history, medical history, etc.
   d. PURPOSE OF CURRENT ASSESSMENT:
      Describe
      (1) the broad purpose of evaluation, i.e., initial eligibility determination, re-evaluation, annual review and program planning,
      (2) the reason for testing this student at this time, and
      (3) list broad assessment questions to be addressed in this evaluation and where you will collect those data (observation or CBA).
   e. TESTS DELIVERED AND OBSERVATIONS CONDUCTED: Provide a comprehensive list of all tests and observations including dates. [Note: This should include only those tests and observations conducted by the student teacher.]

2. Part 2: Assessment Information
   a. RELEVANT INFORMATION FROM PREVIOUS TESTING: For the student being tested, provide information from most recent assessment for eligibility. The information you supply should provide the child’s current eligibility information. For each test administered, address EACH of the following items:
      • name of the test,
      • note when it was administered,
      • by whom (pseudonym – “psychologist 1”, “teacher 2”),
      • how the student responded during the assessment,
      • note if the scores were reported as valid,
      • provide scores which are relevant to the current assessment, and
b. STANDARDIZED ASSESSMENTS: (NOTE: All data from here to the end of this sections is information the student teacher has collected from testing.)

(If the student teacher will not be administering a standardized assessment, this section should be marked N/A and the most recent standardized assessment results must be included in item “a” of Part 2 above. If marked N/A a brief statement should be included as to why administration was not possible and who did the testing instead.)

(1) DESCRIPTION OF TESTING SESSIONS: Describe sessions, student responses to testing, and any unusual events that may affect interpretation of results and whether the results accurately represent student skills.

(2) ASSESSMENT RESULTS for each test must include the following:

(a) Describe the assessment tool including its general purpose, how the tool and procedures are sensitive to cultural/linguistic differences, and scores used to describe student performance (e.g., percentile ranks, standard scores, grade equivalents, etc.) along with examples of how to interpret each score type

(b) Present scores and interpretations in an organized manner (example – table)

(c) Provide a brief description of subtests and scores

(d) Where appropriate, compare/contrast results from various subtests to clarify specific skills, strengths and needs.

(e) Provide a brief description of what the scores suggest about the student’s skill development as it relates to the questions posed in the Purpose of Current Assessment (item “d” of Part I above)

c. CBA ASSESSMENT(S): (CBA to be completed by student teacher for all areas of need.)

(1) CBA RATIONALE: Describe why the student teacher targeted the skills measured on the CBA, explain the relationship to the eligibility data, and why he/she used those particular testing methods (i.e., Brigance vs. self-made CBA). For example:

(a) I chose to conduct a curriculum-based assessment of the student’s performance in math because of the results of his eligibility evaluation, specifically his performance on the Woodcock Johnson Tests of Achievement, indicated below grade level functioning in math. I chose to construct my own CBA from the Utah Core Math Standards to provide the IEP team with specific information about the student’s performance within the Utah curriculum and assist in developing IEP goals in the area of math.

(b) I chose to conduct a curriculum based assessment of the student’s recognition of warning labels because the team is preparing for his next IEP and his mother has requested that this be included. I chose to administer section H-6 in the Brigance Comprehensive Inventory of Basic Skills because this Criterion Referenced Test is the established scope and sequence for basic academic and functional skills in the student’s educational program.
(2) **SKILLS MEASURED**: Describe the skills measured on the CBA; i.e., math computational skills, recognition of warning labels, gross motor skills, etc., and reference the Preschool Guidelines, Essential Elements, or Utah Core domain, standards, and/or skill.

(3) **CBA PROCEDURE**: Describe procedures for administering each CBA e.g., where the student was tested, length of testing period, student’s response to testing, number of items student responded to on each CBA, student response format, etc.

(4) **CBA RESULTS**:

(a) Summarize the results including the strengths and needs identified by the testing as it relates to the questions posed in the Purpose of Current Assessment (item “d” of Part I above). List the highest skills mastered and those emerging.

(b) Report results of each CBA as percent correct and/or rate (if appropriate)

(c) Identify potential instructional targets, and reference the Preschool Guidelines, Essential Elements, or Utah Core domain, standard, and/or skill.

(d. **STUDENT OBSERVATION**: (observation to be completed by student teacher and conducted on the target student and a comparison student.)

1) **OBSERVATION QUESTIONS**: List specific questions to be answered by observation and propose appropriate observations(s) (e.g., academic, social, learning environment) to answer questions. Questions must link to the purposes of current assessment (item “d” of Part I above), and when necessary to State adopted procedures for disability classification. Observation questions must be approved by the university supervisor before proceeding with the observations.

(a) **OBSERVATION SETTINGS**: Describe the physical location of observation(s), number of students, seating arrangements, location of target student in relationship to other students and to the teacher.

(b) **OBSERVATION TARGETS**: Describe observation targets (e.g., curriculum, teacher instructional behaviors, and student academic and social behaviors, process used to assess students’ mastery of content, behavior management procedures).

(c) **OBSERVATION TOOLS AND PROCEDURES**: Describe tools (e.g., ecological observation form, time sampling observation form, running record form) and procedures used to measure observation targets, including:

   i. Date, number and length of observations

   ii. Data recording method(s) used (running record, frequency, rate, duration, latency, or time sample)

   iii. Appropriateness of data recording method for measuring the target behavior(s) observed

   iv. If recording method estimates presence of target behavior(s), describe whether the method is susceptible to overestimating or underestimating the actual behavior(s), and report why a more direct method was not used to capture or estimate observed behavior(s).
Observation Results:
(a) Report observation data
(b) Restate questions, and use observation data to address each question. Make sure to clearly articulate how the data lead to particular conclusions.
(c) Summarize observation data not relating to questions, but relevant to purposes of comprehensive assessment.

3. Part 3: Summary

a. Assessment Summary: Restate broad purposes of evaluation, (e.g., initial eligibility determination, re-evaluation, annual review and program planning) and specific problem areas targeted in the current assessment.

For example:
(1) If purposes of evaluation were to determine initial or continued eligibility (re-evaluation) then:
(a) Lists general criteria to qualify for special education services for Part B or Part C special education services, i.e., must be between ages of 3 and 21, etc.
(b) Lists the specific Utah State Office of Education (USOE) eligibility criteria for the disability considered. *If this evaluation resulted in eligibility under the Specific Learning Disability classification, indicate whether the school district uses an RTI, Discrepancy, or Combined method of determining eligibility.*
(c) Discusses assessment data in relation to each eligibility criteria
(d) Provides a summary statement whether student does or does not qualify for special education services (IEP team makes final determination)

(2) If the purpose of evaluation was to assess student in preparation for annual review of IEP and program planning, then:
(a) Summarize progress on current goals and objectives
(b) List and provide rationale for skill area assessments and measures used
(c) Summarize data and identify potential goal areas for upcoming IEP

b. Recommendations: Make recommendations related to the purpose of evaluation:
(1) Eligibility for special education services.
(2) Instructional and behavior management needs, or accommodations
(3) Areas that may require further assessment.

c. Signature and Title Line: (e.g., Annie Anderson, Student Teacher)

4. Additional Scoring Items for Parts 1, 2 and 3 above

a. The report must be organized in the format prescribed under Section B Report Requirements for Parts 1, 2 and 3.

b. The report must be written in professional “jargon-free” language and be easily understood by teachers and parents.
c. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.

d. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.
   (1) All protocols and assessment tools are provided with student responses
   (2) Protocols are completely filled out with demographic and other requested information and all student, parent, professional and school names are removed.

5. **Part 4: IEP/IFSP Development : Report Requirements**

   a. Provide a RATIONALE for writing this IEP for this student. *(NOTE: Use your own assessment and observation data to develop the goals.)*

   b. The IEP/IFSP must include:
      (1) PLAAFPs for ALL areas of need, and reference the appropriate USOE standards.
      (2) The level of performance within the appropriate USOE standards that the student would need to be progressing in the general education curriculum or functioning at age appropriate levels.
      (3) Annual goals for each area of need that reference the appropriate USOE standards. Goals must be written in the appropriate format (observable behaviors, conditions, criteria for mastery, etc.)
      (4) Two short term, benchmark objectives.
      (5) Accommodations for statewide assessments on the addendum page of the IEP (if applicable).
      (6) Accommodations and modifications related to the goals (face page of the IEP.)

   c. A timeline is attached to the IEP to show compliance with IEP requirements (permission to evaluate, notice of meeting, eligibility, IEP meeting, etc.) Include the specific dates for each requirement and provide an explanation for any requirement or step that is not in compliance with IDEIA timelines. Include all relevant USOE forms.

   d. A statement is attached to the IEP indicating how goals and services respond to cultural, linguistic, and gender differences.

   e. CURRICULUM SCHEDULE: For each class period or activity time during the student’s school day, indicate which IEP goals (if any) are addressed, and describe 1) the level of support that is provided, 2) the instructional arrangement, and 3) any accommodations or modifications. If no goals are addressed during a particular activity or class period, indicate that the student is able to participate in the subject matter or activity without individualized supports, instruction, or accommodations/modifications.
Examples:

*Students with Mild/Moderate Disabilities*

7:30-8:30 - Reading (Resource Room)

Goal addressed:

- Level of Support:
- Instructional Arrangement:
- Accommodations and Modifications:

8:30 – 9:30 – Life Science (General Education)

Goal addressed:

- Level of Support:
- Instructional Arrangement:
- Accommodations and Modifications:

*Students with Severe Disabilities:*

8:30-9:00 - Calendar (Life Skills Classroom)

Goal addressed:

- Level of Support:
- Instructional Arrangement:
- Accommodations and Modifications:

9:10 – 10:00 – Reading (General Education Classroom)

Goal addressed:

- Level of Support:
- Instructional Arrangement:
- Accommodations and Modifications:

*Pre-school Students:*

9:00 – 9:15 - Morning Circle

Goal addressed:

- Level of Support:
- Instructional Arrangement:
- Accommodations and Modifications:

9:15 – 9:45 -

Goal addressed:

- Level of Support:
- Instructional Arrangement:
- Accommodations and Modifications:
6. **Additional Scoring Items for Part 4**

a. The IEP:
   
   (1) is developed for student in parts 1-3 and is based on report recommendations,
   
   (2) targets sufficient curriculum areas,
   
   (3) is written on the form utilized by the school district or clinical center.
   
   (4) A timeline is included to show compliance with IEP requirements included (permission to test, notice of meeting, eligibility, etc.). Include the specific dates for each requirement, and provide an explanation for any requirement or step that is not in compliance with IDEIA timelines. Include all relevant USOE and/or school district forms.

b. PLAAFP and goals and objectives (5.b.) correlate with assessment data.

c. Objectives must be written in the appropriate format (specific behaviors, conditions (settings, materials, resources), criteria, and appropriate evaluation procedures).

d. If applicable, IEP responds to cultural, linguistic, and gender differences. If no differences, report must state it.

e. The report must be organized in the format prescribed under Section B – Report Requirements (use the same capped headings in the portfolio report).

f. The report must be written in professional jargon-free language and should be easily understood by teachers and parents.

g. **Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted.** Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.

h. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.
III. INSTRUCTIONAL PLANNING (CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9)

A. Introduction: The student teacher will develop two daily lesson plan reports for academic or nonacademic skills that address the student’s IEP/IFSP goals and objectives. The two lesson plan reports should target two different subjects (e.g., reading, writing, daily living skills, social skills, functional communication, etc.). The daily lesson plans should be examples from larger programs in that subject area (e.g., math program; language development program; daily living skills program). Note: Dual majors (e.g., severe and early childhood, or mild/moderate and early childhood) and all ECH majors must complete TWO lesson plan reports for each setting. For example, a dual severe/early childhood major would complete two lesson plan reports for the severe placement and two lesson plan reports for the early childhood placement.

B. Report Requirements: Required headings are shown in CAPITAL LETTERS.

1. DESCRIPTION OF STUDENTS (A description of each of the students targeted in the daily lesson plan. All descriptions should focus on features that are relevant to instruction.)
   a. Describe each student’s disability, strengths and needs.
      (1) In the description discuss the way the disability impacts learning and your instructional planning for each student (e.g., disability category, what areas of learning are impacted, what areas are impacted by the learning disability). Provide relevant background information
      (2) Describe how the cultural/linguistic diversity of each student will be addressed. Provide an example of specific techniques you will use in the context of your lesson. If diversity is not an issue, say so.
      (3) Description of accommodations or assistive technology for each student that will allow the student to participate to the maximum extent possible. If accommodations or assistive technology are not needed for the students, state why.
      (4) Description of the lesson setting and how it impacts student learning, (Include items that are relevant to instruction e.g., size of room, interruptions, classroom, schedule, and instructional arrangement).

2. CONTENT
   a. Importance
      (1) Describe why this skill set or content is important for the student’s academic, social, or functional development.
      (2) Describe how this skill set supports USOE Standards.
   b. IEP/IFSP goal(s) include
      (1) All objectives and instructional units for the entire skill set or content area
      (2) Must be written in the appropriate format (specific behaviors, conditions (settings, materials, resources), criteria, and appropriate evaluation procedures).
      (3) IEP/IFSP goals, objectives, and instructional units are sequenced correctly.
      (4) Instructional units include a reasonable amount of material for targeted students.
   c. Describe student’s current skill level on these goals, objective, instructional units. Explain how the following lesson plan is appropriate for the student(s).
3. LESSON PLAN. The lesson plan should include sufficient information for a supervisor or a paraeducator to teach the lesson without additional explanation.
   a. Each activity in the lesson addresses a relevant IEP/IFSP goal, objective or instructional unit.
   b. An appropriate amount of new material (or level of independence) is taught in the lesson.
   c. Lesson plan uses all phases of the effective teaching cycle (Learning Set, New Material, Guided Practice, Independent Practice). Phases build systematically toward overall skill mastery.
   d. Lesson plan includes:
      (1) Scripted text shows an effective instructional strategy
      (2) Examples of items/problems/trials
      (3) Sufficient opportunities to respond
      (4) Feedback to student responses
      (5) Criteria for moving to next phase
      (6) Accommodations and assistive technologies are used to respond to student’s individual needs
   e. Describe a plan for maintenance and generalization

4. DATA SUMMARY AND SELF EVALUATION
   a. Collecting Data
      (1) Describe your measure and why it is appropriate (data should reflect student skills on the objectives) (e.g., Percent correct data were collected on independent practice because it represented independent use of skills at the end of the lesson)
   b. Presenting Data
      (1) Data on the results are presented clearly.
      (2) Clearly show the degree to which student mastered the objectives.
      (3) Pattern of learning over time.
      (4) Show phase changes and other relevant information (e.g., missed days,).
      (5) Must include raw data and a graph.
   c. Data based decision-making. Include a written analysis/interpretation of the data and the instructional responses to it.
      (1) Explain whether student(s) is/are making adequate progress.
      (2) Discuss the trends including specific data below criterion and how these were addressed.
   d. Self Evaluation
      (1) Describe the effectiveness of instructional and management strategies, accommodations to address diversity, and assistive technologies:
         (a) What specific strategies/procedures worked well in the lesson?
(b) What specific strategies/procedures did not work well in the lesson?
(c) What specific improvements could be made?

C. Additional Scoring Items

1. The report must be organized in the format prescribed under Section B – Report Requirements (use the same capped headings in the portfolio report).
2. The report must be jargon-free, and should be easily understood by teachers and parents.
3. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.
4. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.
IV. FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) (CEC Standards 1, 2, 4, 5, 7, 8)

A. Introduction: The student teacher will be required to conduct a Functional Behavior Assessment (FBA) with a student who displays problem behavior and write a summary report based on the FBA findings.

B. Report Requirements: Required headings are shown in CAPITAL LETTERS.

1. RATIONALE: Write a statement providing a rationale for conducting the FBA with this particular student. Make sure to focus on student’s needs and potential to benefit from FBA.

2. STUDENT AND SETTING: Write one-paragraph describing the student and setting, including grade, age, special/general education placement, and type of class within which the assessment was conducted.

3. PROBLEM BEHAVIOR:
   a. Provide both a name and a one or two-sentence definition of the problem behavior. Problem behavior must be clearly defined. Definitions should be observable, objective, and specific.

   (1) Problem behavior name
   (2) Problem behavior definition

4. ASSESSMENT PROCEDURES:
   a. In one paragraph, describe the interview and observation procedures.

      (1) For the interview, identify the title/role of the people (minimum 2) who responded to questions. Name the interview assessment instrument used.

      (2) For the observation, identify how the activity was conducted (i.e., whether Antecedent-Behavior-Consequence, probe assessment, or other observation procedures were used). Observations must consist of a minimum of three 30-min observations or 10 instances of problem behavior. More may be necessary.

   b. Report must describe how the FBA was completed (i.e., interview and observation data collection and explain why you chose the assessment instrument/methods that you used.)

5. SUMMARY OF RESULTS:
   a. In one paragraph, summarize data collected. Describe general patterns observed using numbers when appropriate. Ex. “In 4 out of 5 instances, the behavior was preceded with an academic instruction.” That is describe:

      (1) the antecedents/setting events and how they were identified.
      (2) the class, location, and activity in which the problem behavior was most likely to occur.
      (3) the level of demand and level/type of supervision present when the problem behavior occurred.
      (4) the a – b – c consequences maintaining problem behavior.

6. HYPOTHESIS:
   a. Write a one-sentence statement on the hypothesis regarding the function of the problem behavior. Write the statement in “antecedent-behavior-consequence” terms or in “when
(antecedent events or setting events occur), the student (engages in the specific problem behavior), in order to (get/avoid consequences)” terms as described in the Utah LRBI guidelines (2008).

b. Write a statement justifying the hypothesis. Table 1 provides information on problem behaviors (see Antecedents/Behaviors/Consequences).

c. Include data and examples from assessments showing how the hypothesis is justified.

NOTE: STUDENT TEACHERS CANNOT MOVE FROM THE HYPOTHESIS (SECTION 6) TO FUTURE SECTIONS WITHOUT PRIOR APPROVAL FROM THEIR UNIVERSITY SUPERVISOR. STUDENT TEACHERS MUST BE PREPARED TO SHOW THE UNIVERSITY SUPERVISOR THE DATA JUSTIFYING THE HYPOTHESIS FOR THE PROBLEM BEHAVIOR AND TO DESCRIBE TO THE SUPERVISOR THE JUSTIFICATION.

7. REPLACEMENT BEHAVIOR:

Provide both a name and a one or two-sentence definition of the replacement behavior. Replacement behavior must be clearly defined. Definitions should be observable, objective, and specific. Be sure that the replacement behavior allows the student to access the same reinforcer as the target behavior. Example:

a. Replacement behavior name: Hand raising.

b. Replacement behavior definition: Student 1 raises one hand above his head and maintains raised hand until Teacher 1 arrives at Student 1’s desk to provide assistance.

c. Describe how the replacement behavior serves the same function as the problem behavior. See Table 1 for examples on functionally equivalent replacement behavior.

8. INTERVENTION RECOMMENDATIONS: Write one or more paragraphs describing recommendations for intervention. Describe how a teacher would teach the replacement behavior, how the replacement behavior will be reinforced, how intervention procedures are related to the function of the behavior, and how generalization and maintenance procedures will be used. Generalization procedures should include strategies for increasing locations and situations in which behavior occurs. Maintenance procedures should include specific procedures to ensure that behavior maintains over time. Implement the procedure unless there is clearly not time to do it in the student teaching setting.

9. LRBI GUIDELINES (see new guidelines adopted at http://www.schools.utah.gov/sars/Laws.aspx). Write a statement identifying the names of the behavioral procedures used in the recommended intervention given the Utah State Office of Education’s Selection of Least Restrictive Behavioral Interventions (LRBI) guidelines. Identify the level of the procedure (i.e., universal, targeted, intensive).

10. Additional Scoring Items

1. Provides copies of any interview forms, ABC or scatterplot data, and other data collected during the assessment.

2. Attached data must include signed parent consent form (identifying information removed)

3. The report must be organized in the format prescribed under Section B – Report Requirements (use the same capped headings in the portfolio report).
4. The report must be jargon-free, and should be easily understood by teachers and parents.

5. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.

6. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.

Table 1. Examples of Antecedents/Problem Behaviors/Consequences, Probable Functions, Replacement Behaviors, and Intervention Components*

<table>
<thead>
<tr>
<th>Antecedents, Behaviors, and Consequences</th>
<th>Probable Function</th>
<th>Replacement Behavior/Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>During free time or other low demand activity (A), student utters noises, profanities, statements, or fails to comply with instructions (B). Consequence (C) may be to reprimand student, redirect, or ignore occurrence.</td>
<td>Get teacher attention</td>
<td>Teach student to ask for teacher attention appropriately (e.g., excuse me......) or to comply with instructions. Arrange role of teacher’s helper contingent on replacement behavior or absence of problem behavior.</td>
</tr>
<tr>
<td>During free time or in transition from free time to instructional activity (A), student displays tantrums, protests, complaints, or other disruptive behavior (B). Consequences may be to allow student to keep activity or object (C). Behavior may escalate if teacher removes activity or object.</td>
<td>Get activity/tangible object</td>
<td>Teach student to ask “when can I have the (activity/object)?” Set up individual or group contingency for activity time contingent on replacement behavior or absence of problem behavior.</td>
</tr>
<tr>
<td>During free time or independent seatwork (A), student displays disruptive or off-task behavior (B). Consequence (C) may be to reprimand student, redirect, or ignore occurrence.</td>
<td>Get sensory feedback</td>
<td>Teach student to self-monitor on-task behavior. If assignment has been completed with accuracy, teach student to ask “what else can I do?”</td>
</tr>
<tr>
<td>When provided an assignment, student tantrums, protests, complains, displays or other disruptive or off-task behavior. Consequence may be removal of student, redirection, etc.</td>
<td>Escape high demand task</td>
<td>Teach “I need help” or “Can I take a short break?” Temporarily reduce length of assignment contingent on replacement behavior.</td>
</tr>
<tr>
<td>When asked to work with/exposed to a particular adult or peer (A), student tantrums, protests, complains, or displays other disruptive or off-task behavior. Consequence may be reassignment, removal of student, redirection, etc.</td>
<td>Escape person (peer or adult)</td>
<td>Teach student to ask “Can I work with someone else?” and if not, teach “Can you help me (learn to cope with the situation)?” Temporarily reduce length of assignment contingent on replacement behavior.</td>
</tr>
<tr>
<td>When exposed to loud noise, particular pitches/pulsations, rapid motion, or changes in temperature, student tantrums, protests, complaints, or displays other disruptive or off-task behavior. Consequence may be removal of student, redirection, etc.</td>
<td>Escape environmental stimuli</td>
<td>Teach student to ask “Can I work somewhere else?” and if not, teach “Can you help me (learn to cope with the situation)?” Temporarily reduce length of assignment contingent on replacement behavior.</td>
</tr>
<tr>
<td>Student tantrums, hits/rubs head (or other body part), complains or produces vocalization. Antecedents may/may not be identified. Consequences may vary.</td>
<td>React to physiological stimuli (e.g., headache)</td>
<td>Teach student to touch head, ear, and tooth (“where it hurts”). Offer options for reducing pain. Set up individual contingency for using replacement behavior.</td>
</tr>
</tbody>
</table>

*Examples in this table represent only a sample of more “generic” cases. An individual student’s antecedents, behaviors, consequences may vary. Functions will also vary depending on the individual student’s FBA results. Replacement behaviors will also vary depending on context and student skill levels. Intervention components will vary depending on context and environmental capacity.
PROFESSIONAL INTERACTIONS (CEC Standards 1, 2, 3, 5, 7, 9, 10)

C. Part 1: Training Professional or Other Staff

1. **Introduction:** The student teacher will be required to train at least one classroom staff member, parent, practicum student, or peer tutor to implement a program or procedure. The portfolio entry will describe the skill(s) taught, include performance evaluation, and provide a detailed description of the training program and evaluation data.

2. **Report Requirements.** Required headings are shown in CAPITAL LETTERS.
   a. **SPECIFIC RATIONALE:** Provide a specific rationale that describes the importance of training this professional, staff or volunteer person in this particular program or procedure.
   b. **TRAINEE AND EXPECTED GOAL:** Briefly describe trainee and the goal or expected outcome of this training.
      (1) Describe the previous experience or background of the trainee in relation to this training.
      (2) Describe the specific goal (including the set of skills) you will target with this training. Goal should be observable and measurable and set the criteria for mastery for the trainee.
      (3) Explain the expected outcome of training. Consider which factors will indicate the trainee has met the expectations of training in this situation.
   c. **STEPS OF TRAINING PROGRAM:** List the steps the trainee will complete including specific activities trainee will complete each day of training. The description will include the criteria for completing each step before moving to independent performance.
   d. **MONITORING SYSTEM:** Brief description of data collected on trainee and summary of the data for **at least three training sessions and one or more follow up observations with monitoring in place.**
   e. **TRAINEE FEEDBACK:** Include a summary of feedback given to trainee (positive comments and suggestions for improvement) for each day of training.
      (1) Feedback should be tied to specific steps or skills the trainee is learning.
      (2) Feedback should include a summary of at least 3 training sessions and 1 or more follow up observation.
   f. **EVALUATION OF TRAINING:** Brief description of the training – what worked and what should be changed in future training. Be specific and include information on training this staff member again as well as training someone on this particular type of program. If trainee did not meet the targeted goal, describe next steps to enhance trainee’s future performance.
3. Additional Scoring Items

a. Raw data, summary or monitoring sheet, AND feedback sheet included.

b. The report must be organized in the format prescribed under Section 2 – Report Requirements (use the same capped headings in the portfolio report).

c. The report must be jargon-free, and should be easily understood by teachers and parents.

d. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.

e. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.
D. Part 2: Collaboration with Teachers/Related Personnel

1. **Introduction:** The student teacher will be required to collaborate with other school personnel. The student teacher may choose two of the following ways or may select a different option if prior permission from the University Supervisor is given. The collaboration must meet the criteria for the selected category.

   a. **Ongoing monitoring, data collection, or coordination of instruction** related to a student’s academic performance, behavior, medical and/or assistive technology issue or generalization and maintenance objectives. The criteria include a minimum of four interactions with a professional regarding the performance of a student, a description of each interaction, data collected, and what actions and decisions were made based on the data.

   b. **Co-teaching or teacher in-service** criteria include a minimum of one lesson plan (objectives and all parts of the lesson) delivered to a group of student or teachers and an evaluation of the success of the lesson with suggestions for improvements. The co-teaching also requires that both teachers participated in implementing the lesson plan and a description of each teacher’s role.

   c. **Team meeting** requires that the student teacher present information at the meeting as documented by the meeting agenda and a summary of the information presented. The team meeting can represent the initial IEP/IFSP, a transition meeting, a behavioral intervention team meeting or others as approved by the university supervisor. **Students must describe the process of collaboration that occurred** during the meeting, i.e., compromises made, roles of team members, description of how family involvement was facilitated, etc. It might be wise to tape record the collaboration (need parental permission) or take good notes so that you can describe the collaborative process.

2. **Report Requirements.** Required headings are shown in CAPITAL LETTERS.

   a. **SPECIFIC RATIONALE:** Provide a specific rationale for monitoring, data collection, or coordination of instruction, co-teaching or inservice or IEP/IFSP meeting

   b. **PURPOSE FOR COLLABORATION:**

      (1) Describe your purpose for collaborating related to this situation. Generate a specific goal that you will accomplish during this collaboration (e.g., I will meet with math teacher every week and share child data). Describe the schedule, system, or joint efforts made to collaborate in this situation. Include requirements specified above for each type of collaboration.

   c. **COLLABORATION OUTCOMES:** Describe outcomes of the collaboration as they relate to your goal and include a summary of the data collected. Explain results of collaborative efforts. Explain how collaborative efforts worked, or did not work, for your purpose.

   d. **SELF EVALUATION OF COLLABORATION:** Explain what worked well during the collaboration, and recommendations for improvement in future consulting. Consider which collaborative skills came easily and which skills you want to continue to work on.
3. **Additional Scoring Items**

a. Actual material (lesson plans, forms, etc.) used in consulting with the teachers. If no material is available, provide a log/journal of each contact. Some form of permanent product must be included.

b. The report must be organized in the format prescribed under Section 2 – Report Requirements (use the same capped headings in the portfolio report).

c. The report must be jargon-free, and should be easily understood by teachers and parents.

d. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.

e. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.
E. Part 3: Communication with families (attending to the diversity of students and their families in the classroom)

1. Introduction: The student teacher will be required to develop or adhere to an ongoing system for communicating with families. In addition, the student teacher will demonstrate how diversity is addressed in this setting.

2. Requirements. Required headings are shown in CAPITAL LETTERS.
   a. Letter: Develop and distribute an introductory letter to the parents of each student being served within 3 days of the student teaching placement.
   b. Collecting Personal Information: Using the questionnaire provided collect personal information for each of the students served. This can be done by performing either a file review, interview class staff and/or contacting families. Follow up with families by sending home the questionnaire to gather any other unknown information. If desired, the student teacher may create their own questionnaire to address information more relevant to his or her teaching situation. Supervisors and Cooperating teachers must approve any additional questions BEFORE they are being sent home.

   Note: Be sure to consider the language spoken by the parents and have your letter translated if necessary (check on district policy). The student teacher will ask the cooperating teacher if all families are literate. It might be possible that the student teacher will need to make a phone call home to families who might be unable to read in English or their home language and will need to have an interpreter present.
   c. Ongoing System: Provide a written description of the ongoing system for communicating with families. Include insights gathered about families from the questionnaire. Explain how cultures and languages were incorporated into the classroom based on insights gathered from the questionnaire. Consider items from the “issues to consider” list (below)

      (1) SPECIFIC RATIONALE: Provide a specific rationale for developing this particular system of communication with parents (e.g., teacher convenience, parent request, etc.). If relevant, report information from the questionnaire to support this method for communicating. Explain how items from the “issues to consider” list were considered.

      (2) DESCRIPTION of ongoing system for communicating with families. Describe your plan to reach out to and communicate with families. Include detail about how the system of communication was adapted based on information from the questionnaire.

      (3) EVALUATION: Describe the effectiveness of the communication system discussing ease of use, effectiveness in building a relationship with the parents, responsive to diversity, information obtained from the questionnaire, issues to consider from the list below, etc.

3. Additional Scoring Items
a. Provide a copy of the letter written to all parents of the students being served.
b. Provide a summary table of the individual questions from the questionnaire. See “b” above.
c. Provide a record of the system of communication used with a parent/guardian (documentation, evidence, sample).
d. The report must be organized in the format prescribed under Section 2 – Report Requirements (use the same capped headings in the portfolio report).
e. The report must be jargon-free, and should be easily understood by teachers and parents.
f. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.
g. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.

4. Issues to consider
   a. Recognize most parents care about their children and their future, although each may express their concerns differently.
   b. Be sensitive to the fact that many parents are reluctant to come to school and talk with educators.
   c. Be aware increasing numbers of homes use a language other than English as the primary language.
   d. Be aware not all English speakers speak English the same way or communicate equally well with educators.
   e. Be sensitive to the fact that cultures and the behaviors within those cultures are different, but that all parents deserve respect for their customs, beliefs and values: and that all parents should have a voice in their children’s education.
   f. Recognize that people within minority ethnic groups are sometimes expected to function within two or more cultures and/or languages.
   g. Recognize that families living in poverty may need more support or flexibility to participate in their child’s education. Some challenges may be difficult work schedules, unreliable transportation or other stressful life circumstances.
Family Background Questionnaire

I am sending home this questionnaire to learn more about your child and your family. The information gathered on this form will only be used by your child’s teacher and the student teacher in the classroom. Completion of this form is voluntary.

Name of person completing the form.

Last Name: ______________________________
First Name: ______________________________

What is your child’s name? ________________________________________________

What is your relationship to the child? ________________________________

How should I contact you? (rank from 1-3)

_____ Phone call
_____ Letter home
____ e-mail e-mail address: ____________________________________________

What are the best times to reach you? __________________________________

Is it okay to contact you at work?  Yes  No

If so, please provide the name of your work place and a phone number where you can be reached.
_____________________________________________________________________

Home-School Connection

What activities does your child like to do outside of school?

What holidays and/or religious celebrations are important to your family?

Are there specific foods or activities that are restricted for your child? List these below.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What language or languages does your child choose to speak most often at home (you may list more than one)? __________________________________

(If you only speak English in the home, you can skip column three in the table below)

What language or languages do you think your child understands best? ________________________________
To help us know more about important people in your child’s life please list all the individuals who currently live in your home.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to child</th>
<th>What language do they use most often in the home?</th>
<th>Age (if over 18 use “Adult”)</th>
</tr>
</thead>
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</table>

We appreciate the information you provided. We will do our best to stay connected with you so we can work together to support your child’s education.
V. ASSISTIVE TECHNOLOGY (CEC Standards 4, 5, 6, 7)

A. Introduction: The student teacher will be required to identify the assistive technology (AT) needs of a student with disabilities. The student teacher will then either develop or acquire an AT device (no/low-tech, mid-tech or high-tech) to meet a student’s needs. The student teacher will be required to demonstrate the effectiveness of this technology by collecting data using an AB design and graphing the results of its application. The student teacher will summarize this experience in a report that includes all the information below. Note: Assistive technology may include, but is not limited to voice-output devices (VOCAs), magnification software and devices, person digital assistants (PDA’s), specialized chairs, communication boards, FM systems, automatic page turners, hearing aids, adaptive feeders, basic environmental control switches, toilet chairs, pencil grips, paper stabilizers, extended spoon handles, and hygiene devices.

B. Report Requirements. Required headings are shown in CAPITAL LETTERS. The report must contain all of the items outlined below and be written in a narrative format.

1. SPECIFIC RATIONALE: Provide a specific rationale for using this AT with this particular student.

2. DESCRIPTION OF STUDENT: Provide a description of the student that includes:
   a. Age
   b. Diagnosis/Special Education Classification
   c. Any physical or medical conditions that are relevant to the project. If there are none, you must state this in your report.

3. DESCRIPTION OF THE STUDENT’S AT NEEDS
   a. Describe the student’s AT needs and the problem that the student teacher is trying to help the student overcome by using AT.
   b. Describe how diversity was considered for this student in selecting the AT (including family preference, family background, language spoken at home, etc.)

4. DESCRIPTION OF THE AT DEVICE/SERVICE
   a. Describe the device/service selected and how it was acquired (or how it was designed).
   b. Identify which of the 7 area(s) of human functioning were considered when making decisions about the design and delivery of the assistive technology (existence, communication, body support/protection/positioning, travel/mobility, environmental interaction, education/transition/rehabilitation, sports/fitness/recreation)
      (1) Identify how each of the areas of human functioning are addressed by the selected assistive technology device/service
   c. Provide information regarding why this particular technology was chosen to use with this particular student (i.e., describe the assessment data, interview information, or other approaches that were used to make this decision).
5. TRAINING/IMPLEMENTATION PLAN
   a. Write an observable and measurable objective for implementation/training of the A.T. device. Must be written in the appropriate format (specific behaviors, conditions, criteria and appropriate evaluation procedures).
   b. Describe the training provided to the student to help him/her use the device. Approach this by applying the effective teaching cycle.
   c. Describe the training provided to staff and/or family in the classroom or home to facilitate use of the device.

6. DESCRIPTION OF DATA COLLECTION SYSTEM
   a. Identify the type of data that was collected and describe why it was an appropriate way to measure the effectiveness of the device and training program.

7. EVALUATION OF AT EFFECTIVENESS
   a. Evaluate the effectiveness of the AT device/service for solving the problem described earlier.
   b. Based on the AB design, describe changes in student performance levels and the student teacher’s responses to these changes (e.g., increase or decrease in prompt levels)
   c. As needed, describe re-teaching, changes/modifications in the device or program that may be needed to produce positive outcomes in student performance.

C. Additional Scoring Items
   1. Include raw data sheets.
   2. Supporting information about AT device, including a photograph of the device.
   3. The report must be organized in the format prescribed under Section B – Report Requirements (use the same capped headings in the portfolio report).
   4. The report must be jargon-free, and should be easily understood by teachers and parents.
   5. Names of students, teachers, parents, related service personnel, and school must be removed from all write-ups and documentation submitted. Instead of using names, individuals are referred to as Student 1, Student 2, Teacher 1, etc.
   6. The report must be typed and correctly edited for punctuation, spelling, grammar and overall organization.
THE ROLE OF THE COOPERATING TEACHER
Requirements for the Cooperating Teacher

Participate in the Triad Conference
A triad conference will be held during the first week of the student teaching placement. The student teacher, cooperating teacher and university supervisor will participate. This conference is to set up expectations for the placement and go over a timeline for the portfolio requirements.

Model Best Practices for Instruction, Management and Organization
You have been selected to be a cooperating teacher because you model “best practices.” Remember that your classroom will be one of the models that your student teacher will have when s/he begins teaching. Take every possible opportunity to demonstrate effective practices for your student teacher and describe to him/her what you are doing and why.

Model Professionalism
Professionalism is a subtle and complex concept. Students acquire professionalism from examples more than from description. You will be an important model of how a special education teacher should act as a professional.

Give the Student Teacher Gradually Increasing Responsibility
As with any set of learners, student teachers have different needs for structure and independence, but virtually all learners benefit from a progression from simple to complex demands. Start the student teacher with easier tasks and increase his/her responsibility as his/her performance allows. The student teacher should assume your total teaching load by the end of the second week of the semester.

Meet with Student Teacher and Provide Specific Feedback
Frequent, specific, and constructive feedback is crucial for your student teacher to attain the maximum benefit from the experience. Comment on positive aspects of the student’s teaching, management, organizational, and professional behaviors; and give specific suggestions on how these can be improved. Praise progress. Use the General Comments Sheets provided in your packet to document feedback given to your student teacher.

Evaluate the Student Teacher’s Performance
Observe and critique the student teacher’s performance on a frequent and continual basis. Periodic written evaluations should be made available to the student teacher and the university supervisor. Complete the two Interim Checklists for Student Teachers and the Final Cooperating Teacher Evaluation Form. These interim evaluation forms should be mailed directly to the SPED Student Teaching Coordinator.

If you ever have doubts about the student teacher’s ability to pass, consult with the University Supervisor or Student Teaching Coordinator immediately. Remember to document concerns.
Suggestions for Cooperating Teacher

Prepare in advance and help the student teacher get started

In a very real sense, the progress of the student teacher through the semester actually begins before the student teacher arrives in the classroom. Effective cooperating teachers begin preparing for their student teachers prior to their arrival. You are encouraged to make the following preparations:

1. Prepare the pupils for the arrival of the student teacher. The pupils should be prepared to regard the student teacher as another teacher in the room, and to welcome the additional teacher as a person who can make a positive contribution to their learning.

2. Place a table or desk in the room for use by the student teacher. Preferably, this will not be a child’s desk.

3. Gather together materials that will help the student teacher understand curriculum and school policies (e.g., teachers’ editions of textbooks, school district and state curriculum guides, school handbook containing school policies and procedures).

4. Clear a time for a conference with the student teacher during the first day. Items to be discussed should include:
   a. An explanation of expectations for the student teacher
   b. A description of the instructional programs
      • teaching schedule
      • curricular objectives for each group or individual
      • specific instructional methods
      • educational philosophy
   c. A description of behavior management procedures
      • overall positive management plan
      • specific sequence of steps to be used to manage specific behaviors
      • individualized management plans for specific students (if any)

5. When the student teacher arrives, formally introduce the student teacher to the pupils in your classroom. If possible, allow the student teacher to share some interesting facts about him/her.

Most experienced teachers are well aware that the first few days of a new school year will set the tone for the balance of the school year. This is no less true with the student teacher, both in terms of feelings about the semester of student teaching and in terms of relationships with
children. It is therefore incumbent for the university supervisor and you to work carefully with the student teacher to set the stage for a successful student teaching semester.

Collaborate with the student teacher and increase their responsibilities
Encourage the student teacher to collaborate with you in making decisions that lead to the development of independence of his/her own teaching strategies.

Prior to offering advice, encourage the student teacher to reflect about his/her planning, classroom practices, and decision-making.

Provide rationale when making suggestions to the student teacher.

Help the student teacher by providing specific feedback
Allow time for conferences with the university supervisor and the student teacher throughout the student teaching experience.

Be specific when communicating with the student teacher, especially when providing feedback.
Evaluation for professional growth purposes should be characterized by three essential elements:

1. It should be a continuous, ongoing process. The matter of daily and weekly conferences will be discussed later in this section.

2. It should be a team effort in which the student teacher, cooperating teacher, and university supervisor contribute in an atmosphere of open, constructive communication.

3. It should be directed toward self-evaluation by the student teacher. The cooperating teacher and university supervisor contribute by helping the student teacher become consciously aware of instructional behavior and by discussing alternatives to that behavior.

You can be a powerful force in encouraging self-evaluation and reflection by the student teacher. Specifically, you are encouraged to:

1. Provide ongoing evaluation of the student teacher’s performance
   a. Clearly define the management and instructional requirements and expectations of the student teacher.
   b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
   c. Use a variety of techniques to analyze student teacher performance, such as oral and written feedback, audiotapes, and various coding schemes.
   d. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
   e. Offer and/or demonstrate specific alternatives or additional suggestions for the student teacher to implement.
   f. Avoid verbalizing negative comments to the student teacher in front of others (students, teachers, parents, etc.).
2. Communicate the value of continuous self-evaluation
   a. Set an example by analyzing one’s own instruction in relation to the elements of effective teaching.
   b. Show willingness to accept comments or suggestions about one’s performance from building administrator and/or district supervisor.
   c. Acquaint the student teacher with district teacher evaluate on procedures.

Because of the importance the evaluation process plays during the student teaching experience, the following specifically emphasizes two critical elements in the analysis and evaluation process—observation and conferences. You play a fundamental role in helping student teachers become more consciously aware of their classroom behaviors.

**Help the student teacher develop role awareness**

To more fully develop the student teacher’s awareness of the complete role of a teacher, the following three cooperating teacher competencies are recommended.

1. Instill within the student teacher the ethical responsibilities of the teaching profession
   a. Demonstrate a commitment to the pupils and to the teaching profession.
   b. Encourage the student teacher to participate in advanced courses, inservices, workshops, PTA, and other professional meetings.
   c. Instill a desire to stay abreast of current educational information concerning subject content and teaching trends by sharing new materials, professional journals, and legislation.
   d. Maintain a positive working relationship with colleagues, other school personnel, and parents.
   e. Discuss and demonstrate appropriate teacher-pupil relationships.

2. Assist the student teacher in developing an awareness of a teacher’s influences upon individual pupils
   a. Set an appropriate example for the student teacher in behavior, personal appearance, speech, and appropriate mannerisms in school and in the community.
   b. Set an example for the student teacher by dealing with all pupils in a fair and honest manner.
   c. Explain the impact of positive and negative comments on pupils.
   d. Help the student teacher in the development of good judgment in discussing or presenting controversial topics.

3. Help the student teacher recognize the non-instructional duties of a teacher
   a. Stress the importance of accurately and promptly keeping necessary records.
   b. Encourage willingness to work with pupils’ extra curricular activities (e.g. clubs, organizations, etc.).
c. Stress the necessity of assuming duties assigned by the administration (e.g. lunch, hall, bus, etc.).

d. Discuss the importance of being available for parent conferences.

e. Guide the student teacher in developing appropriate communication between home and school.

f. Share duties and responsibilities with the student teacher.

Conferences
Communication between you and the student teacher is essential to a successful student teaching experience. Lack of communication is usually a factor when a student has serious problems or fails student teaching. Effective communication is often difficult because daily schedules leave no time for conferences; the student teacher, cooperating teacher or both may feel insecure in their role; the cooperating teacher may be overly concerned about hurting the student’s feelings; the student may be defensive; and/or there may be no place to talk in private. These obstacles are so great that good communication will only occur when both parties, the cooperating teacher and student teacher, work hard to overcome them. But the message is clear: Effective communication is so important that it cannot be left to chance.

This lends directly to the use of conferences as a device for effective communication. Planned regularly scheduled conferences are the essential basis for good communication. It is in the conference that the student teacher may become consciously aware of his/her instructional behavior as observed by the cooperating teacher. It is in the conference that he/she may begin an analysis of that behavior in terms of pupil response and learning. And, it is in the conference that the foundations of professional self-evaluation/reflection are laid. Thus, it is imperative that both the immediate and long-term goals of conferences be kept in mind.

Daily conferences of comparatively short duration will give attention to matters of immediate consequence—adjustment of plans, coordinating work schedules, identifying and solving daily problems, providing that needed “boost in morale,” and in general keeping things functioning smoothly. The timing of such conferences may vary from day to day, but this should not be left to chance.

Weekly conferences should also be scheduled, and it is probably best to reserve about one hour for this purpose. These conferences may be used for long-term planning, cooperative evaluation of the student teacher’s competence, analysis of the cooperating teacher teaching procedures, and to develop in-depth understanding of pupil behavior and community relations.

The following guidelines are offered for the consideration of all cooperating teachers:

- The time and place of the conference should be planned in advance. It should be canceled or postponed only when essential and it is not unreasonable to expect the student teacher to return to school for the weekly conferences. The setting should be informal and at a place where few interruptions are likely to occur. Regularly scheduled conferences will prevent the student from thinking that they are called only when there are criticisms to be offered.

- A free interchange and exchange of ideas should characterize the conference. It is helpful if many of the topics are problem-centered in terms of seeking answers to methodological or curriculum problems. Alternative solutions to such concerns should be analyzed with both you and the student teacher offering ideas.
• Analysis of the student teacher’s performance or personal qualities should achieve an appropriate balance between strengths and weaknesses. Criticisms should be constructive but falsely optimistic praise may be as unproductive as overt negativism. It is interesting that some student teachers complain, “My cooperating teacher never tells me how I can improve,” while others state “My cooperating teacher only mentions the things I do wrong.”

• You should not hesitate to offer suggestions and teaching ideas. Student teachers are eager for “tricks of the trade,” and sources of useful teaching materials. Be as specific as possible, to the extent of showing materials, modeling instructional and management techniques, and so forth.

• The conference should contribute to the student teacher becoming increasingly self-directive and self-evaluative. Ultimately, most teachers will be essentially on their own in self-contained classroom situations and many of the qualities of continued professional growth begin during the student teaching semester.

• Two or three conferences may be centered on the overall evaluation of the student teacher. For example some cooperating teachers use three such conferences:
  • An initial conference to set expectations and look over the evaluation instrument
  • A mid-placement conference to assess progress to date. This is an excellent time to go over the Interim Student Teaching Evaluation Form.
  • A conference at the completion of student teaching to explain the final evaluation and to discuss the prognosis for future professional success.

Completing the student teacher’s assessment form
There is probably no task that is faced by cooperating teachers with more apprehension than the writing of evaluations. “Am I being fair?” or “Will the reader understand what I mean?” are typical concerns. This is a job that must be done, however. It should be remembered that student teaching is just one phase in the professional growth of the teacher and that this phase is focused on helping the student move in the direction of professional maturity. Written evaluations should reflect this.

The following suggestions are provided:

❖ The complete evaluation is a combination of ratings, and written narrative comments. The ratings fulfill certain obvious functions, serving as a set of norms on which all student teachers are compared. The narrative recommendations may be used to elaborate on or supplement the ratings. For example, you may wish to explain why a certain item was rated as it was.

❖ Generally speaking, most student teachers’ ratings will fall within the 3, or possibly 4 range. A rating of 5 should be used sparingly and should reflect a truly “outstanding” student teacher performance that is comparable to a master teacher.

❖ The written comments should state the conditions under which the student teacher has worked and the types of experiences involved in. This would include the organizational nature of the class (self contained, resource room, team-teaching, etc.), the subjects taught by the student, the nature of the group of children, and the duration of the student teaching experience.
The comments should be objective and as informative as possible. Generalities, inferences, and hidden meanings are pitfalls in accomplishing this. Both strengths and weaknesses of the student teacher should be discussed if appropriate. These should be specific and supported by examples. Employers will also be interested in any useful talents displayed by the student teacher such as musical ability, bilingualism, leadership skills, etc.

### Honorarium

Individuals who serve as cooperating teachers receive an honorarium. Although the payment is regarded as a “token amount,” your time and commitment to the student teaching program is probably much more adequately described as a professional courtesy for two reasons. First, the remuneration is small considering the amount of time and effort you spend in working with their student teacher. Second, most cooperating teachers work with student teachers for highly professional reasons such as a felt obligation to assist in the improvement of their profession.

Payment for services rendered will be in accordance with policies adopted by Utah State University and local school districts.
THE ROLE OF THE UNIVERSITY SUPERVISOR
Requirements of University Supervisors

- Communicate expectations and supervisory practices to the Cooperating Teacher, the Student Teacher, and to the School Principal.

- Observe the student teacher 3-5 times during the semester.

- Provide timely, specific oral and written feedback to the student teacher regarding his/her instructional, management, organizational, and professional behavior. Emphasis areas have specific observation instruments to provide consistent feedback to student teachers.

- Confer with the cooperating teacher regarding the student teacher’s progress.

- Consult with the student teacher regarding development of his/her portfolio.

- Examine, critique and evaluate the student teacher’s portfolio.

- Complete a final evaluation on the student’s classroom performance.

- Assign a grade (Pass/Fail).
EVALUATIONS
Evaluations

Cooperating Teachers complete three evaluation forms about a student teacher’s competencies throughout the student teaching placement. The first two evaluation forms are the Interim Evaluations. Students should note that the Interim Evaluation Form is only a summary of competencies rated at the end of the semester. If students desire more feedback, they should ask the cooperating teacher to complete a final informal evaluation form of student teaching. Both the cooperating teacher and the student teacher should sign the interim or informal evaluation. The cooperating teacher should mail a copy of the interim evaluation to the Student Teaching Coordinator.

The third evaluation form completed by the cooperating teacher is the Final Evaluation Form. It is completed at the end of the student teaching placement. The final evaluation form is to be completed online.

The University Supervisor is responsible for completion of an Observation Form at each visit. The student may request a copy of each Observation Form.

The University Supervisor is also responsible for grading the student teacher’s portfolio. Successful completion of each section before the portfolio due date is needed for a passing grade in student teaching.

Finally, the University Supervisor at the completion of the student teaching placement completes a Final Evaluation Form. This final evaluation is completed online.

Please reference the course management system, CANVAS, if you would like to review the Evaluation Forms.
PORTFOLIO REQUIRED HEADINGS
Portfolio Required Headings

I. PHILOSOPHY OF EDUCATION

II. COMPREHENSIVE EDUCATIONAL ASSESSMENT
   1. Part 1. Report Requirements
      a. REPORT HEADING
      b. IDENTIFYING INFORMATION
      c. BACKGROUND INFORMATION
      d. PURPOSE OF CURRENT ASSESSMENT
      e. TESTS DELIVERED AND OBSERVATIONS CONDUCTED
   2. Part 2: Assessment Information
      a. RELEVANT INFORMATION FROM PREVIOUS TESTING
      b. STANDARDIZED ASSESSMENT(S)
         1. DESCRIPTION OF TESTING SESSIONS
         2. ASSESSMENT RESULTS
      c. CBA ASSESSMENT(S)
         1. CBA RATIONALE
         2. SKILLS MEASURED
         3. CBA PROCEDURE
         4. CBA RESULTS
      d. STUDENT OBSERVATION
         1. OBSERVATION QUESTIONS
            a. OBSERVATION SETTINGS
            b. OBSERVATION TARGETS
            c. OBSERVATION TOOLS AND PROCEDURES
         2. OBSERVATION RESULTS
   3. Part 3: Summary
      a. ASSESSMENT SUMMARY
      b. RECOMMENDATIONS
      c. SIGNATURE AND TITLE LINE
   4. Part 4: IEP/IFSP Development: Report Requirements
      a. RATIONALE
      b. IEP/IFSP
      c. CURRICULUM SCHEDULE

III. INSTRUCTIONAL PLANNING
   1. Lesson 1
      1. DESCRIPTION OF STUDENTS
      2. CONTENT
      3. LESSON PLAN
      4. DATA SUMMARY AND SELF EVALUATION
2. **Lesson 2**
   1. DESCRIPTION OF STUDENTS
   2. CONTENT
   3. LESSON PLAN
   4. DATA SUMMARY AND SELF EVALUATION

IV. **FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)**
   1. RATIONALE
   2. STUDENT AND SETTING
   3. PROBLEM BEHAVIOR
   4. ASSESSMENT PROCEDURES
   5. SUMMARY OF RESULTS
   6. HYPOTHESIS
   7. REPLACEMENT BEHAVIOR
   8. INTERVENTION RECOMMENDATIONS
   9. LRBI POLICY

V. **PROFESSIONAL INTERACTIONS**
   1. **Part 1: Training Professional or Other Staff**
      1. SPECIFIC RATIONALE
      2. TRAINEE AND EXPECTED GOAL
      3. STEPS OF TRAINING PROGRAM
      4. MONITORING SYSTEM
      5. TRAINEE FEEDBACK
      6. EVALUATION OF TRAINING
   2. **Part 2: Collaboration with Teachers/Related Personnel**
      1. Collaboration 1:
         1. SPECIFIC RATIONALE
         2. PURPOSE FOR COLLABORATION
         3. COLLABORATION OUTCOMES
         4. SELF EVALUATION OF COLLABORATION
      2. Collaboration 2:
         1. SPECIFIC RATIONALE
         2. PURPOSE FOR COLLABORATION
         3. COLLABORATION OUTCOMES
         4. SELF EVALUATION OF COLLABORATION
3. **Part 3: Communication with Families**
   1. SPECIFIC RATIONALE
   2. DESCRIPTION
   3. EVALUATION

VI. **ASSISTIVE TECHNOLOGY**
1. SPECIFIC RATIONALE
2. DESCRIPTION OF STUDENT
3. DESCRIPTION OF THE STUDENT’S AT NEEDS
4. DESCRIPTION OF THE AT DEVICE/SERVICE
5. TRAINING/IMPLEMENTATION PLAN
6. DESCRIPTION OF DATA COLLECTION SYSTEM
7. EVALUATION OF AT EFFECTIVENESS