

# **Department of Special Education**

Feinstein School of Education  
And Human Development



Department of Special Education  
**M.Ed. in Special Education Certification**  
Preparing For Internship  
Portfolio Guidelines

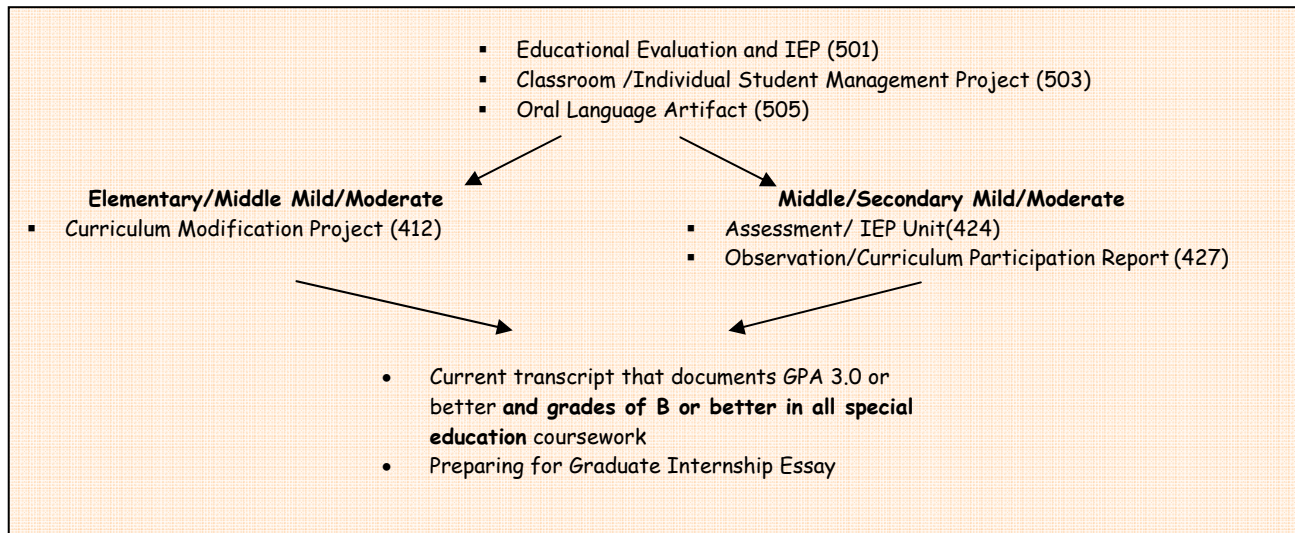
August 2007

Rhode Island College  
Department of Special Education  
**M.Ed. in Special Education Certification**

**Graduate Admissions Portfolio**  
(Submitted before completion of two graduate courses)

- Letters of recommendation
- Special Education Career Commitment Essay
- B- or better in SPED 300
- Transcript with SPED courses highlighted
- G.P.A. of 3.0 or better
- Miller Analogies Test
- Evidence of candidate eligibility for Rhode Island certification in elementary or secondary education

**Special Education Preparing for Graduate Internship Portfolio**  
(Submitted prior to graduate internship)



**Special Education Exit Portfolio**  
(Submitted upon completion of graduate internship)

- Individual Education Plan
- Instructional Planning & Monitoring Project
- 1 Lesson Plan with reflection
- Graduate Internship Observation Report
- Professionalism Entry
- Exit Portfolio Reflection Essay

## Introduction

At Rhode Island College, there are three graduate programs to prepare teachers for children and youth with disabilities. The M.Ed. in Special Education Certification prepares teachers of children with mild to moderate disabilities from kindergarten through middle school and teachers of students at the middle school/secondary level. The Early Childhood Special Education Program prepares teachers of children ages birth through Kindergarten. The M.Ed. in Severe/Profound Disabilities prepares teachers of students ages 3 – 21 with severe/profound challenges.

*Candidates in the M.Ed. in Special Education Certification have the following experience as a prerequisite to their masters program:*

SPED 300: Introduction to the Characteristics and Education of Children and Youth with Disabilities

*Candidates in the M.Ed. in Special Education Certification have the following required core courses in their masters program:*

SPED 501 Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems  
SPED 503 Positive Behavior Intervention: Students with Disabilities  
SPED 505 Oral and Written Language -Classroom Intervention  
SPED 518 Reading Instruction for Students with Disabilities  
SPED 534 Involvement of Parents and Families Who Have Children with Disabilities  
SPED 648 Interpreting and Developing Research in Special Education

*Candidates in the M.Ed. in Special Education Certification who enter the Elementary/Middle Level Mild/Moderate strand take the following additional courses in their masters program:*

SPED 412 Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels  
SPED 662 Internship in the Elementary or Middle School  
1 course in multicultural perspectives

*Candidates in the M.Ed. in Special Education Certification who enter the /Middle/Secondary Level Mild/Moderate strand have the following additional courses in their masters program:*

SPED 424 Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels  
SPED 427 Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities  
SPED 664 Internship in the Middle School or Secondary Level  
1 course in multicultural perspectives

## The Portfolio Process

Within your special education program at the College, candidates must prepare and formally present an Graduate Admissions Portfolio (obtained from the Graduate Office in the Feinstein School of Education and Human Development), a Preparing for Internship Portfolio, and an Exit Portfolio. The Admissions Portfolio is prepared, submitted, and approved after successful completion of SPED 300 (or equivalent with approval of department chair) and prior to completion of two graduate courses. The Preparing for Internship Portfolio is prepared submitted, and approved prior to graduate internship in special education. The Exit Portfolio is submitted upon completion of the candidate's graduate internship. This handbook provides guidelines for assembling the Preparing for Internship Portfolio.

The Preparing for Internship Portfolio includes the rubrics related to projects completed during the special education courses that precede graduate internship and a summative essay that describes the candidate's readiness to enter their graduate internship. Each course requires completion of a project. Different sections of the same course require completion of a common project. Each course project is evaluated relative to explicit criteria.

Opportunities to learn the knowledge and skill demonstrated through each project are provided through a variety of course-based learning activities. These learning activities include: assigned readings, in-class instruction and activities, interaction with peers, meetings with faculty, and clinical experiences in schools.

Course projects are aligned with the Rhode Island Beginning Teacher Standards (RIBTS) and the Council for Exceptional Children (CEC) Standards, embedded in instruction and explicitly evaluated. These standards identify some of the processes and skills used by excellent special educators to promote student learning for students with exceptional learning needs. Each course in the special education program addresses one or more of the following CEC standards and Rhode Island Beginning Teacher Standards.

### ***CEC Standards:***

**1. Foundations.** Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**2. Development and Characteristics of Learners.** Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1/</sup>. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

*CEC Standards (continued)*

**3. Individual Learning Differences.** Special educators understand the effects that an exceptional condition<sup>2/</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

**4. Instructional Strategies.** Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula<sup>3/</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

**5. Learning Environments and Social Interactions.** Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**6. Language.** Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**7. Instructional Planning.** Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators

***CEC Standards (continued)***

facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

**8. Assessment.** Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

**9. Professional and Ethical Practice.** Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

**10. Collaboration.** Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

## **Rhode Island Beginning Teacher Standards**

- Standard 1:** Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
- Standard 2:** Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.
- Standard 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard 4:** Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
- Standard 5:** Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
- Standard 6:** Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- Standard 7:** Teachers foster collaborative relationships with colleagues and families to support students' learning.
- Standard 8:** Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
- Standard 9:** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
- Standard 10:** Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
- Standard 11:** Teachers maintain professional standards guided by social, legal, and ethical principles.

## **GUIDELINES FOR ORGANIZING THE DEPARTMENT OF SPECIAL EDUCATION PREPARING FOR INTERNSHIP PORTFOLIO**

Each candidate is responsible for assembling and submitting a complete, acceptable Department of Special Education Preparing for Internship Portfolio. A complete portfolio includes the rubrics related to required projects, a Special Education Field Work Form, a current transcript, and an acceptable Preparing for Internship Reflective Essay.

Students who transfer to Rhode Island College and receive credit for a course or courses in a special education program must present projects completed in transferred courses to the Department Chair for consideration regarding inclusion in the Preparing for Internship Portfolio.

A candidate must include personal contact information on the front page of their Preparing for Internship Portfolio. Personal contact information should include candidate's name, address, phone number(s), e-mail address and the semester of portfolio submission. The candidate's name must also appear on the spine of the binder.

A candidate should organize the portfolio into sections. Each section must be labeled and separated from other sections by a tab or section separator. Plastic page sleeves should *not* be used.

The Preparing for Internship Portfolio in Special Education should be presented in the following sequence:

- The rubrics from all course artifacts required, signed by the course professor
- Candidate's current transcript that documents a GPA of 3.0 or better and SPED course grades of B or better in all courses following SPED 300
- Special Education Field Work Form. Identify the semester and year you took each of the courses involving field work. Describe the special education setting in which you completed field work for each course. Describe the diversity features of each setting. The footnote on the form lists diversity features that should be considered. State the name of the school and district in which field work was completed.
- Preparing for Internship Reflective Essay

**PREPARING FOR INTERNSHIP PORTFOLIO  
SUBMISSION AND RELEASE DATES**

**Submission Date:**

The Preparing for Internship Portfolio in Special Education must be submitted to the Special Education Department Secretary by noon on the last day of classes (prior to exam week). A recommendation regarding successful completion of the candidate's Preparing for Internship Portfolio will be forwarded to the Office of School Partnerships and Field Placements. Only candidates with successful completion of an approved Preparing for Internship Portfolio will be allowed to enter student teaching. *Failure to submit a complete and acceptable Preparing for Internship Portfolio will result in cancellation of the candidate's internship placement.*

**Portfolio Release:**

The Special Education Preparing for Internship Portfolio, with the faculty evaluation, can be picked up in the Special Education Department Office two weeks following the submission date. Portfolios left in the Special Education Department Office will be disposed of after one semester.

## Special Education Graduate Field Work

Candidate's Name: \_\_\_\_\_

| Special Education Course                       | Special Education Setting & Diversity Features | School & District |
|--|--|-------------------|
| <b>SPED 300</b><br>Semester _____ Yr _____     |  |                   |
| <b>SPED 501</b><br>Semester _____ Yr _____     |  |                   |
| <b>SPED 503</b><br>Semester _____ Yr _____     |  |                   |
| <b>SPED 505</b><br>Semester _____ Yr _____     |  |                   |
| <b>SPED 412/424</b><br>Semester _____ Yr _____ |  |                   |
| <b>SPED 427</b><br>Semester _____ Yr _____     |  |                   |

As part of your Preparing for Internship Portfolio candidates must submit a summary of the special education settings within which you completed your field experiences. Each special education course in your program requires a field experience to complete a course project or projects. As of December 2004, candidates must document experiences in an urban multi-cultural setting. Candidates must state the name of the school, school district or city/town,, the special education setting, and briefly describe the features of diversity evident in the setting. In addition to students and teachers, diversity features may include multicultural curricula, resources, materials and instructional strategies. Use the definition of diversity below to guide your description.

*Diversity is used to address ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area.*

## **Department of Special Education Educational Evaluation and IEP (501)**

### **Purpose**

Candidates are prepared to educate students with mild/moderate disabilities. Assessment is an integral component of the educational system, evaluating students using both informal and formal assessment tools. The Educational Evaluation and IEP Project provides candidates the opportunity to demonstrate skills in formal and informal assessment and use the assessment to develop an individual education program (IEP) for a student with a mild/moderate disability

### **Standards**

The Educational Evaluation and IEP Project relates most directly to the following Council for Exceptional Children (CEC) Standards and Rhode Island Beginning Teacher (RIBTS) Standards and Indicators:

#### **CEC Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

#### **CEC Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

**Department of Special Education**  
Educational Evaluation and IEP Project (SPED 501) - continued

**RIBTS Standard 2:** Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

- Teachers know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines. (2.3).

**RIBTS Standard 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- Teachers design instruction that meets the current cognitive, social and personal needs of their students (3.2).

**RIBTS Standard 4:** Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

- Teachers design instruction that accommodates individual differences (4.1).

**RIBTS Standard 9:** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- Teachers gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves. (9.1).
- Teachers use a variety of assessment strategies and instruments, (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology. (9.2).
- Teachers encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning. (9.3).
- Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. (9.4).
- Teachers use information from their assessment of students to reflect on their own teaching and to modify their instruction. (9.5)

**RIBTS Standard 11:** Teachers maintain professional standards guided by social, legal, and ethical principles.

- Teachers maintain standards that require them to act in the best interests and needs of students (11.1).
- Teachers follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families. (11.2).
- Teachers follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities. (11.3).
- Teachers interact with students, colleagues, parents, and others in a professional manner that is fair and equitable. (11.4).
- Teachers are guided by codes of professional conduct adopted by their professional organizations. (11.5)

## **Department of Special Education**

### Educational Evaluation and IEP Project (SPED 501) - continued

#### **Product**

The Educational Evaluation and IEP Project is designed to explore various aspects of educational programs for students with mild/moderate disabilities. Candidates develop a project that demonstrates their ability to engage in meaningful assessment that assists in the development of an IEP.

Candidates construct relevant pages of the student's IEP (needs, goals, and objectives--linked to state standards, as well as specification of the testing accommodations needed) or to write a Learning (e.g. PLP) or Behavior Plan. Candidates compare the results of formal vs. informal assessment in a performance report that precedes the IEP, Learning or Behavior Plan.

The Educational Evaluation and IEP Project rubric (graded and signed by the professor) is included in the Preparing for Internship Portfolio.

**Department of Special Education**  
**Classroom /Individual Student Management Project (SPED 503)**

**Purpose**

Behavior that signifies students' social and academic learning is the focus of this project. Prospective special educators learn about, describe, and come to understand factors in the social context of the special and general education settings that influence student behavior and consequently their social and academic learning. They identify previous intervention, complete a Functional Behavioral Assessment, and analyze situational factors that adversely affect students' learning. Prospective special educators propose a new intervention plan inclusive of a student' developmental and cultural issues. Candidates will develop an evaluation process for determining the effectiveness of their redesign.

**Standards**

The classroom structure project relates most directly to the following Council for Exceptional Children and Rhode Island Beginning Teacher Standard and Indicators:

**CEC Standard 5: Learning Environments and Social Interactions**

Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and provide **guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

**RIBTS Standard 1:** Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live

- Teachers reflect a variety of academic, social and cultural experiences in their teaching.(1.1)
- Teachers use a broad knowledge base to create interdisciplinary learning experiences (1.2).

**RIBTS Standard 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- Teachers understand how students learn – how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning (3.1).
- Teachers design instruction that meets the current cognitive, social, and personal needs of their students. (3.2)
- Teachers create lessons and activities that meet the variety of developmental levels of students within a class. (3.3)

**RIBTS Standard 6:** Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

- Teachers use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained (6.1).
- Teachers establish a safe and secure environment (6.2).
- Teachers organize and allocate the resources of materials and physical space to support active engagement of students (6.3).
- Teachers provide and structure the time necessary to explore important concepts and ideas (6.4).
- Teachers help students establish a classroom environment characterized by mutual respect and intellectual risk taking (6.5).
- Teachers create learning groups in which students learn to work collaboratively and independently (6.6).

**RIBTS Standard 9:** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- Teachers gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves. (9.1).
- Teachers use a variety of assessment strategies and instruments, (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology. (9.2).
- Teachers encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning. (9.3).
- Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. (9.4).
- Teachers use information from their assessment of students to reflect on their own teaching and to modify their instruction. (9.5)

## **Product**

In the Classroom /Individual Student Management Project, candidates describe the following features of the special education setting in which they are doing field work: (1) classroom description (classroom diagram, list of rules, and concise summary of student population); (2) problem identification; (3) previous intervention strategies (4) Functional Behavioral Assessment, (5) alternative intervention strategies; (6) adaptations in the intervention program warranted by the diversity of the class or individual student population; (7) evaluation procedures; and (8) legal and ethical issues raised by the new intervention strategies.

A format and evaluation criteria for the structure project are provided by the instructor.

The Classroom /Individual Student Management Project (graded and signed by the professor) is included in the Preparing for Internship Portfolio as the artifact for SPED 503.

**Department of Special Education**  
**Oral Language Artifact (SPED 505)**

**Purpose**

To promote the understanding of diversity of oral language and the effect on communication and learning, an analysis of the communication and learning environment of a student is produced.

**Standards**

This communication project relates most directly to the following Council for Exceptional Children and Rhode Island Beginning Teacher Standard and Indicators:

**CEC Standard 3: Individual Learning Differences.**

Special educators understand the effects that an exceptional condition<sup>2/</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

**CEC Standard 6: Language.**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**RIBTS Standard 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- Teachers understand how students learn – how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning (3.1).
- Teachers design instruction that meets the current cognitive, social, and personal needs of their students (3.2).

**RIBTS Standard 4:** Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

- Teachers design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. (4.1).
- Teachers use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. (4.2).
- Teachers seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students. (4.3)
- Teachers make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP). (4.4)

**RIBTS Standard 8:** Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

- Teachers use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning. (8.1).
- Teachers use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. (8.2).
- Teachers use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom. (8.3)
- Teachers emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction. (8.4).

**RIBTS STANDARD 9:** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- Teachers use a variety of assessment strategies and instruments, (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology (9.2).
- Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues (9.4).
- Teachers use information from their assessment of students to reflect on their own teaching and to modify their instruction (9.5).

## **Product**

Provide the following information on the oral language of a child.

1. identify child with language problems, L.E.P., or child below age 6.
2. take and transcribe language sample of at least 30 utterances.
3. perform DSA, MLU, and “eye-balling” assessment techniques
4. summarize findings and evaluate the effectiveness of each technique for your subject
5. identify, with rationale, 3 priority areas
6. develop and describe plan to remediate top priority
7. provide a Xerox copy of language sample & DSA

The Oral Language Project Rubric (graded and signed by the professor) is included in the Preparing for Internship Portfolio.

***Planning, Action, Reflection; Professional Ethics; PEDAGOGY: Theory & Practice; KNOWLEDGE: Human Learning & Dev.; DIVERSITY: Cultural Diversity & Special Needs; PEDAGOGY: Technology & Assessment;***

**Department of Special Education  
Curriculum Modification Project (SPED 412)**

**Purpose**

Students acquire and demonstrate skill in curriculum based assessment procedures in major academic areas and translate data into instructional procedures specific to each student's present level of performance and learning style.

**Standards**

The Curriculum Modification Project relates most directly to the following Council for Exceptional Children (CEC) and Rhode Island Beginning Teacher (RIBTS) Standards and Indicators:

**CEC Standard 3: Individual Learning Differences.**

Special educators understand the effects that an exceptional condition<sup>2/</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

**CEC Standard 7: Instructional Planning.**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

**RIBTS Standard 2:** Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

- Teachers know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines (2.1).
- Teachers design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning (2.2).
- Teachers select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts (2.3).

**Department of Special Education**  
Curriculum Modification Project (SPED 412) – continued

**RIBTS Standard 2:**

- Teachers incorporate appropriate technological resources to support student exploration of the disciplines (2.4).
- Teachers use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding (2.5).
- Teachers represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts (2.6).
- Teachers generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives (2.7).

**RIBTS Standard 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- Teachers understand how students learn – how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning (3.1).
- Teachers design instruction that meets the current cognitive, social, and personal needs of their students (3.2).
- Teachers create lessons and activities that meet the variety of developmental levels of students within a class (3.3).

**RIBTS Standard 6:** Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

- Teachers help students establish a classroom environment characterized by mutual respect and intellectual risk-taking (6.5).
- Teachers create learning groups in which students learn to work collaboratively and independently (6.6).
- Teachers communicate clear expectations for achievement that allow students to take responsibility for their own learning (6.7).

**RIBTS Standard 9:** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- Teachers gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves (9.1).
- Teachers use a variety of assessment strategies and instruments, (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology (9.2).
- Teachers encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning (9.3).
- Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues (9.4).
- Teachers use information from their assessment of students to reflect on their own teaching and to modify their instruction (9.5).

**Product**

Candidates demonstrate the ability to engage in assessment procedures necessary for developing an Individual Education Program (IEP), develop an IEP, plan a curriculum unit (series of lessons around a central theme that integrates two or more content areas), implement and reflect on three lessons, and evaluate the effectiveness of the unit specific to unit objectives.

The Curriculum Modification Project Rubric (graded and signed by the professor) is included in the Preparing to Student Teach Portfolio.

**Department of Special Education**  
Assessment/IEP Unit (SPED 424)

**Purpose**

The Assessment/IEP Unit is designed to showcase the candidate's ability to assess a student's academic and functional skills within the context of an educational program for adolescents and young adults with mild to moderate disabilities. Skill areas include functional academics, speech and language development, consumer education, personal and social adjustment, family living and recreation and leisure time activities.

**Standards**

The Assessment/IEP Unit relates most directly to the following Council for Exceptional Children (CEC) Standards and Rhode Island Beginning Teacher (RIBTS) Standards and Indicators:

**CEC Standard 3: Individual Learning Differences.**

Special educators understand the effects that an exceptional condition<sup>2/</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

**RIBTS Standard 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- Teachers understand how students learn – how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning (3.1).
- Teachers design instruction that meets the current cognitive, social, and personal needs of their students (3.2).
- Teachers create lessons and activities that meet the variety of developmental levels of students within a class (3.3).

**Product**

Through a 30-hour field work experience at the secondary level with youth who experience mild to moderate disabilities, prospective special educators are required to develop a project which demonstrates the ability to engage in assessment procedures necessary for developing and Individual Education Program (IEP), development of an IEP, planning a unit (series of lessons, implementing and reflecting on two lessons, and evaluating the effectiveness of the unit specific to unit objectives.

The Assessment/IEP Unit Project Rubric (graded and signed by the professor) is included in the Preparing to Student Teach Portfolio.

**Department of Special Education**  
Observation/Curriculum Participation Report (SPED 427)

**Purpose**

This course focuses on assessment, curriculum, methods and materials designed to prepare adolescents and young adults who have disabilities for the world of work and transition to adult life. The course project emphasizes the development of community-based instruction, work-study programs and meaningful community participation.

**Standards**

The Observation/Curriculum Participation Report most directly to the following Council for Exceptional Children (CEC) Standards and Rhode Island Beginning Teacher (RIBTS) Standards and Indicators:

**CEC Standard 7: Instructional Planning.**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

**RIBTS STANDARD 9:** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- Teachers gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves (9.1).

**RIBTS STANDARD 7:** Teachers foster collaborative relationships with colleagues and families to support students' learning.

- Teachers develop relationship with parents/guardians to support student learning (7.2).
- Teachers understand the role of community agencies in supporting schools (7.3).

**RIBTS STANDARD 4:** Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

- Teachers use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences (4.2).

**Department of Special Education**  
Observation/Curriculum Participation Report (SPED 427)- cont'd

**Product**

**Observation /Curriculum Participation Report**

Ten hours of observation in one agency/school serving students or young adults with disabilities in community integrated vocational settings are required. A written report must include:

- Date and time(s) of observation(s).
- Brief description of the agency/school and the services offered.
- Brief description of the student being observed using relevant, person first language.
- Description of the students' transition experience to date including activities that were undertaken to prepare for the current vocational experience.
- Description of the vocational assessments conducted to date including formal and informal assessments, other work experiences, related coursework to current placement.
- Description of the instructional methods and materials being utilized to teach vocational skills in the current placement.
- Identify area(s) of further training needed and relate to one or more of the LCCE competencies.  
Design an activity from the LCCE Curriculum or The Transitions Curriculum to continue the development of critical vocational skill(s).
- Develop a sample IEP goal and objectives for the skill identified and connect to the New Standards and the RI Curriculum Frameworks.

The Observation/Curriculum Participation Report Rubric (graded and signed by the professor) is included in the Preparing to Student Teach Portfolio.

**Department of Special Education**  
Preparing for Internship Reflective Essay

This essay requires an analysis of each candidate's preparation and readiness for special education student teaching. The analysis includes a review of each special education course prerequisite to student teaching. The candidates must describe the major themes of each course and the knowledge, skills and dispositions acquired through it. The content of all required courses is then synthesized into a description of the principles and practices to be applied while teaching students with disabilities. This essay will be evaluated consistent with dimensions of the scoring rubric on the next page.

**Preparing the essay**

Candidates for special education internship should review the following information for each course required in their special education program.

The syllabus for each special education course

Instructional materials and class notes for each course

Quizzes, exams and other assignments

Field experiences associated with each course

Interaction with faculty and classmates

Course papers and projects including the common course projects that are presented in this portfolio (i.e., course artifacts)

**Product**

Based on this review, the major points of learning for each course must be summarized and briefly described. The following format should be used in the summary of each course.

State the course number and title.

Describe the major points/themes of the course.

Indicate the knowledge, skills and dispositions acquired in preparation for special education student teaching.

Following a description of all required courses, the candidate indicates his/her readiness for special education student teaching by describing the principles and practices to be applied while teaching students with disabilities. Principles and practices must be illustrated using specific examples from course field work with students experiencing disabilities.

**Standard**

**RIBTS STANDARD 10:** Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

**Special Education Department  
Preparing for Internship Reflective Essay  
Scoring Rubric**

Candidate's Name: \_\_\_\_\_

Assess the extent to which the candidate has demonstrated his/her knowledge of the following Rhode Island Beginning Teaching Standards and Council for Exceptional Children Standards in the Readiness for Special Education Student Teaching Essay. Rate the candidate's performance from 1 (an area of weakness) to 4 (an area of strength) for each Standard or set of Standards.

|  | Below<br>Standard | Approaches<br>Standard | Meets<br>Standard | Exceeds<br>Standard |
|--|-------------------|------------------------|-------------------|---------------------|
| Major points/themes of each course are accurately and thoroughly described. (RIBTS 2; CEC 1)   | 1                 | 2                      | 3                 | 4                   |
| The essay demonstrated an understanding of the major points/themes of courses prerequisite to special education student teaching. (RIBTS 1; CEC 1)                   | 1                 | 2                      | 3                 | 4                   |
| The essay demonstrated an understanding of how students with exceptional learning needs learn and develop. (RIBTS 3; CEC 2)  | 1                 | 2                      | 3                 | 4                   |
| The essay demonstrated an in-depth knowledge of an effective learning environment for students with exceptional learning needs. (RIBTS 6; CEC 5)                     | 1                 | 2                      | 3                 | 4                   |
| The essay reflected the importance of using formal and informal assessment strategies for understanding student learning. (RIBTS 9; CEC 8)                           | 1                 | 2                      | 3                 | 4                   |
| The essay demonstrated an understanding of how students with exceptional learning needs differ in their approaches to academic and social learning. (RIBTS 4; CEC 3) | 1                 | 2                      | 3                 | 4                   |
| The essay demonstrated the development of critical thinking and problem solving. (RIBTS 5; CEC 4)  | 1                 | 2                      | 3                 | 4                   |
| The candidate clearly described the principles and practices to be applied while teaching students with exceptional learning needs. (RIBTS 2 and 10; CEC 7 and 9)    | 1                 | 2                      | 3                 | 4                   |
| The essay was clearly written. (RIBTS 7 and 8; CEC 6 and 10)   | 1                 | 2                      | 3                 | 4                   |

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|                                  |                   |                        |                   |                     |
|----------------------------------|-------------------|------------------------|-------------------|---------------------|
| <b>Total Evaluation</b> _____/36 | Below<br>Standard | Approaches<br>Standard | Meets<br>Standard | Exceeds<br>Standard |
|----------------------------------|-------------------|------------------------|-------------------|---------------------|

Evaluated by \_\_\_\_\_

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

**PREPARING FOR INTERNSHIP PORTFOLIO REVIEW**

Candidate's Name: \_\_\_\_\_

| Product  |                | Product and Completed Rubric Present |                     |                |                  | Major Course Project Graded Present | Project Identified Instructor & Grade stated |
|--|----------------|--------------------------------------|---------------------|----------------|------------------|-------------------------------------|--|
|  |                | Below Standard                       | Approaches Standard | Meets Standard | Exceeds Standard |                                     |  |
| Educational Evaluation and IEP (SPED 501)                    | CEC 7<br>CEC 8 |                                      |                     |                |                  |                                     |  |
| Classroom /Individual Student Management Project: (SPED 503) | CEC 5          |                                      |                     |                |                  |                                     |  |
| Oral Language Artifact (SPED 505)                            | CEC 3<br>CEC 6 |                                      |                     |                |                  |                                     |  |
| Curriculum Modification Project (SPED 412)                   | CEC 3<br>CEC 7 |                                      |                     |                |                  |                                     |  |
| Assessment/ IEP Project: (SPED 424)                          | CEC 3          |                                      |                     |                |                  |                                     |  |
| Observation/Curriculum Participation Report (SPED 427)       | CEC 7          |                                      |                     |                |                  |                                     |  |
| Preparing for Internship Reflective Essay                    | Essay Score    |                                      |                     |                |                  | _____/36                            |  |

Special Education Graduate Field Work Form submitted

| Number of Placements | Urban Core/Urban Ring | Suburban | Rural |
|----------------------|-----------------------|----------|-------|
|                      |                       |          |       |

This candidate has submitted a Preparing for Internship Portfolio that:

- Below Standard     Approaches Standard     Meets Standard     Exceeds Standard

**Transcript Review**

This candidate has successfully completed the Department prerequisites for special education graduate internship. Transcript indicates a GPA of 3.0 or better; SPED Courses have grades of B or better

This candidate has not met the following Department prerequisites for special education graduate internship:

\_\_\_\_\_

**Review completed by:** \_\_\_\_\_

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