Early Childhood Special Education Specialist

Practicum Handbook
(Effective January 2019)

This handbook contains the experiences and Performance-Based Assessments (PBAs) required to complete the Early Childhood Special Education Specialist licensure program at the University of Colorado Denver. These Performance-Based Assessments provide students a variety of ways to demonstrate competency in the standards from Council for Exceptional Children (CEC), National Association for the Education of Young Children, Colorado Department of Education ECSE Specialist licensure.

Students are encouraged to become familiar with and engage in practice practicum experiences throughout their CU Denver program in order to demonstrate competencies during practicum at the proficient or advanced level required for licensure by program completion.
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General Information Regarding Practicum

The practicum for graduate students in Early Childhood Special Education is one of the most important professional preparation experiences. The practicum experience is designed for students to apply and synthesize knowledge and skills they have previously learned and practice new skills in a closely supervised environment. Practicum is an extension of graduate course assignments and their concurrent field experiences designed for students to develop knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood.

ECSE students are required to complete 6 credit hours of practicum divided across three age levels: infant/toddlers (ECED 6910), preschool (ECED 6912), and primary (ECED 6914). Students select credit hours for each age level based on their desired learning outcomes and career aspirations—a minimum of one credit hour and a maximum of three credit hours for each practicum. For example, a student who intends to seek an ECSE position in a public school district early childhood program may opt to complete three credit hours at the preschool level, two credit hours at infant/toddler, and one credit hour at the primary level.

Students may complete one of the practica in their own work site, if it is an approved site (inclusive setting, special service provider on site- preferably ECSE, approval from director/principal).

NOTE: When doing practicum at your own worksite, you still need to arrange some time to be out of your classroom or away from your regular work duties in order to shadow the ECSE or Special Educator.

The number of clock hours devoted to each practicum depends on the credit hours elected for that practicum. Seventy-five percent of the clock hours must include direct contact hours with children, families, teams, site supervisors, and university supervisor. The remaining twenty-five percent of the total clock hours includes time planning, reading relevant materials, and developing portfolio evidence.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Total Clock Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>150</td>
<td>112</td>
</tr>
<tr>
<td>3</td>
<td>225</td>
<td>168</td>
</tr>
</tbody>
</table>

As a guide, for a 2-credit practicum, contact time is the equivalent of 1 full day or 2 half-days for a full 15-16 week semester. The time spent at practicum meetings (on-campus students only) as well as 15 clock hours of attendance at a relevant conference or training can be counted towards contact time. Travel time does not count unless a student is making IT home visits, then you may count ½ of your travel time towards the clock hour requirements.

Students must maintain a log to document practicum hours (a separate log for direct contact hours and one for planning hours). Following are sample log entries for direct contact hour log:

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/14</td>
<td>7</td>
<td>Shadow ECSE; review IEPs on ECSE case load</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Response to Intervention process</td>
</tr>
<tr>
<td>9/17/14</td>
<td>7</td>
<td>Observe and document a Child Find evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observe in classroom to get to know routines and children served</td>
</tr>
</tbody>
</table>

You may register for only one practicum in a given semester, unless pre-approved by the practicum coordinator. It is not feasible to complete two practica during the short summer term.
For students with a current K-12 Special Education teaching license seeking an added endorsement in ECSE Specialist, one credit hour of practicum may be waived if a student can demonstrate sufficient special education experience in the level they are requesting the waiver. To request such a waiver, students must submit at least the following documentation to the practicum coordinator: a) statement by the student requesting the waiver that provides a rationale for why a waiver should be granted, and b) copies of evaluations completed by supervisory personnel for at least one year of your special education teaching experience with the given age level, or c) a videotape or written lesson plans/IEP/PBS plan demonstrating your special education teaching proficiency with students at the given age level.

**ECSE Practicum Site Requirements**

ECSE students complete their practica according to guidelines established by the Council for Exceptional Children and the Colorado Department of Education. To ensure that students have a valuable learning experience during practicum, students are assisted in selecting the practicum site to best fit from a list of approved partnership sites. Sites are chosen according to the following criteria: the program follows recommended practices in both ECE and ECSE, is socially inclusive, is culturally diverse, is family-centered, monitors quality, and provides our ECSE practicum students on-going contact with a special education team serving children with IFSPs or IEPs.

**Practicum Supervision**

ECSE practicum students receive supervision and support from a site supervisor (employed or contracted by practicum site) and a university supervisor. Site supervisors must be licensed professionals (ECSE, OT, PT, or SLP for infant/toddler practicum; ECSE for preschool practicum, and Special Educator for primary practicum) with at least three years of experience working with children at the respective age levels.

Site supervisors support ECSE practicum students in planning and completing practicum requirements in the course of conducting their regular job responsibilities. They observe students in practice and provide feedback and promote teacher candidate’s reflection on their practice through on-going discussions where progress is discussed and their performance is critically evaluated.

Note that for 1-credit practica, students do not have an official site supervisor.

University supervisors are practicum faculty members who support the student in planning for and completing practicum requirements and review student’s practicum portfolio to assess competencies and assign a practicum grade. University supervisors are referred to in this document as UPF—University Practicum Faculty.

Roles and responsibilities for students, site supervisors, and university supervisors are delineated in the ECSE Practicum Supervision Agreement included in the appendix of this handbook.
Confidentiality

As a current or future teacher, following privacy and compliance regulations to protect student confidentiality is not just ethically responsible, it is federally mandated under the Family Educational Rights and Privacy Act (FERPA). It will be important to review these policies as well as the district and community based early learning center policies in place at your current placement.

One priority during this practicum is to protect all personally identifiable information (PII) of ALL participating individuals. This includes the school, students, families, teachers, school officials, etc. A failure to do so may result in a failing grade in this course.

All personally identifiable information must be removed from your submissions and the following privacy requirements must be followed. You must also sign the Privacy Agreement for each practicum placement. The Privacy Agreement can be found in each Canvas shell.

- Use a pseudonym when naming schools, students, teachers, and families
- All notes, information, and collected documents in your possession must be stored in a safe place. A locked file or location and/or password protections will be utilized whenever possible.
- Any confidential file must be viewed at the school and should not leave the premises.
- Always ask permission before recording anyone or taking detailed interview notes, stressing that the purpose of the information you gather is to further our understanding of how students learn and how we can support them.
- Information gathered will remain anonymous and will not be shared with anyone outside of our program.
- De-identify any personally identifiable information on artifacts you include such as student work, assessment information, IEP summary, etc).
- Do not include photographs or videos that include student faces. It is acceptable to include student photographs where students are not identifiable. For example, a picture taken from the back of the classroom where no faces or identifying information is included or children’s hands working with materials.
- Any names or additional identifying information that may be present in photographs must be de-identified.
- Review the educator resources related to FERPA and privacy practices in the classroom found at https://ferpasherpa.org/educators/

Additional information about protecting student confidentiality can be found at https://www.colorado.gov/pacific/cssrc/information-sharing or https://studentprivacy.ed.gov
ECSE Performance-Based Assessments

ECSE candidates complete performance-based assessments and experiences depending on the number of credit hours selected for each practicum.

Refer to the PBA descriptions in this handbook for complete details.

### 2-3 credit Infant/toddler Practicum

<table>
<thead>
<tr>
<th>Center-based practicum sites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ IT practicum descriptive overview including assessment of inclusive practices</td>
</tr>
<tr>
<td>□ Target children descriptive overview</td>
</tr>
<tr>
<td>□ Assessment PBA</td>
</tr>
<tr>
<td>□ Challenging Behavior PBA (3-credit required; 2-credit suggested)</td>
</tr>
<tr>
<td>□ Intervention PBA</td>
</tr>
<tr>
<td>□ Professional Practice PBA*</td>
</tr>
<tr>
<td>□ * Observation of ECSE Practicum Student Practice completed by site supervisor</td>
</tr>
</tbody>
</table>

* Requirements for Professional Practice PBA are fulfilled by your site supervisor completing the “professional conduct” section of the *Observation of ECSE Practicum Student Practice* form. You do not need to submit further documentation for this PBA.

<table>
<thead>
<tr>
<th>Home visitation** EI practicum sites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ IT practicum descriptive overview</td>
</tr>
<tr>
<td>□ Target children descriptive overview</td>
</tr>
<tr>
<td>□ Assessment PBA</td>
</tr>
<tr>
<td>□ Challenging Behavior PBA (3-credit required; 2-credit suggested)</td>
</tr>
<tr>
<td>□ Intervention PBA</td>
</tr>
<tr>
<td>□ Professional Practice PBA*</td>
</tr>
</tbody>
</table>

** If you need to acquire additional contact hours to meet the minimum number of contact hours, you may add the observation and interview and/or Internet investigation assignments described on page 42 for 1-credit IT practicum.

### 1 credit Classroom Based Infant/toddler Practicum

□ Assessment PBA
  - o experience 1 required—observe a Child Find evaluation for child 0-3 years
  - o experience 2 strongly suggested—observe an IFSP staffing if you can arrange it

□ Observation and teacher interview in two centers and written compare and contrast paper

□ Internet investigation paper

### 1 credit Non-classroom Based Infant/toddler Practicum

□ Virtual Early Intervention Home Visit Written Documentation
□ Virtual Evaluation and IFSP Development Written Documentation
□ Compare and Contrast Paper
2-3 credit Preschool Practicum

There are different requirements for completing a preschool practicum depending on the number of credit hours and your practicum site/role:

1) Practicum student in an inclusive ECE classroom or lead teacher in your own inclusive ECE classroom
2) Practicing itinerant ECSE working with various teachers and classrooms to support children with IEPs.

Practicum student in an inclusive ECE classroom or lead teacher in your own inclusive ECE classroom

- Preschool practicum descriptive overview including assessment of inclusive practices
- Target children descriptive overview
- Assessment PBA—experience 1, 2, and 3.
- Challenging Behavior PBA (3-credit required; 2-credit suggested)
- Curriculum PBA
- Intervention PBA
- Professional Practice PBA*
- Observation of ECSE Practicum Student Practice completed by site supervisor

Practicing itinerant ECSE working with various teachers and classrooms to support children with IEPs.

- Preschool practicum descriptive overview including assessment of inclusive practices
- Target children descriptive overview
- Assessment PBA ECSE version—experience 1, 2, and 3.
- Challenging Behavior PBA (3-credit required; 2-credit suggested)
- Curriculum Planning for Differentiated Instruction
- Intervention PBA (with modifications described for practicing ECSEs)
- Professional Practice PBA*
- Observation of ECSE Practicum Student Practice completed by site supervisor

* Requirements for Professional Practice PBA are fulfilled by your site supervisor completing the “professional conduct” section of the Observation of ECSE Practicum Student Practice form. You do not need to submit further documentation for this PBA.

1 credit Preschool Practicum Classroom Based

- Assessment PBA
  - experience 1 required—observe a Child Find evaluation for child 3-5 years
  - experience 2 strongly suggested—observe an IFSP staffing if you can arrange it
- Observation and teacher interview in two centers and written compare and contrast paper
- Internet investigation paper
### 1 credit Preschool Practicum Non-Classroom Based

- Virtual Observation- Screening and evaluation written documentation
- Virtual Observation- IEP meeting written documentation
- Virtual Observation- MTSS/RtI/PBiS written documentation

### 2-3 credit Primary Practicum

- Primary practicum descriptive overview
- Target children descriptive overview
- Primary Special Educator PBA including assessment of inclusive practices
- Challenging Behavior PBA (if you did not complete this in Infant/toddler or Preschool practicum)
- Professional Practice PBA*
- *Observation of ECSE Practicum Student Practice* completed by site supervisor

*Requirements for Professional Practice PBA are fulfilled by your site supervisor completing the “professional conduct” section of the *Observation of ECSE Practicum Student Practice* form. You do not need to submit further documentation for this PBA.

### 1 credit Primary Practicum Classroom Based

**Required:**
- Interview of special educator and analysis
- Internet investigation paper (select two options from the list provided)
- Or Online Practicum Experience (listed in this handbook)

**Ideal:**
- Arrange to spend several days shadowing a special educator in an elementary school

### 1 credit Primary Practicum Non-Classroom Based

**Required:**
- Virtual Observation- MTSS/RtI/PBiS written documentation
- Virtual Observation- Role of Special Educator written documentation
- Investigation Paper #1
- Investigation Paper #2
Assessment of PBAs

Proficiency on each PBA is assessed by the site supervisor and/or university practicum faculty and is based upon review of portfolio products and observed practice during practicum. Performance-based assessments are rated on a 4-point scale:

- Basic (1): Acquiring background knowledge through university coursework and fieldwork.
- Developing (2): Student is making progress but does not yet meet expectations for a beginning early childhood special education teacher; needs improvement or demonstrates inconsistent mastery across many areas of the category.
- Proficient (3): Student meets all of the expectations for a beginning early childhood special education teacher; consistent mastery in all key areas of the category.
- Advanced (4): Student exceeds expectations for a beginning early childhood special education teacher and demonstrates insight and leadership. This score is reserved for truly outstanding work and is rarely given to novice teachers.

Students must be rated as “proficient” on at least 80% of practicum elements in order to “pass” practicum portfolio review. However, if a student does not achieve a 3 or 4, then the student will need to continue or repeat the related practicum experience until a score of 3 or 4 is achieved on 80% of practicum elements.

Completing Your Practicum Portfolio

All practicum portfolio documentation is submitted to your university practicum faculty via LiveText. Submit all portions of PBA documentation to LiveText as one Word document file for each PBA, not multiple files. (The exception to this is scanned consent forms and/or observation forms completed by your site supervisor, although it is possible to incorporate them into a Word document.)

Be sure to compress all scanned documents, photos, and graphics prior to submitting, to reduce the file size.

You may develop a hard-copy practicum binder to share with your on-site practicum supervisor, but documentation for your UPF is submitted by Live Text only. This eliminates the need for the UPF to return a hard-copy binder to students after the end of the semester and allows for online assessment of the portfolio.

For each PBA, refer to the respective required portfolio documentation (right-hand column of PBA descriptions).

For information about LiveText, please visit the SEHD Assessment and LiveText information site: http://sehdassessment.ucdenver.edu/. This site provides answers to frequently asked questions, the Live Text Workshop calendar, and access to Student Resources including written information and demonstration videos.
# Practicum Sequence of Experiences

**Student:**

**Practicum Level:** ___ IT _____ Pre _____ Pri

<table>
<thead>
<tr>
<th>Week</th>
<th>Experiences and documentation due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Attend Zoom Orientation meeting or schedule meeting with practicum coordinator</td>
</tr>
<tr>
<td>Week 2</td>
<td>Submit Supervision Agreement &amp; Timeline in LiveText</td>
</tr>
<tr>
<td>Week 3</td>
<td>Submit Descriptive Overview of Practicum Site in LiveText</td>
</tr>
<tr>
<td>Week 4</td>
<td>Submit Descriptive Overview of Target Children in LiveText</td>
</tr>
</tbody>
</table>
| Week 6| Submit Assessment Experience #1 in LiveText  
(Required for 2 & 3 credit, infant/toddler and preschool) |
| Week 8| Submit Assessment Experience #2 in LiveText  
(Required for 2 & 3 credit - infant/toddler and preschool) |
| Week 10| Submit Challenging Behavior PBA in LiveText  
(Required for 3 credit practicum – all levels) |
| Week 12| Submit Curriculum PBA in LiveText  
(Required for preschool practicum – 2 & 3 credits) |
| Week 13| Submit Assessment Experience #3 in LiveText  
(Required for 2 & 3 credit - infant/toddler and preschool) |
| Week 14| Submit Intervention PBA in LiveText  
(Required for 2 & 3 credit – infant/toddler and preschool) |
| Week 15| Submit Primary Special Educator PBA in LiveText  
(Required for 2 & 3 credit – primary practicum)  
Submit Professional Practice PBA in LiveText  
(Required for 2 & 3 credit practica – all levels)  
Submit Practicum Log in LiveText  
(Required for all 2 & 3 credit practica – all levels) |

**1 Credit Practica:** All required assignments/tasks are due during Week 15 of the semester.
**Practicum Sequence of Experiences- Distance Supervision**

**Student:**
Practicum Level: ____ IT _____ Pre _____ Pri

<table>
<thead>
<tr>
<th>Week</th>
<th>Experiences and documentation due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Attend Zoom Orientation meeting or schedule meeting with practicum coordinator</td>
</tr>
<tr>
<td>Week 2</td>
<td>Submit Supervision Agreement &amp; Timeline in LiveText</td>
</tr>
<tr>
<td>Week 3</td>
<td>Submit Descriptive Overview of Practicum Site in LiveText</td>
</tr>
<tr>
<td></td>
<td><strong>Submit video</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td>Submit Descriptive Overview of Target Children in LiveText</td>
</tr>
<tr>
<td>Week 6</td>
<td>Submit Assessment Experience #1 in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 2 &amp; 3 credit, infant/toddler and preschool)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Submit video</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Submit Assessment Experience #2 in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 2 &amp; 3 credit - infant/toddler and preschool)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Submit video</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>Submit Challenging Behavior PBA in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 3 credit practicum – all levels)</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>Submit Curriculum PBA in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for preschool practicum – 2 &amp; 3 credits)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Submit video</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>Submit Assessment Experience #3 in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 2 &amp; 3 credit - infant/toddler and preschool)</em></td>
</tr>
<tr>
<td>Week 14</td>
<td>Submit Intervention PBA in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 2 &amp; 3 credit – infant/toddler and preschool)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Submit video</strong></td>
</tr>
<tr>
<td>Week 15</td>
<td>Submit Primary Special Educator PBA in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 2 &amp; 3 credit – primary practicum)</em></td>
</tr>
<tr>
<td></td>
<td>Submit Professional Practice PBA in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for 2 &amp; 3 credit practica – all levels)</em></td>
</tr>
<tr>
<td></td>
<td>Submit Practicum Log in LiveText</td>
</tr>
<tr>
<td></td>
<td><em>(Required for all 2 &amp; 3 credit practica – all levels)</em></td>
</tr>
</tbody>
</table>

**1 Credit Practica:** All required assignments/tasks are due during Week 15 of the semester.
Infant Toddler Practicum Descriptive Overview

Center-based Program
Describe contextual factors (student characteristics, classroom factors, community/district/school factors) for site in which you completed your practicum:

1. Number of children
2. Age range of children
3. Gender distribution
4. Learning needs/range of abilities (including the number of children with IFSPs)
5. Linguistic, cultural and ethnic diversity (including the number of English language learners)
6. Adults present in classroom; adult-child ratio in the classroom
7. Level of parent engagement and participation
8. Collaboration and consultation with other service providers for children with special needs (ECSE, OT, PT, SLP, mental health consultant, etc.)
9. Classroom factors—classroom arrangement, schedule, availability of toys, materials, equipment and resources, classroom routines
10. Early intervention program factors that influence service delivery
11. Geographic location and community context (community stability, socio-economic status, community support for education, and other environmental factors)

Critically assess the status of inclusive practices at this site. You may use the SpeciaLink Child Care Inclusion Practices Profile (available on the ECE Practicum Information supplemental shell in Module 2) to guide your analysis. Summarize your conclusions in 1-2 pages.

Home visitation program
Describe the geographic location/community where the program is situated (community stability, socio-economic status, community support for education, and other environmental factors that influence service delivery.)

Describe the roles and responsibilities of your site supervisor (ideally ECSE, but may be SLP, OT, or PT), including but not limited to:

1. Caseload—number of children and families with whom they work
2. Early intervention team—describe members (disciplines represented), team meetings, etc.
3. Coordination and performance of evaluations and assessments
4. Participation in the development, review, and evaluation of IFSPs
5. Communicating and collaborating with other service providers
6. Planning for and conducting home visits
7. Progress monitoring during home visits
8. Collaboration and consultation with child care center staff (if children in home visitation program are co-enrolled in child care center)
9. Facilitating the development of a transition plan to preschool services

Given these contextual factors, what are the implications for early intervention service delivery?
Preschool Practicum Descriptive Overview

Describe contextual factors (student characteristics, classroom factors, community/district/school factors) for site where you completed your practicum:

- Community—geographic location, community stability, socio-economic status, community support for education, and other environmental factors
- School—school and district factors that influence learning-teaching context
- Classroom—classroom arrangement; schedule, classroom rules and routines; availability of equipment and resources; adults present in classroom and adult/child ratio; availability of support personnel (ECSE, OT, PT, SLP, mental health consultant, etc.); level of family involvement
- Number of children, age range, gender distribution, linguistic and cultural diversity (including number of English language learners)
- Learning needs/styles, range of abilities (including number of children with IEPs and number identified as gifted/talented)
- Implications of these contextual factors for instructional planning and assessment

Part of your requirements for preschool practicum includes shadowing an early childhood special educator to learn about the roles and responsibilities of that position. (If you are already in the role of an ECSE, you must spend time shadowing/interviewing another person in that role.) Describe the role of the ECSE at your practicum site with respect to the following. Include a description of your participation in the following as well.

- Caseload—number of children with IEPs for whom they are responsible
- Assessment of identified children (children with IEP); monitoring progress
- Screening, intervention, and progress monitoring of students at-risk or suspected of having learning disabilities (Recognition and Response/Response to Intervention)
- Individualized instruction (one-on-one intervention)
- Developing and adapting materials and teaching strategies and using special equipment and facilities to teach small groups outside of general education classroom (pull-out groups).
- Teaching small groups of students or providing individualized help to students within general education classroom (push-in services)
- Assisting general education classroom teachers to adapt curriculum materials and teaching techniques to meet the needs of students with disabilities
- Co-teacher with general education teacher in inclusive classroom
- Participation in the development, review, and evaluation of IEPs
- Planning for and facilitation of IEP meetings
- Communicating and coordinating with parents, social workers, speech and language therapists, occupational and physical therapists, school psychologists, school administrators, and other teachers
- Facilitation of transition to kindergarten

(Note: There is a trend for preschool sites housed within elementary schools to discontinue the use of separate early childhood special education teams—special education services for children in preschool classrooms are provided by the K-5 special education team. In that case, you will be describing the above roles and responsibilities of the Special Educator assigned to preschool classrooms.)

Critically assess the status of inclusive practices at this site. You may use the SpecialLink Child Care Inclusion Practices Profile (available on the ECE Practicum Information supplemental shell in Module 2) to guide your analysis. You may use other scales that you have learned about as well. Summarize your conclusions in 1-2 pages.
Primary Practicum Descriptive Overview

Describe contextual factors (student characteristics, classroom factors, community/district/school factors) for site in which you completed your practicum:

- Community—geographic location, community stability, socio-economic status, community support for education, and other environmental factors
- School—school and district factors that influence learning-teaching context
- Classroom—classroom arrangement; schedule, classroom rules and routines; availability of equipment and resources; adults present in classroom and adult/child ratio; availability of support personnel (Special educator, ECSE, OT, PT, SLP, mental health consultant, etc.); level of family involvement
- Number of children, age range, gender distribution, linguistic and cultural diversity (including number of English language learners)
- Learning needs/styles, range of abilities (including number of children with IEPs and number identified as gifted/talented)
- Implications of these contextual factors for instructional planning and assessment

Part of your requirements for primary practicum includes shadowing the special educator to learn about the roles and responsibilities of that position. Describe the role of the K-2 special educator at your practicum site with respect to the following experiences. For a 2-3 credit practicum, include a description of your participation in these experiences as well.

- Caseload—number of children with IEPs or targeted RtI services they serve
- Screening, progress monitoring, and instruction/intervention of students at-risk of academic or social challenges and/or students identified as underachieving who require specific supports (Response to Intervention)
- Assessment, progress monitoring, and instruction/interventions for children with IEPs
  - Cooperative planning for accommodation/adaptations to be implemented in classroom by general education teacher
  - Teaching small groups of students or providing individualized help to students within general education classroom (push-in services)
  - Co-teaching in general education classroom
  - Instruction/intervention with individuals and/or small groups in resource room
- Planning for and facilitating IEP meetings
- Design, implement, and evaluate positive behavior support plans
- Participate on school-wide PBIS or RtI teams
- Communicating and coordinating with parents, social workers, speech and language therapists, occupational and physical therapists, school psychologists, school administrators, and other teachers
Target Children Descriptive Overview

For some practica, you will identify two target children, depending on the number of credit hours and PBAs you have elected to complete. These children will be your focus for several experiences.

<table>
<thead>
<tr>
<th>Practicum Level:</th>
<th>Target child I</th>
<th>Target child II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/toddler</td>
<td>On-going assessment/progress monitoring</td>
<td>On-going assessment/progress monitoring</td>
</tr>
<tr>
<td></td>
<td>Challenging behavior plan</td>
<td>Intervention plan</td>
</tr>
<tr>
<td></td>
<td>IFSP summary</td>
<td>IFSP summary</td>
</tr>
<tr>
<td></td>
<td>Gather relevant background information about the child and family using a family-centered interview such as the Pathways Process* or Routines-Based Interview. (These may be modified/shortened as you see fit.)</td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>On-going assessment/progress monitoring</td>
<td>On-going assessment/progress monitoring</td>
</tr>
<tr>
<td></td>
<td>Challenging behavior plan</td>
<td>Intervention plan</td>
</tr>
<tr>
<td></td>
<td>Differentiated instruction (adaptations/modifications) included in lesson plans</td>
<td>Differentiated instruction (adaptations/modifications) included in lesson plans</td>
</tr>
<tr>
<td></td>
<td>IEP summary</td>
<td>IEP summary</td>
</tr>
<tr>
<td></td>
<td>Background information using family-centered interview</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>Informal and formal assessment</td>
<td>Informal and formal assessment</td>
</tr>
<tr>
<td></td>
<td>Differentiated instruction (adaptations/modifications) included in lesson plans</td>
<td>Differentiated instruction (adaptations/modifications) included in lesson plans</td>
</tr>
<tr>
<td></td>
<td>IEP summary</td>
<td>IEP summary</td>
</tr>
<tr>
<td></td>
<td>Challenging behavior/PBIS plan</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Occasionally within a given classroom, there is not a child with an IFSP or IEP that exhibits challenging behavior. In that case, the ECSE practicum student in conjunction with the classroom teacher and site supervisor select another child to be the focus for the PBIS plan. In this case, you summarize the background and assessment data that is available for that child on a modified IFSP/IEP form. Confer with teacher and specialists to write goals.

For each target child:
- □ Describe as much as you know about the child including birth, medical/health, developmental, and educational history.
- □ Summarize information on the child’s particular disability and possible effects of medication (if applicable).
- □ Include IFSP or IEP summary sheet.
- □ Describe your analysis of your on-going assessment/progress monitoring results. What did you learn about each child? Describe:
  - Child’s strengths, interests, learning style
  - Concerns and areas for growth
  - Next developmental steps
  - Concerns and priorities of the family
Assessment PBA

Developers
Suzanne Adams, Ph.D., Donna Wittmer, Ph.D. and Erin Barton, Ph.D., former faculty
University of Colorado Denver

Description
This Assessment PBA will be introduced in ECE 5200: Screening and Assessment in ECE, and applied as an option depending on credit hours elected for the infant/toddler and preschool practica when students will engage in essential experiences related to assessment of young children:

1. Observe and analyze a Child Find team evaluation
2. Participate in IFSP and IEP process
3. Administer on-going assessment/progress monitoring to determine child’s interests, strengths, and next developmental steps
4. Effectively communicate assessment results with families and colleagues

Proficiency on this PBA will be determined by observed practice during essential experiences in infant/toddler and preschool practica and review of required portfolio documentation.
<table>
<thead>
<tr>
<th>Assessment PBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(check boxes as you complete each item)</td>
</tr>
<tr>
<td>Submit all documentation to LiveText in one file.</td>
</tr>
</tbody>
</table>

### Introduction
- Infant Toddler or Preschool Practicum Descriptive Overview

### Assessment Experience 1: Required for all Infant/toddler and preschool practica

**Experiences:**
- □ Observe a Child Find Team evaluation

**Portfolio Documentation:**
- □ Report of Child Find evaluation (see Appendix).
- □ Analyze the evaluation process and procedures you observed based on DEC Recommended Practices (2014).

### Assessment Experience 2: IFSP and IEP

**Experiences:**
- Observing IFSP or IEP staffing is required for all 2-3 credit Infant/toddler and preschool practica; suggested for 1-credit practica:
  - □ Observe/participate in an IFSP or IEP staffing with the team and family.
  - □ For Infants and Toddlers—Describe the Service Coordination process for the family

**Required for 2- or 3-credit only:**
- □ If allowed by your practicum site, participate in the development of the IFSP outcomes and IEP goals and share assessment results with the family.
- □ Follow-up with at least one family whose child was evaluated and staffed. Interview the family regarding their assessment of the evaluation and IFSP or IEP staffing process. Note that this can be done at a later time (within two weeks of the IFSP or IEP meeting) by telephone or in-person interview.

**Portfolio Documentation:**
- □ Document your experience as an observer and/or participant in the IFSP or IEP staffing meeting. Include the following information:
  1. Age and gender of child
  2. Staff and family members present (positions only, such as OT, ECSE, SLP, vision specialist, EC Coordinator, mother, grandmother, etc.—no names listed)
  3. Location
  4. Staffing/meeting process and procedures
  5. Family interview questions you created and the responses given by the family member(s) you interviewed
  6. Self-evaluation—what you would do the same and differently the next time you conducted a staffing. If you were mainly an observer, critically reflect on the actions of the team members who conducted the staffing, especially related to oral and written communication with families.
- □ Complete an IFSP or IEP summary sheet as listed in the Appendix of the ECSE Practicum Handbook—do not include actual IFSP or IEP.
- □ For infants and toddlers—describe the Service Coordination process.

**For 2- and 3-credit practica only:**
- □ Include interview questions and responses (if you were able to conduct interview—if not, just include the questions you would have asked).
- □ Analyze the staffing/meeting process and procedures you observed based on DEC Recommended Practices (2014).
## Assessment PBA
*(check boxes as you complete each item)*

Submit all documentation to LiveText in one file.

### Assessment Experience 3: On-going Assessment (required for all 2-3 credit IT or Preschool practica)

#### Experiences:
- Gather relevant background information about one target child and family using a family-centered interview such as the *Pathways Process* or *Routines-Based Interview*. (These may be modified/shortened as you see fit.)
- Use an on-going assessment strategy across the semester for two target children with IEPs. Examples may include:
  - Observation notes/anecdotal records
  - Progress reports
  - Checklists
  - Child work samples
  - Photographs, videotapes and audiotapes
  - Parent-teacher conference notes

*Pathways is posted to ECE Practicum Information supplemental shell.

**Note:** Portions of this PBA can be completed in conjunction with your Intervention PBA. It is suggested that you read both sets of requirements before proceeding.

#### Portfolio Documentation:
- Include family-centered interview questions and responses.
- Include samples of ongoing assessments for your two target children (submitted to LiveText for one target child).
  - Observation notes/anecdotal records
  - Progress reports
  - Checklists
  - Child work samples
  - Photographs, videotapes and audiotapes
  - Parent-teacher conference notes
- Include completed forms for at least two domains of development for two target children. Briefly describe results/scores.
- Include a summary of your conference with the family—how you presented assessment results (child strengths, areas for growth, and next developmental steps), priorities and concerns shared by family members, and any decisions made.
- Include a reflection/self-evaluation, including but not limited to (refer to the DEC Recommended Practices 2014):
  - What you learned about on-going assessment during this practicum
  - What you would recommend as changes/improvements to the way on-going assessment is conducted at this practicum site. Explain why you made these recommendations.
  - What you would do the same or differently the next time you communicate assessment results with a family at a staffing or parent conference. Explain why you made these determinations.

### Activity:
Become familiar with the assessment instrument (COSF, TS GOLD) used by your practicum site for two target children.
- Complete at least two domains of the assessment for each target child.
- Analyze the results.
- In a family conference*, share assessment results with the family of one target child (this must be observed or videotaped by your site supervisor).
- Evaluate your performance in conducting the assessment and your ability to share information with the family.

*Note: If you were not able to be an active participant in the IFSP/IEP meeting, you must take a lead role in this family conference. Your
practicum site supervisor must be able to rate you on your ability to communicate assessment results effectively with families and colleagues.

**Assessment PBA for Preschool Practicum—ECSE version**  
*(check boxes as you complete each item)*  
Submit all documentation to LiveText in one file.

The focus of this PBA will be your experiences related to screening, assessment, and progress monitoring of students at-risk or suspected of having learning disabilities and those children identified with special needs (children with IEP).

### Assessment Experience 1

<table>
<thead>
<tr>
<th>Experiences:</th>
<th>Portfolio Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observe a Child Find Team evaluation</td>
<td>☐ Report of Child Find evaluation (see Appendix).</td>
</tr>
<tr>
<td>☐ Anayze the evaluation process and procedures you observed based on DEC Recommended Practices (2014).</td>
<td>☐ Analyze the evaluation process and procedures you observed based on DEC Recommended Practices (2014).</td>
</tr>
</tbody>
</table>

**Assessment Experience 2: IEP Staffing**

<table>
<thead>
<tr>
<th>Experiences:</th>
<th>Portfolio Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Take a leadership role in an IEP staffing with the team and family.</td>
<td>☐ Document your experience as an active participant in the IEP staffing meeting. Include the following information:</td>
</tr>
<tr>
<td>☐ Interview the family regarding their assessment of the evaluation and IEP staffing process. Note that this can be done at a later time (within two weeks of the IFSP or IEP meeting) by telephone or in-person interview.</td>
<td>1. Age and gender of child</td>
</tr>
<tr>
<td>☐ For Infants and Toddlers—Describe the Service Coordination process for the family</td>
<td>2. Staff and family members present (positions only, such as OT, ECSE, SLP, vision specialist, EC Coordinator, mother, grandmother, etc.—no names listed)</td>
</tr>
<tr>
<td></td>
<td>3. Location</td>
</tr>
<tr>
<td></td>
<td>4. Staffing/meeting process and procedures</td>
</tr>
<tr>
<td></td>
<td>a. Describe your participation in the development of IEP goals.</td>
</tr>
<tr>
<td></td>
<td>b. Describe your participation for and facilitation of the IEP meeting.</td>
</tr>
<tr>
<td></td>
<td>5. Family interview questions you created and the responses given by the family member(s) you interviewed</td>
</tr>
<tr>
<td></td>
<td>☐ Complete an IEP summary sheet as listed in the Appendix—do not include actual IEP.</td>
</tr>
<tr>
<td></td>
<td>☐ Include interview questions and responses.</td>
</tr>
<tr>
<td></td>
<td>☐ Analyze the staffing/meeting process and procedures you observed based on DEC Recommended Practices (2014).</td>
</tr>
<tr>
<td></td>
<td>☐ Describe your participation in the development, review, and evaluation of IEPs</td>
</tr>
<tr>
<td></td>
<td>☐ Critically evaluate your participation in the IEP staffing including your ability to share information with the family.</td>
</tr>
</tbody>
</table>
Assessment Experience 3: Progress Monitoring

Experiences:

☐ Select two target children from your caseload that are in the same classroom.

☐ Gather relevant background information about one of these children and family using a family-centered interview such as the Pathways Process* or Routines-Based Interview. (These may be modified/shortened as you see fit.)

☐ Synthesize progress monitoring information from several sources for both target children. Sources of information may include:
  - Observation notes/anecdotal records
  - Teaching Strategies GOLD
  - Progress reports
  - IEP
  - Checklists
  - Child work samples
  - Photographs, videotapes and audiotapes
  - Parent-teacher conference notes

* Pathways is posted to ECE Practicum Information supplemental shell.

Note: Portions of this PBA can be completed in conjunction with your Intervention PBA. It is suggested that you read both sets of requirements before proceeding.

Portfolio Documentation:

☐ Include family-centered interview questions and responses.

☐ Describe the screening and progress monitoring process/procedures used at your practicum site. Include flow charts, forms, data tracking sheets, etc. Critically evaluate this process based on DEC Recommended Practices (2014).

☐ Include samples of progress monitoring data for your two target children. Explain your rationale for selecting your methods for progress monitoring for each target child.

☐ Analyze and reflect on the classroom teacher’s assessment on two domains of development on TS GOLD.
  - If how you would “score” your target child is significantly different from scores indicated by the teacher, describe how you collaborated with the classroom teacher to come to consensus on viewing this child’s development and scoring on TS GOLD.

☐ Include a reflection/self-evaluation, including but not limited to (refer to the DEC Recommended Practices 2014):
  - What you learned about on-going assessment during this practicum
  - What you would recommend as changes/improvements to the way on-going assessment is conducted at this practicum site. Explain why you make these recommendations.
  - What you would do the same or differently the next time you discuss on-going assessment results with a classroom teacher. Explain why you made these determinations.
### Rubric for Assessment PBA

<table>
<thead>
<tr>
<th>Conducting assessments; interpreting and using assessment results</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4) (Includes indicators under Proficient, plus the following)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Observe and analyze Child Find Team evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participate in IFSP and IEP process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Administer ongoing assessment to determine child's interests, strengths, and next developmental steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incomplete documentation of experience as observer of evaluation process</td>
<td>Complete documentation of experiences as observer of evaluation process</td>
<td>Actively researches to improve assessment practices in own class and that of colleagues and demonstrates continual growth in implementing effective assessment strategies</td>
</tr>
<tr>
<td></td>
<td>Analysis of evaluation, IFSP, and IEP process lacks sufficient reference to relevant DEC Recommended Practices and 8 Qualities of Assessment</td>
<td>Accurately analyzes evaluation, IFSP, and IEP process according to DEC Recommended Practices and 8 Qualities of Assessment</td>
<td>Takes leadership role in assessment and family conference process</td>
</tr>
<tr>
<td></td>
<td>Asks minimal questions of family members as a follow-up to evaluation and IFSP or IEP process</td>
<td>Appropriately selects, designs, implements, and evaluates formal and informal assessments to improve teaching and learning</td>
<td>Uses self-critique to guide and improve subsequent assessment and planning</td>
</tr>
<tr>
<td></td>
<td>Uses formal and informal assessments with assistance</td>
<td>Gathers relevant background information about the child and family during the assessment process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May not gather sufficient relevant background information about the child and family during the assessment process</td>
<td>Able to interpret assessment data and articulate child’s interests, strengths, and next developmental steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning to use assessment data to determine child’s interests, strengths, and next developmental steps</td>
<td>Meaningfully integrates assessment results in the development of IFSP and IEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning to integrate assessments results in the development of IFSP and IEP</td>
<td>Meaningfully integrates assessment results in the development of IFSP and IEP</td>
<td></td>
</tr>
<tr>
<td>4. Effectively communicate assessment results with families and colleagues</td>
<td>May not clearly communicate when reporting assessment results to families and colleagues</td>
<td>Reports assessment results to families and colleagues using effective communication skills</td>
<td>Takes leadership role in assessment and family conference process</td>
</tr>
<tr>
<td></td>
<td>Beginning to critically evaluate own effectiveness in the assessment and conference process</td>
<td>Critically evaluates own effectiveness in the assessment and conference process</td>
<td></td>
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</tbody>
</table>
Challenging Behaviors PBA

Developers
Suzanne Adams, Ph.D., Donna Wittmer, Ph.D. and Elizabeth Steed, Ph.D. University of Colorado Denver

Description
This Challenging Behaviors PBA will be introduced in ECE 5070: Social Competence and Classroom Supports and applied as an option depending on credit hours elected during infant/toddler, preschool, or primary practicum in which students will engage in essential experiences related to working with young children with behavior challenges:

1. Teaming and goal setting
2. Collecting data on social emotional behaviors,
3. Conducting a functional behavior assessment (FBA)
4. Collaborate with team members, including family, to summarize data and create plan
5. Implementing an intervention that promotes social and emotional development (classroom and/or home setting)
6. Collecting post-intervention data to evaluate success

Proficiency on this PBA will be determined by observed practice during essential experiences in practicum and review of required portfolio documentation.

Forms required to complete this PBA are found in the book:
Requirements listed below are for 2- and 3-credit practica in which this PBA is completed.

<table>
<thead>
<tr>
<th>Challenging Behaviors PBA (check boxes as you complete each item)</th>
<th>Portfolio Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit all documentation to LiveText in one file.</td>
<td>□ Include the completed PTR-YC Goal Sheet (Form 1)</td>
</tr>
<tr>
<td>Experienced:</td>
<td>□ Include baseline data (minimum of 3-5 days) and implementation data (minimum of 6-10) days on the completed PTR-YC Behavior Rating Scale (Form 4)</td>
</tr>
<tr>
<td>□ Select a child with challenging behavior</td>
<td>□ Include the completed Prevent-Teach-Reinforce Checklists (Forms 5, 6, 7)</td>
</tr>
<tr>
<td>□ Describe the child in detail including developmental, medical, and intervention history</td>
<td>□ Include the completed PTR-YC Summary Table (Form 8)</td>
</tr>
<tr>
<td>□ Meet with team, including other teachers and family members as applicable to discuss challenging behavior and set goals; use PTR-YC Goal Setting form</td>
<td>□ Include the fidelity checklist you developed (Form 11)</td>
</tr>
<tr>
<td>□ Collect data on child’s social emotional behavior using PTR-YC Behavior Rating Scale</td>
<td>□ Include a reflection/self-evaluation, with the following headings and information:</td>
</tr>
<tr>
<td>□ Conduct a functional behavior assessment of targeted child using Prevent-Teach-Reinforce Checklists</td>
<td>• Collaboration and Goal Setting: What you learned about collaborating with other teachers and the child’s teacher around a young child’s challenging behavior and social emotional issues; what was easy about collaborating; what was challenging; how you navigated problems in the collaboration; what you would do differently next time to improve collaboration</td>
</tr>
<tr>
<td>□ Collaborate with team members, including family, to complete PTR-YC Summary Table</td>
<td>• Data Collection and Data Analysis: What your data during baseline, the functional behavior assessment, and post-intervention revealed about the challenging behavior; how easy or hard it was to collect data in a natural setting of a classroom and/or home; what you learned about data collection</td>
</tr>
<tr>
<td>□ Discuss (with team) the PTR-YC menu of intervention strategies to create a positive behavioral intervention and supports (PBIS) plan which includes prevention, teaching, and reinforcement strategies.</td>
<td>• PBIS Plan: Describe the effectiveness of the plan to prevent challenging behavior, teach new skills, and reinforce appropriate social emotional behavior; if the PBIS plan was partially effective, describe why you think this was so; what recommendations to you have for how PBIS plans are implemented at this site; explain what you would do differently next time regarding implementation</td>
</tr>
<tr>
<td>□ In a preschool or primary setting, implement prevent, teach, and reinforce strategies across the child’s classroom routines; if cooperating with family, they can also implement complementary strategies at home</td>
<td></td>
</tr>
<tr>
<td>□ For an infant/toddler, the family will implement prevent, teach, and reinforce strategies across the child’s home routines; requires collaboration with the family</td>
<td></td>
</tr>
<tr>
<td>□ Create a fidelity checklist to make sure the adults (e.g., you and other teachers and family as applicable) are using the prevention, teach, and reinforcement strategies correctly across routines</td>
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</tr>
<tr>
<td>□ Collect post-intervention data on the PTR-YC Behavior Rating Scale</td>
<td></td>
</tr>
<tr>
<td>□ Graph baseline and post-implementation data</td>
<td></td>
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</tbody>
</table>
# Rubric for Assessing Challenging Behaviors PBA

<table>
<thead>
<tr>
<th></th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Collaborate with team members, including family, to identify goals, collect data, plan intervention, and implement PBIS plan</strong></td>
<td>▪ Insufficient coordination with colleagues and family members in identification of goals, data collection, planning intervention, and/or PBIS plan implementation</td>
<td>▪ Appropriately coordinates with other colleagues and family members to identify goals, collect data, plan intervention, and implement PBIS plan</td>
<td>▪ Supports other colleagues and families’ competence and confidence to identify goals, collect data, plan intervention, and implement the PBIS plan</td>
</tr>
<tr>
<td><strong>2. Collect, summarize, and interpret data to inform and evaluate plan</strong></td>
<td>▪ Data collection forms insufficiently completed to provide useful information for planning intervention or evaluating its effectiveness</td>
<td>▪ Uses PTR-YC Behavior Rating Scale to collect baseline level of challenging behavior and evaluate effectiveness of PBIS plan post-intervention</td>
<td>▪ Uses additional data collection systems (e.g., momentary time sampling) to track certain challenging behaviors during baseline and post-intervention</td>
</tr>
<tr>
<td><strong>3. Conduct functional behavior assessment and develop PBIS plan</strong></td>
<td>▪ Functional behavior assessment (FBA) was not implemented correctly or completely, and/or PBIS plan lacks appropriate prevention, teaching, or reinforcement strategies and/or the strategies are not clearly linked to the FBA</td>
<td>▪ Functional behavior assessment (FBA) was appropriately and correctly implemented PBIS plan includes appropriate prevention, teaching, and reinforcement strategies that are linked to the FBA</td>
<td>▪ Takes leadership role in conducting FBA and guiding team to development of the PBIS plan</td>
</tr>
<tr>
<td><strong>4. Implement PBIS plan with prevention, teaching, and reinforcement strategies and check fidelity of implementation</strong></td>
<td>▪ Does not implement PBIS plan with fidelity</td>
<td>▪ Plans and skillfully implements PBIS plan across routines, with fidelity</td>
<td>▪ Fidelity checklist that the student created is especially innovative and practical</td>
</tr>
</tbody>
</table>
Curriculum PBA

Developers
Suzanne Adams, Ph.D. and Alissa Rausch, Ed.D., former faculty University of Colorado Denver

Description
This Curriculum PBA will be introduced in ECE 5010: Curriculum and Program Development, and applied in the 2- or 3-credit preschool practicum during which students will engage in essential experiences related to curriculum planning and implementation.

Select from two options for completing the requirements for this PBA.

Option 1:
1. Create and implement your own original developmentally and individually appropriate curriculum unit based upon the context of children, family, culture, and classroom community
2. Use assessment information to support instructional planning
3. Make appropriate adaptations/modifications for individual children in the classroom, including children with IEP or IFSP
4. Assess and document child progress

Option 2:
1. Utilizing an existing TS GOLD weekly plan, describe strategies for differentiating the suggested learning experiences to differentiate for the individual learning needs of children and address the linguistic and cultural backgrounds of children and families served by preschool programs.
2. Use assessment information to support instructional planning
3. Make appropriate adaptations/modifications for individual children in the classroom, including children with IEP or IFSP
4. Assess and document child progress

Requirements on the following pages are for 2- and 3-credit preschool practicum in which this PBA is completed.

Proficiency on this PBA will be determined by observed practice during essential experiences in preschool practicum and review of required portfolio documentation.
Option 1: Curriculum PBA—Creating your own curriculum unit
(check boxes as you complete item)
Submit all documentation to LiveText in one file.

Experiences:
☐ Select a theme based on child developmentally appropriate practice: children’s age level; individual strengths, interests and needs; and socio-cultural background (family, culture, classroom, and community context).
☐ Identify learning goals of your curriculum unit (big ideas—what children are expected to know and be able to do at the end of the unit).
☐ Conduct a group pre-assessment (e.g., “K and W” of KWL) to determine children’s background knowledge and/or existent skills related to curriculum unit goals. Summarize your results in a short narrative (do not include just a KWL list with no analysis).
☐ Use pre-assessment and on-going assessment information (e.g., TS GOLD) to inform your planning.
☐ Create a curriculum unit overview/activity plan for one week* and plan for environmental changes.*
☐ Include four lesson plans* covering the following content areas.
   The four activities must include one activity for each of the following areas: motor; social/emotional; science; and art, music, or movement.
☐ Include two lesson plans for math and two lesson plans for literacy, each covering a different area (literacy—oral language/vocabulary development, phonological/phonemic awareness, alphabet knowledge, story comprehension, or writing skills; math—number systems and counting; ordering, grouping, seriation, and pattern recognition; geometry; data collection and graphing; or measurement).
☐ Critique the classroom environment with respect to literacy and mathematics.
☐ Implement the curriculum plan for a week.
☐ Document individual child performance/progress during each lesson.
☐ Conduct group post-assessment (e.g., “L” of KWL) of progress related to unit goals.
☐ If possible, videotape yourself conducting at least one lesson/activity. Review video with

Portfolio Documentation:
☐ Describe how you chose the curriculum theme—justify how it is developmentally appropriate for the age group and individual children for which you are planning (refer to contextual factors described in your preschool practicum descriptive overview).
☐ Include photographs of classroom materials, centers, book areas, bulletin boards, etc. that you believe support literacy and math development in young children. Write a brief explanation for each photo. Make suggestions for additions/improvements to the environment to better support literacy and math development.
☐ Describe how you used assessment information to inform your planning (one-page typed summary with supporting documentation)
☐ Include the curriculum plan for one week (week overview/activity plan), environmental changes form, and the eight required lesson plans
☐ For each lesson, describe differentiated adaptations/modifications for 2 target children in the classroom. Include a copy of their IEP Summary form (see Appendix).
☐ Indicate how you documented individual child performance/progress during each lesson (include captioned photographs of children participating in activities, observation records/anecdotes you made to assess child participation in activities, child work samples, and/or checklists for at least 5 out of 8 lessons to illustrate and document child learning) and a post-assessment to assess content knowledge and skills acquired by children as a result of your curriculum unit (e.g., “L” of KWL).
☐ Include a reflection/self-evaluation of each lesson, written after implementation. See suggested format in Appendix.
☐ Include an overall reflection/self-evaluation, including but not limited to:
   • What you learned about planning and implementing a curriculum unit.
   • What you determined as your strengths and areas for growth.
Experiences:

☐ Select a TS GOLD Study/Project weekly plan.
☐ Use on-going assessment information (e.g., TS GOLD) to inform your planning.
☐ Complete the Environmental Changes/Opportunities/Adaptations planning form** to propose ideas to enrich learning centers and adapt for target children.
☐ For each of the TS GOLD lessons included in your Study/Project week/s plan, add adaptations for specific children as described on the Preschool Lesson Planning Form***
☐ As needed for the TS GOLD lessons included in your Study/Project week plan, add ideas for instructional materials and activities to address the individual strengths, interests, and linguistic/cultural backgrounds of the children in this class.
☐ Write lesson plans*** to cover any of the following areas if they are not included in the Study/Project plan you are using.
  - motor; social/emotional; literacy; math; science; and art, music, or movement.
☐ Critique the classroom environment with respect to literacy and mathematics.
☐ Implement the Study/Project plan including your added lessons and differentiations.
☐ Document individual child performance/progress during each lesson.
☐ If possible, videotape yourself conducting at least one lesson/activity. Review video with your site supervisor and/or UPF using the Microteaching Analysis and Reflection Rubric****

**See Preschool Curriculum Planning Form—Environmental Changes/Opportunities/Adaptations form in Appendix.
*** Use lesson planning form in the Appendix or replicate TS GOLD activity form with added adaptations for specific children.

Portfolio Documentation:

☐ Describe how you used assessment information to inform your planning (one-page typed summary with supporting documentation)
☐ Include the TS GOLD Study/Project plan for one week, Environmental/Changes/Opportunities/Adaptations planning form, lesson plans for the six required areas (combination of TS GOLD lessons and ones created by you), and ideas for additional instructional materials and activities to address the linguistic and cultural backgrounds of children in this classroom.
☐ For each lesson, describe differentiated adaptations/modifications for 2 target children in the classroom. Include a copy of their IEP Summary form (see Appendix).
☐ Indicate how you documented individual child performance/progress during each lesson (include captioned photographs of children participating in activities, observation records/anecdotes you made to assess child participation in activities, child work samples, and/or checklists for at least half of the lessons to illustrate and document child learning).
☐ Include a reflection/self-evaluation of each lesson, written after implementation. See suggested format in Appendix.
☐ Include photographs of classroom materials, centers, book areas, bulletin boards, etc. that you believe support literacy and math development in young children. Write a brief explanation for each photo. Make suggestions for additions/improvements to the environment to better support literacy and math development.
☐ Include an overall reflection/self-evaluation, including but not limited to:
  - What you learned about enriching a TS GOLD Study/Project to differentiate for all learners and enhance cultural responsiveness.
| **** See Appendix. | • What you determined as your strengths and areas for growth.  
<p>| | • What you would do the same or differently the next time you implement a TS GOLD Study/Project. Explain why you made these determinations. |</p>
<table>
<thead>
<tr>
<th>Curriculum Planning for Differentiated Instruction PBA (instead of Curriculum PBA for practicing ECSE in preschool) (check boxes as you complete item)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submit all documentation to LiveText in one file.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiences:</th>
<th>Portfolio Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative curriculum planning for differentiated instruction within the general education classroom</strong></td>
<td>□ Describe the curriculum used in this classroom.</td>
</tr>
<tr>
<td>□ Participate actively in co-planning for one curriculum unit in one of your assigned classrooms (the classroom attended by your two target children).</td>
<td>□ Describe how you modeled the use of assessment data to inform the teacher’s curriculum planning (one-page typed summary with supporting documentation—any mediators/tools/visuals you provide teacher).</td>
</tr>
<tr>
<td><strong>Push-in services</strong></td>
<td>□ For one curriculum unit (or TS GOLD Study/Project week), describe how you were involved in planning.</td>
</tr>
<tr>
<td>□ Engage in teaching small groups of students or providing individualized help to students within the general education classroom</td>
<td>• How you support the teacher in curriculum planning for differentiated instruction implementing her selected (or prescribed) curriculum unit</td>
</tr>
<tr>
<td><strong>Pull-out services</strong></td>
<td>• Suggestions you made to classroom staff to support your two target children during this curriculum unit (adapting curriculum materials, teaching techniques)</td>
</tr>
<tr>
<td>□ As needed, provide individualized support to small groups of children outside of general education classroom or one-on-one intervention</td>
<td>• How you assist the classroom teacher to embed IEP goals into curriculum planning</td>
</tr>
<tr>
<td>□ If possible, videotape yourself conducting a pull-out group. Review video with your site supervisor and/or UPF using the Microteaching Analysis and Reflection Rubric****</td>
<td>□ Include the teacher’s weekly planning form for this curriculum unit and indicate the adaptations/modifications you suggested.</td>
</tr>
</tbody>
</table>

**** See Appendix. |

- □ Describe your involvement with the school-wide RtI team at your school |
- □ Describe your role in communicating and coordinating with parents, social workers, speech and language therapists, occupational and physical therapists, school psychologists, school administrators, and other teachers |
- □ Critically assess the status of inclusive practices at this site: use SpeciaLink Child Care Inclusion Practices Profile to guide your analysis. Describe some recommendation you have to move towards more appropriate practice with respect to inclusion at your school. |
### Rubric for Assessing Curriculum PBA

<table>
<thead>
<tr>
<th></th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Includes indicators under Proficient, plus the following)</td>
</tr>
</tbody>
</table>
| **1. Plan and implement developmentally and individually appropriate curriculum unit based upon the context of children, family, culture, classroom, and community** | ▪ Develops lesson plans that contain goals, objectives that specify learner outcomes, experiences, materials, and assessment methods  
▪ May not sufficiently respond to child, family, cultural, and language differences  
▪ Curriculum unit is not developmentally and individually appropriate  
▪ Curriculum unit does not sufficiently address a wide range of content and developmental areas  
▪ Curriculum design may not adequately address Colorado Academic Standards and/or district standards | ▪ Develops, implements and evaluates integrated units of study that address the individual needs, interests, learning styles, and cultural/linguistic diversity of a total class  
▪ Plans and implements developmentally and individually appropriate curriculum unit that includes literacy and language, math, science (includes health and safety), art/music/movement, social-emotional, and motor.  
▪ Implements effective instructional practices to meet Colorado Academic Standards and/or district standards | ▪ Develops, implements, and critically evaluates comprehensive curriculum units that result in highly diverse students demonstrating success and improved achievement  
▪ Planning and implementation of curriculum unit shows particular insight and creativity |
| **2. Use assessment information to support instructional planning** | ▪ Instructional planning and teaching are not adequately informed by use of assessment data | ▪ Able to interpret and use formal and informal assessment data to guide instructional planning and teaching based on the needs of individual students | ▪ Analyzes students assessment data from a variety of assessment sources and uses results to adapt the curriculum to facilitate maximum student growth |
| **3. Make appropriate adaptations and modifications for individual children in the classroom, including children with IEP or IFSP** | ▪ Needs improvement to sufficiently address individual learning needs  
▪ Limited differentiation made to accommodate individual learners | ▪ Utilizes appropriate differentiation of instructional strategies and environment/materials to address individual student needs and interests  
▪ Accommodations and modifications in instruction and environment are congruent with learning objectives | ▪ Provides effective and individualized instruction for all learners in creative ways  
▪ Purposefully develops and consistently utilizes a wide range of appropriate strategies to address the individual needs of each student within the classroom  
▪ Provides evidence-based rationale for differentiation to improve student learning |
| **4. Assess and document child progress** | ▪ Insufficiently collects data on individual children to assess and document child progress  
▪ Assessment is not aligned with learning objectives and/or instruction | ▪ Uses ongoing and unit pre-post assessment methods to monitor progress in student learning  
▪ Assessment is fully aligned with learning objectives and instruction | ▪ Develops innovative methods to assess, document, and summarize child progress  
▪ Visual and narrative summaries demonstrate the extent of student progress |
Intervention PBA

Developers
Suzanne Adams, Ph.D. and Erin Barton, Ph.D., former faculty University of Colorado Denver

Description
This Intervention PBA will be introduced in ECE 6200: *Early Intervention Strategies*, and may be applied in 2- and 3-credit infant/toddler and preschool practica during which students will engage in essential experiences related to planning and implementing intervention strategies:

1. Access and summarize background information in relation to child’s development which includes family’s identified priorities and concerns
2. Design and implement intervention plan that is directly linked to the child’s assessment results and addresses the child’s interests, strengths, and next developmental steps with embedded, individualized learning opportunities using evidence-based practices
3. Collect, summarize, and interpret data to inform and evaluate plan; adapt intervention practices as necessary
4. Reflect on intervention process and collaboration with colleagues and family

Proficiency on this PBA will be determined by observed practice during practicum and review of required portfolio documentation.

Access the PTR-YC Behavior Rating Scale (Form 4) from ECED 5070 textbook:
Requirements listed below are for 2- and 3-credit practica in which this PBA is completed.

**Intervention PBA**

(check boxes as you complete each item)
Submit all documentation to LiveText in one file.

<table>
<thead>
<tr>
<th>Experiences:</th>
<th>Portfolio Documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention with a child with a disability. Direct service and collaboration with the teaching team.</td>
<td>□ Include IFSP or IEP Summary Form.*</td>
</tr>
<tr>
<td>□ Observe and collect information on the child from the ECE/ECSE lead teacher</td>
<td>□ Include intervention plan.* Describe the evidence for your selection of intervention strategies (include references).</td>
</tr>
<tr>
<td>□ Collect information on IFSP, IEP, medical history, and possible effects of medication (if applicable)</td>
<td>□ Include baseline data (minimum of 3-5 days) and implementation data (minimum of 6-10 days) on the completed PTY-YC Behavior Rating Scale (Form 4)</td>
</tr>
<tr>
<td>□ Collect information on the particular type of disability (if applicable)</td>
<td>□ Analyze and interpret data in a narrative that evaluates the effectiveness of your plan.</td>
</tr>
<tr>
<td>□ Assess child’s strengths, interests, and next developmental steps and summarize family’s identified priorities and concerns</td>
<td>□ Describe any revisions, adaptations, and modifications to the plan based on the data collected.</td>
</tr>
<tr>
<td>□ Based on an outcome on the IFSP or one goal on the IEP, design an intervention plan* for a short-term objective related to the IFSP outcome or IEP goal. Collaborate with the ECE teacher, ECSE team and the family. Use evidence-based intervention strategies.</td>
<td>□ Include reflections on your collaboration with the ECE teacher, the ECSE team, and the family.</td>
</tr>
<tr>
<td>□ Describe why the particular strategies were chosen based on the intellectual, emotional, social level, motor, adaptive and academic strengths and needs of the child</td>
<td>□ Describe the evidence for your selection of intervention strategies (cite references in the text of your documentation and include a corresponding Reference list).</td>
</tr>
<tr>
<td>□ Implement the intervention plan in collaboration with the ECE teacher/home visitor and family. (For practicing ECSEs, support classroom teacher in implementing.)</td>
<td>□ For the infant/toddler practicum, describe how interventions were provided in natural environments.</td>
</tr>
<tr>
<td>□ Collect baseline and intervention data on child progress using the PTY-YC Behavior Rating Scale (Form 4). Support ECE teacher or family in collecting data as appropriate.</td>
<td>□ Include a reflection/self-evaluation, including but not limited to:</td>
</tr>
<tr>
<td>□ If possible, for IT practicum, videotape yourself engaged in interaction with child during home visit or classroom activity. Review and critique with site supervisor.</td>
<td>• What you learned about planning and implementing an intervention plan (or supporting classroom staff in implementing)</td>
</tr>
<tr>
<td>□ Analyze the process based on recommended practices</td>
<td>• What you learned about data collection and analysis</td>
</tr>
<tr>
<td>□ Reflect on your collaboration with the ECE general teacher, the ECSE team, and the family with references to research/writings on collaboration and teaming</td>
<td>• What you would recommend as changes/improvements to the way intervention plans are conducted at this practicum site based on DEC Recommended Practices</td>
</tr>
<tr>
<td>*See format of forms to use in the Appendix</td>
<td>• For IT practicum, what you learned from viewing and critiquing video segment</td>
</tr>
</tbody>
</table>
### Rubric for Assessing Intervention PBA

<table>
<thead>
<tr>
<th></th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4)</th>
</tr>
</thead>
</table>
| **1. Access and summarize background information in relation to child’s development which includes family’s identified priorities and concerns** | ▪ Description of child’s background information includes a general summary but understanding of family’s concerns and priorities is not sufficiently evident | ▪ Accesses background information about child and family to plan intervention strategies that affirm and respect family, cultural, and linguistic diversity  
▪ Accesses information from child’s medical, health, birth, and educational history, and researches any relevant disability  
▪ Ascertains family’s concerns and priorities  
▪ Consistently applies knowledge of cultural and linguistic diversity and the significance of socio-cultural contexts for learning and development |  |
| **2. Design and implement intervention plan addressing child’s interests, strengths, and next developmental steps** | ▪ Intervention plan does not fully integrate child’s interests, strengths, and next developmental steps  
▪ Intervention plan does not adequately address specific IFSP outcome or IEP goal  
▪ Intervention planning may lack sufficient collaboration with colleagues and family members | ▪ Selects, adapts, and uses intervention strategies individualized for child’s learning needs  
▪ Uses assessment data and incorporates child’s interests, strengths, and next developmental steps into intervention plan  
▪ Intervention plan addresses specific IFSP outcome or IEP goal  
▪ Plans in collaboration with colleagues and family  
▪ Intervention strategies are articulated in a manner that draws from a variety of data sources and represent logical interactions among those data  
▪ Takes leadership role developing and explaining intervention plans |  |
| **3. Collect, summarize and interpret data to inform and evaluate plan** | ▪ Data tracking system lacks adequate information to establish baseline and monitor child progress | ▪ Implement intervention plan in collaboration with the teacher/early interventionist and family  
▪ Develops and completes data tracking system to establish baseline data and monitor child progress and effectiveness of plan  
▪ Makes revisions to intervention plan based upon data collected | ▪ Intervention plan and data tracking system are effective  
▪ Accurate and critically reflective analysis and interpretation of data |  |
| **4. Reflect on intervention process and collaboration with colleagues and family** | ▪ Reflections are primarily grounded in personal conviction with few references to professional literature | ▪ Summarizes and reflects on intervention process and collaboration with colleagues and family based on recommended practices (references to professional literature) | ▪ Critically evaluates own effectiveness in order to guide and improve intervention plans  
▪ Reflections are grounded in personal conviction and theory/research |
Primary Special Educator PBA

Developers
Suzanne Adams, Ph.D. former faculty University of Colorado Denver

Description:
Components of this PBA will be introduced in will be introduced in multiple ECE courses and applied in the 2- or 3-credit primary practicum during which students will engage in essential experiences related to the roles and responsibilities of a special educator at the K-2 level:

1. Describe and critically assess RtI process and special education services at practicum site
2. Use assessment information to inform and evaluate instructional strategies and interventions
3. Plan and implement instruction to address district and/or state standards in literacy and math and objectives/procedures of curriculum guides utilized by school
4. Make appropriate adaptations and modifications for individual students
5. Reflection on and evaluation of primary practicum performance

Proficiency on this PBA will be determined by observed practice during practicum and review of required portfolio documentation by site supervisors and University practicum faculty.
Requirements listed below are for 2- and 3-credit primary practica in which this PBA is completed.

<table>
<thead>
<tr>
<th>Primary Special Educator PBA (check boxes as you complete each item)</th>
<th>Submit all documentation to LiveText in one file.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Portfolio Documentation:</strong></td>
</tr>
<tr>
<td>Experiences:</td>
<td>□ Primary Practicum Descriptive Overview</td>
</tr>
<tr>
<td>Completing experiences for this practicum requires students to gradually assume the role of the special educator to learn/practice responsibilities of that position.</td>
<td>□ Describe 1) the RtI process including progress monitoring and 2) how special education services are delivered at this school. Use a narrative summary and figures as appropriate to describe the RtI process and service delivery model for children with special needs.</td>
</tr>
<tr>
<td>□ Interview a special education teacher to familiarize yourself with the Response to Intervention process and inclusion practices at your practicum site school.</td>
<td>□ Define the role of the special educator in each process. How does this compare to the role of the ECSE at the preschool level?</td>
</tr>
<tr>
<td>□ With input from your site supervisor, select a general education classroom (at least one of your two target children needs to be assigned to this classroom). Spend at least 8 hours observing to familiarize yourself with grade-level expectations (especially as they relate to literacy, mathematics, and classroom behavior).</td>
<td>□ Critically assess current status of inclusive practices***. To what degree are students with disabilities educated alongside their general education peers? To what degree does the special educator participate in cooperative planning/co-teaching with the general education teacher?</td>
</tr>
<tr>
<td>□ Review the assessments used at your practicum site school. This must include formal assessments (DIBELS, DRA, TERA, TEWL, Quick Phonics Screener) and informal assessments (teacher-made checklists, running records, math inventories) used for progress monitoring.</td>
<td>□ Include IEP summaries for your two target children.</td>
</tr>
<tr>
<td>□ Select two “target students” from the special educator’s caseload. Complete a thorough review of their educational records. Review their IEPs and summarize each with an IEP summary form.*</td>
<td>□ Describe the formal and informal assessments used at your practicum site school. Include examples of the assessments that you used (running records, reading inventories, analysis of writing samples, etc.) and a one-page summary on how you used each assessment to inform content of your lessons (objectives) and instructional strategies/interventions.</td>
</tr>
<tr>
<td>□ Conduct at least one informal and one formal assessment of your two target students under the supervision of the special educator.</td>
<td>□ List and summarize the curriculum guides/resources used by the special educator at your practicum site school and how you used them to plan your instruction/interventions.</td>
</tr>
<tr>
<td>□ Plan and conduct lessons/interventions with individual students or small groups using a gradual release of responsibility model:</td>
<td>□ Include at least four lesson plans (two for literacy and two for mathematics) designed for your two target children.</td>
</tr>
<tr>
<td>▪ Observe special educator conducting lessons/interventions with individuals and groups of students (that include your target students)</td>
<td>□ Indicate how you documented individual child progress during each lesson (include captioned photographs of children (no faces or faces blocked out) participating in activities, observation records/anecdotes you made to assess child participation in activities, child work samples, and/or checklists for each lesson to illustrate and document child learning).</td>
</tr>
<tr>
<td>▪ Co-teach using lesson plans you developed collaboratively with the special educator</td>
<td></td>
</tr>
</tbody>
</table>
- Write formal lesson plans** for at least two literacy and two math lessons.
- Participate in cooperative planning for accommodation/adaptation to be implemented by a general education teacher.
- Observe an IEP staffing. Make notes about the participants, the roles they assumed in the meeting, and their level of participation.
- If possible, conduct a short interview with the family after the IEP meeting regarding their assessment of the evaluation and IEP meeting.
- If you are unable to conduct an interview with a family following an IEP meeting, create some interview questions you would ask if you had an opportunity.

*See Appendix.

**Use the preschool/primary lesson planning form in the Appendix.

***Refer to School Readiness for RtI assessment tool posted to ECE Practicum Information supplemental shell.

- Include an overall reflection/self-evaluation about your primary practicum performance related to assessment/planning/teaching.
  - What were areas of strength for you? Why?
  - What are areas needing further development? Why?
  - How will you apply what you learned in this practicum to your future work?
- Summarize the IEP meeting. What topics were discussed? Overall, did the meeting focus on the student’s strengths or weaknesses? To what degree was the parent able to participate and voice opinions? How would you characterize the overall tone of the meeting?
  - Analyze the staffing/meeting process and procedures you observed based on DEC Recommended Practices and IDEA laws.
- Include family interview questions (and their responses if you conducted the interview).
## Rubric for Assessing Primary Special Educator PBA

<table>
<thead>
<tr>
<th>Rubric Area</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and critically assess RtI process and special education services at practicum site</td>
<td>▪ Description and evaluation of RtI practices lacks detail or critical reflection</td>
<td>▪ Effectively describes RtI practices and special education services and the role of the special educator in each process</td>
<td>▪ Provides justification for critique of RtI process and special education services with reference to evidence-based practices and special education law</td>
</tr>
<tr>
<td></td>
<td>▪ Summarizes but does not adequately critique IEP meeting observed</td>
<td>▪ Proficiently critiques the current status of special education services and inclusive practices in the school</td>
<td>▪ Articulates strengths, limitations in practices, and need for further development and presents strategies for improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Effectively summarizes and critiques IEP meeting process and procedure</td>
<td></td>
</tr>
<tr>
<td>2. Use assessment information to inform and evaluate instructional strategies and interventions</td>
<td>▪ Needs assistance to analyze and use assessment data to plan instructional strategies and interventions</td>
<td>▪ Able to interpret and use formal and informal assessment data to guide instructional strategies and interventions based on the needs of individual students</td>
<td>▪ Analyzes students assessment data from a variety of assessment sources and uses results to plan and adapt instructional strategies and interventions to facilitate maximum student growth</td>
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<tr>
<td></td>
<td></td>
<td>▪ Uses progress monitoring data to determine rate of students’ progress, effectiveness of instruction, and next steps</td>
<td>▪ Develops innovative methods to assess, document, and summarize student progress</td>
</tr>
<tr>
<td>3. Plan and implement instruction to address district and/or state standards in literacy and math objectives/procedures of curriculum guides utilized by school</td>
<td>▪ Literacy and/or math planning and instruction does not follow prescribed curriculum guides or adequately address district and/or state standards in literacy and math</td>
<td>▪ Utilizes prescribed curriculum guide lessons and supplemental learning opportunities to develop student proficiency related to reading comprehension, word recognition, phonemic awareness, phonics, vocabulary, fluency, and writing skills</td>
<td>▪ Critically reflects and evaluates own effectiveness in order to guide subsequent language and literacy planning and instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Utilizes prescribed curriculum guide lessons and supplemental learning opportunities to develop student proficiency related to: number systems and counting; computation; patterns; geometry; data analysis and graphing; and measurement</td>
<td>▪ Selection of literacy materials and activities is guided by an evidence-based rationale</td>
</tr>
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<td></td>
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<td>▪ Methods are authentic and engaging for students</td>
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<td>▪ Consistently utilizes Colorado Academic Standards as guidelines for improvement of instruction</td>
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<tr>
<td>4. Make appropriate adaptations and modifications for individual students</td>
<td>Instruction designed to meet Colorado Academic Standards</td>
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</tr>
<tr>
<td>▪ Needs improvement to sufficiently address individual learning needs</td>
<td>▪ Uses instructional strategies and materials to address individual needs of students (in general education classroom and with individuals and/or small groups in resource room)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Plans differentiated adaptations and modifications to meet needs of diverse students</td>
<td>▪ Provides effective and individualized instruction for all learners in creative ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Provides effective and individualized instruction for all learners in creative ways</td>
<td>▪ Purposefully develops and consistently utilizes a wide range of appropriate instructional strategies and interventions to address the individual needs of each student within various educational settings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Reflection on and evaluation of primary practicum performance</th>
<th>Identifies successful and unsuccessful teaching activities or assessments and superficially explores reasons for their success of lack thereof (no reference to evidence-based practices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies successful and unsuccessful teaching activities and assessments and provides plausible reasons based on evidence-based practices for their success of lack thereof</td>
<td>Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning</td>
</tr>
<tr>
<td>Reflects on own performance as a special education teacher focusing on the impact of the experiences on student learning.</td>
<td>Current research findings/evidence-based practices are incorporated as supportive documentation for successes and suggested modifications to improve student learning</td>
</tr>
</tbody>
</table>
Professional Practice

Developers
Suzanne Adams, Ph.D. and Donna Wittmer, Ph.D. former faculty University of Colorado Denver

Description
Concepts related to the Professional Practice PBA are introduced in all ECE courses to support and guide learning as an Early Childhood Accomplished Teacher candidate and ECSE Specialist candidate in the area of professional and ethical practice.

Awareness and commitment to the profession’s code of ethical conduct will be rated by Practicum Faculty in consultation with Practicum Site Supervisor, after observing student in practice interacting with children, families, and colleagues in each of the 2- or 3-credit infant/toddler, preschool, and primary practica.

Requirements for Professional Practice PBA are fulfilled by your site supervisor completing the “professional conduct” section of the Observation of ECSE Practicum Student Practice form. You do not need to submit further documentation for this PBA.
Professional Practice PBA

Awareness and Commitment to Profession’s Code of Ethical Conduct
Site supervisors will use adherence to the following performance indicators to rate the observed practice of ECSE student while interacting with children, families, and colleagues during practicum:

a) practices within the CEC Code of Ethics and other standards of the profession (CEC 9; NAEYC 5)
b) upholds high standards of competence and integrity and exercise sound judgment in practice of the profession (CEC 9; NAEYC 5)
c) acts ethically in advocating for appropriate services (CEC 9; NAEYC 5)
d) conducts professional activities in compliance with applicable laws and policies (CEC 9; NAEYC 5)
e) demonstrates commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs (CEC 9; NAEYC 2, 5)
f) demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals (CEC 9; NAEYC 5)
g) assists families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance (NAEYC 2)
h) practices within one’s skill limit and obtain assistance as needed (CEC 9; NAEYC 5)
i) uses verbal, nonverbal, and written language effectively (CEC 9)
j) recognizes signs of child abuse and neglect in young children and follows reporting procedure (CEC 9)
k) respects family choices and goals (CEC 9, 10)
l) applies models of team process in early childhood (CEC 9, 10)
m) engages in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues (CEC 9; NAEYC 5)
n) maintains confidential communication about individuals (CEC 9; NAEYC 5)

Portfolio documentation for this PBA consists of the *Observation of Practicum Student Practice* form completed by your site supervisor.
Rubric for Assessing Professional Practice PBA

<table>
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<tr>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4)</th>
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| Demonstrate an awareness and commitment to the profession’s code of ethical conduct | - Uses vocabulary related to professional and ethical practice and collaboration  
- Works collaboratively with specialists and related service personnel | - Applies research and knowledge of early childhood profession to guide professional practice  
- Practices within the CEC Code of Ethics, NAEYC Code of Ethical Conduct, and other standards of the profession  
- Conducts professional activities in compliance with applicable laws and policies | - Takes leadership role in professional organizations  
- Provides leadership for best practice and equity through professional practice in urban and diverse communities |
1-Credit Infant/Toddler Practicum
Classroom Based

Note: the following also qualifies as hours to supplement contact and indirect hours for 2- and 3-credit infant/toddler practicum when student needs additional hours.

Assessment PBA:
- experience 1 required—observe a Child Find evaluation for child 0-3
- experience 2 strongly suggested—observe an IFSP staffing if you can arrange it

Compare and contrast paper:
- Find an Early Head Start* center or other type of inclusive program serving toddlers with disabilities and a “typical” child care center/toddler program in your community.
- Observe in toddler classrooms in each of these centers and interview the teachers to determine:
  - Type of curriculum/program model used
  - Services provided for toddlers with special needs (if any)
  - Screening and assessment procedures
  - Referral procedures for toddlers about whom they have concerns in terms of development and progress
  - Parent involvement and specifically how the center supports families through screening/evaluation/referral process
- Reflect, compare, and contrast the inclusive center’s toddler program with the “typical” community toddler classroom. Identify strengths and areas for improvement. Compare the programs to recommended practices (NAEYC, DEC).
  - If you were an ECSE consultant working in each classroom, how would you explicitly communicate identified strengths to the classroom teacher and reinforce their continued implementation?
  - Reflect upon and make suggestions about ways in which each toddler teacher could differentiate curriculum/routines/activities to better meet the needs of toddlers in her classroom, especially children with special needs. Write as if you were the ECSE consultant making suggestions to a toddler teacher with whom you are working. (You will not actually share this information with this either site.)
- Required deliverable is a paper covering the above (minimum 4-5 page single-spaced), with in-text citations and reference list.

Internet investigation paper:
Investigate services in Colorado designed to support the development of infants and toddlers and the needs of the family to assist in their child’s development

Complete a 3-4 page paper describing the following resources. Within this paper, cite 4-5 resources that you used to gather your information and include a reference list. Structure this paper in any way you choose that conveys the information you learned. Feel free to include essay portions, bullets, tables, etc.

1. Services for Infants, Toddlers and their Families through Early Intervention Colorado: EI Colorado contracts with 20 Community Centered Boards to provide early intervention services and service coordination.
2. PEAK Parent Center is Colorado's Parent Training and Information Center (PTI). PEAK is a statewide organization for and by parents of children with disabilities reaching out to assist families and professionals.

1-Credit Infant Toddler Practicum
Non-Classroom Based

Required experiences for this practicum:
1. Documentation of VIRTUAL OBSERVATIONS related to Early Intervention/Home Visits
2. Documentation of VIRTUAL OBSERVATIONS related to Evaluation and IFSP Development described in detail below.
3.COMPARE AND CONTRAST PAPER described in detail below.

Ideal supplementary experiences (practicum student must make the appropriate contacts and arrange these experiences independently).
1. Observe a Child Find evaluation for child 0-3
2. Observe an IFSP staffing.

VIRTUAL OBSERVATIONS- TWO EXPERIENCES

Early Intervention—Home Visits
Watch: http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html
1. A Home Visit with Esaia’s Family
2. Dream Big—A FIT Family Story
Watch at least two of these videos related to early intervention home visits: http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids

Written Documentation (2-3 single-spaced pages):
Critique these home visits based on the following DEC Recommended Practices:
A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.
A7. Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community.
E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.
E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.
E4. Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences.
F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.
F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.
F3. Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.
F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.
F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.
F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.

INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.
INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.

Evaluation and IFSP Development

Watch: Lily’s Assessment and IFSP Development
https://sites.google.com/a/vcu.edu/early-intervention-video-library/ifsp-development
(Scroll down on the webpage to find this particular video.)

Read: Lily’s Assessment and IFSP Development Video Reflection Guide (link on website above)

Written Documentation:
Select two questions under each section of the video guide to answer (1-2 paragraphs each answer):
1. Lily’s Assessment
2. Summarizing Lily’s Eligibility
3. Reporting Assessment Findings
4. Developing Outcomes and Goals for Lily’s IFSP
5. Determination of Early Intervention Services

COMPARE AND CONTRAST PAPER

- Find an Early Head Start* center or other type of inclusive program serving toddlers with disabilities and a “typical” child care center/toddler program in your community.
- Observe in toddler classrooms in each of these centers and interview the teachers to determine:
  - Type of curriculum/program model used
  - Services provided for toddlers with special needs (if any)
  - Screening and assessment procedures
  - Referral procedures for toddlers about whom they have concerns in terms of development and progress
  - Parent involvement and specifically how the center supports families through screening/evaluation/referral process
- Reflect, compare, and contrast the inclusive center’s toddler program with the “typical” community toddler classroom. Identify strengths and areas for improvement. Compare the programs to recommended practices (NAEYC, DEC).
If you were an ECSE consultant working in each classroom, how would you explicitly communicate identified strengths to the classroom teacher and reinforce their continued implementation?

Reflect upon and make suggestions about ways in which each toddler teacher could differentiate curriculum/routines/activities to better meet the needs of toddlers in her classroom, especially children with special needs. Write as if you were the ECSE consultant making suggestions to a toddler teacher with whom you are working. (You will not actually share this information with this either site.)

- Required deliverable is a paper covering the above (minimum 2-3 single-spaced pages), with in-text citations and reference list.
1-Credit Preschool Practicum
Classroom Based

Note: the following also qualifies as hours to supplement contact and indirect hours for 2- and 3-credit preschool practicum when student needs additional hours.

Assessment PBA:
☑ experience 1 required—observe a Child Find evaluation for child 3-5
☑ experience 2 strongly suggested—observe an IEP staffing if you can arrange it

Compare and contrast paper:
☑ Find a school district program or Head Start center serving preschool children with disabilities and a “typical” childcare center/preschool program in your community.
☑ Observe in preschool classrooms in each of these centers and interview the teachers to determine:
   ☐ Type of curriculum/program model used
   ☐ Services provided for children with special needs (if any)
   ☐ Screening and assessment procedures
   ☐ Referral procedures for children about whom they have concerns in terms of development and progress
   ☐ Parent involvement and specifically how the center supports families through screening/evaluation/referral process
☑ Reflect, compare, and contrast the school district or Head Start center’s preschool program with the “typical” community preschool classroom. Identify strengths and areas for improvement. Compare the programs to recommended practices (NAEYC, DEC).
   ☐ If you were an ECSE consultant working in each classroom, how would you explicitly communicate identified strengths to the classroom teacher and reinforce their continued implementation?
   ☐ Reflect upon and make suggestions about ways in which each preschool teacher could differentiate curriculum/routines/activities to better meet the needs of children in her classroom, especially children with special needs. Write as if you were the ECSE consultant making suggestions to a preschool teacher with whom you are working. (You will not actually share this information with this either site.)
☑ Required deliverable is a paper covering the above (minimum 4-5 page single-spaced), with in-text citations and a reference list.

Internet investigation paper:
Investigate Preschool Special Education Resources on the Colorado Department of Education website http://www.cde.state.co.us/early/PreSpecialEDResources. Complete a 3-4 page paper describing:
1) two or three of these resources, and
2) your plans for using the information in your future practice with young children, teachers, or families.

1-Credit Preschool Practicum
Non-Classroom Based

Required experiences for this practicum: Written documentation of VIRTUAL OBSERVATIONS related to:
1. Screening and evaluation and Written Documentation
2. IEP meeting and Written Documentation
3. MTSS/RTI/PBIS Preschool and Written Documentation

VIRTUAL OBSERVATIONS

Screening and Evaluation

Watch: Early Childhood Screening  https://www.youtube.com/watch?v=cgzG8X3qpfc
ECAT/Child Find  https://www.youtube.com/watch?v=LwxUzBxb8LY

Written Documentation (2-3 single-spaced pages):
Try to imagine yourself as a parent experiencing screening/evaluation for the first time. Now imagine yourself as a member of these screening/evaluation teams. Analyze and critique these videos from the perspective of families and professionals. Include answers to the following questions:

- Were the professionals responsive to family concern and priorities?
- Were family members consulted regarding their child’s strengths, needs, preferences, and interests?
- Were family members asked how they wish to participate in the screening/evaluation process (e.g. asking them to play with their child, trying a new skill with their child while being coached by a screener/evaluator, etc.)
- Did professionals use a variety of screening methods that were appropriate to the child’s age and developmental level?
- Did professionals share screening/evaluation results in a family-friendly way?
- What were the most effective strategies used by the professionals on these teams?
- What suggestions would you make for improvements to the screening and evaluation processes you observed in these videos?

IEP Meeting

Watch: The IEP Team Process: Chapter 5 - The IEP Meeting  https://www.youtube.com/watch?v=ok0irMNfKmY

Written Documentation (2-3 single-spaced pages):
Critique this IEP Meeting based on the following DEC Recommended Practices:

A2. Practitioners work as a team with the family and other professionals to gather assessment information.
A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests.
A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.
A11. Practitioners report assessment results so that they are understandable and useful to families.
F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed decisions.
choices and decisions.
F3. Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.
F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.
F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.
TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.

MTSS/RTI/PBIS Preschool

Watch: Implementing Response to Intervention—Prairie Children Preschool
http://www.rtinetwork.org/professional/videos/virtualvisits

Written Documentation: (2-3 single-spaced pages)
Compare the RtI procedures utilized in this video with the following Essential Components of Pre-K Response to Intervention:

- Collaborative problem-solving
- High quality classroom instruction
- Tiered instruction and intervention
- Ongoing student assessment/progress monitoring
- Family engagement and involvement
1-Credit Primary Practicum
Classroom Based

Required experience:
1) Interview of Special Educator
2) Analysis and reflection paper
3) Select two topics for investigation and complete a 4-5 page paper on each topic.

Ideal: Arrange to spend several days shadowing a special educator in an elementary school.
Required: Interview special educator (document responses as close to verbatim as possible) and complete analysis and reflection indicated below.

For summer primary practicum, the required experiences can be supplemented with participating in an ESY program. This can be contact time with students at the K-3 level (observation and interaction with students under the direction of an ESY teacher), or you may also elect to add portions of the Primary Special Educator PBA (assessment and lesson plans) if you have the necessary cooperation of the ESY teaching staff.

1) Interview of Special Educator

Develop and complete a comprehensive interview with a special educator in a K-2 role. It would be appropriate to develop questions about the role of the special educator based on DEC Recommended Practices. Consider the role as it relates to assessment, direct services, family services, and service delivery. Following are questions that must be included in the interview. Supplement them with your own questions about the role of the special educator as described above.

Description of school: grade levels (PreK-6, K-5), student demographics, programs (Title I, ELL, etc.), traditional calendar/year round, other information pertinent to your selected school.

Short bio of person interviewing:

How many special educators are at your school?

Do your special educators focus on a particular grade level (e.g., K-2 or 3-6)?

What percentage of your time do you spend in the following settings/roles?

_____ Self-contained classroom teaching only students with special needs
_____ Resource room working with students with special educational needs (pull-out groups)
_____ General education classrooms working with small groups or providing individualized help to students within the classroom (push-in services)
_____ Assisting general education teachers to adapt curriculum materials and teaching techniques to meet the needs of students with disabilities
_____ Co-teacher with general education teacher in inclusive classroom
_____ Communicating and coordinating with parents, social workers, speech and language therapists, occupational and physical therapists, school psychologists, school administrators, and other teachers
_____ Planning for and facilitation of IEP meetings

What do you see as your most important role/responsibility?

What is the most challenging aspect of your job?
What is the most rewarding aspect of your job?

Describe the RtI process in your school and your role in that process. If needed, follow-up with questions related to:
- Screening and assessment of students at-risk of or identified with exceptional learning needs—what assessments are used?
- Intervention at various tiers
- Progress monitoring process—what assessments are used?
- RtI team—what is it called, who are members, how often does it meet?

Describe the PBIS process in your school and your role in that process.
- Who is involved with the design, implementation, and evaluation of PBS plans?
- Is there a separate PBIS team (distinct from RtI team), what is it called, who are members, how often does it meet?

2) Analysis and Reflection Paper

Your analysis and reflection should be 4-5 pages in length should include but not be limited to the following:

Compare the procedures utilized in the school you visited with the suggested procedures for Response to Intervention and Colorado Schoolwide Positive Behavior Intervention Support detailed on the Colorado Department of Education web site. Use the following links:

http://www.cde.state.co.us/rti/
http://www.cde.state.co.us/pbis/

Identify what you believe are the procedures and tools that make RtI and PBIS function effectively in a school. How efficiently and effectively is the RtI and PBIS process serving students in kindergarten through 2nd grade at the school where you conducted your interview?

What do you see as possible barriers to the successful deployment of RtI and PBIS systems?

3) Investigation Paper

The role of the Primary special education teacher in the state of Colorado is a nebulous role. This is not because the children or instructional strategies are different; the difference is in the system in which the educator must interact. The role is made challenging by state and district initiatives, imminent statewide testing, and changing state standards. In an effort to build an understanding of this system, you are asked to complete an independent study of the following concepts. These concepts can be studied with internet searches, exploration of the CDE website, interviews with primary educators and administrators, and book studies.

Explore two of the concepts below in depth, comprehensively, and based on a variety of perspectives. Complete a 4-5 page paper on each of the concepts. Within this paper, cite resources that you used to gather your information and include a reference list (APA style). This paper can be structured in any way you choose that conveys the information you learned. Feel free to include essay portions, bullets, tables, etc.
1. Colorado Department of Education: Discuss the role of CDE in the Colorado education system, what supports are offered to districts and teachers, and how the pieces of assessment, performance framework, standards and curriculum fit together in the Colorado educational system.

2. Colorado District Sample Curriculum: Review the information about the Colorado District Sample Curriculum on the CDE website. Compare this system to the DEC Recommended Practices. In what ways does this system align with best practices and what ways is it not matched well? Write a reflection based on these comparisons.

3. Evaluation of District Curriculum: Look closely at a literacy or mathematics curriculum utilized by a local school district. Evaluate the curriculum for its outcomes with children, ability to be adapted, opportunities for extended learning, and connections to the Common Core standards.

4. Interpretation of Performance Frameworks: Study the District and School Performance Frameworks in the state of Colorado. Discuss the various components, resources that are available and the steps within the process of evaluating school performance.

5. Common Core Standards: Review the new Common Core State Standards in English/ language arts and mathematics for Kindergarten through second graders. Determine the ways in which the Common Core Standards for K-second grade align with what you have learned about developmentally appropriate practice and the ways in which they do not.

6. Teacher Effectiveness Evaluation: Examine the legislation associated with the new Educator Effectiveness and Accountability system. Discuss and review the major components of this legislation. Interview an administrator in a local school district and understand how it is being implemented. Then, discuss the challenges and benefits associated with this new model.

7. Colorado Academic Growth Model/ Statewide Testing Processes: While this does not directly affect children in grades K-2, it is the preparations that they receive in those grades that directly impact performance in 3rd grade statewide testing. Explore the ways in which learning is measured in the state of Colorado at the primary level (K-2). Discuss the impact of both academic proficiency and growth. Reflect on how the Colorado Growth Model aligns with best practices in early childhood.

8. Attend School Board Meeting or District Accountability Meeting: At a local school district, attend a school board meeting or district accountability meeting. Follow the agenda and take notes on what you learned. Write a reflection after attending the meeting. Within this paper, discuss the effectiveness or ineffectiveness of the educational system. What are the procedures that work within the district? What pieces of the system do you recognize as less effective? Write a reflection paper based on your discoveries.

1-Credit Primary Practicum- Non-Classroom Based

Required experiences for this practicum:
1. Documentation of VIRTUAL OBSERVATIONS related to MTSS/RTI/PBIS Elementary
2. Documentation of **VIRTUAL OBSERVATIONS** related to Role of the Special Educator as described in detail below.
3. **INVESTIGATION PAPER** described in detail below.

### VIRTUAL OBSERVATIONS

**MTSS/RTI/PBIS Elementary**

**Watch:** Boulevard Elementary School, Gloversville, New York
- [http://www.rtinetwork.org/professional/videos/virtualvisits](http://www.rtinetwork.org/professional/videos/virtualvisits)
- MTSS Overview [http://www.cde.state.co.us/mtss](http://www.cde.state.co.us/mtss)

**Written Documentation: (2-3 single-spaced pages)**

Compare the RtI procedures utilized in this video with the following essential components of the Colorado Multi-Tiered System of Supports:

- **Team-Driven Shared Leadership**
  - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

- **Data-Based Problem Solving and Decision-Making**
  - A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

- **Family, School, and Community Partnering**
  - The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

- **Layered Continuum of Supports**
  - Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

- **Evidence-Based Practices**
  - Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

### Role of the Special Educator

**Watch:**
- A Day in the Life of a Special Educator
  - [https://www.youtube.com/watch?v=qh1meBo_m1w](https://www.youtube.com/watch?v=qh1meBo_m1w)
- Virtual Tour of an Early Childhood Special Education Classroom
  - [https://www.youtube.com/watch?v=s9H4z_wGugA](https://www.youtube.com/watch?v=s9H4z_wGugA)
- Mrs. Kelley's Special Education Classroom
  - [https://www.youtube.com/watch?v=3heXNBciKrM](https://www.youtube.com/watch?v=3heXNBciKrM)
Written Documentation: (2-3 single-spaced pages)

Analyze the three videos and summarize what you observed related to the depiction of the special education teachers’ responsibilities related to various roles:

Resource Room Teacher
The special education teacher’s primary task is to meet each of the goals established in his students’ IEPs. The teacher who works with special education students in a separate classroom creates lessons geared to meet those objectives. The classroom setting, which is sometimes call a resource room, also provides the teacher the chance to work with his students on life skills and behavior modification techniques.

Team Teacher
In most instances, IEPs seek to place special education students in regular classrooms as much as possible. In general education classroom, the special education teacher may: work with small groups of students who may or may not qualify for special education (push-in services); assist general education teachers to adapt curriculum materials and teaching techniques to meet the needs of students with disabilities; team-teach the entire class with the regular classroom teacher; provide students with special learning needs modified homework that covers the same topics covered in the daily lessons.

Administrative Duties
The special education teacher serves on the IEP team, along with parents, administrators and other teachers, to see that the IEP’s goals are met. Communicating and coordinating with parents and other school personnel (social workers, speech and language therapists, physical and occupational therapist, school psychologists, school administrators, other teachers)

INVESTIGATION PAPER

The role of the Primary special education teacher in the state of Colorado is a nebulous role. This is not because the children or instructional strategies are different; the difference is in the system in which the educator must interact. The role is made challenging by state and district initiatives, imminent statewide testing, and changing state standards. In an effort to build an understanding of this system, you are asked to complete an independent study of the following concepts. These concepts can be studied with internet searches, exploration of the CDE website, interviews with primary educators and administrators, and book studies.

Explore two of the concepts below in depth, comprehensively, and based on a variety of perspectives. Complete a 2-3 single-spaced page paper on each of the concepts. Within this paper, cite resources that you used to gather your information and include a reference list (APA style). This paper can be structured in any way you choose that conveys the information you learned. Feel free to include essay portions, bullets, tables, etc.

1. Colorado Department of Education: Discuss the role of CDE in the Colorado education system, what supports are offered to districts and teachers, and how the pieces of assessment, performance framework, standards and curriculum fit together in the Colorado educational system.

2. Colorado District Sample Curriculum: Review the information about the Colorado District Sample Curriculum on the CDE website. Compare this system to the DEC Recommended Practices. In what
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5. Common Core Standards: Review the new Common Core State Standards in English/ language arts and mathematics for Kindergarten through second graders. Determine the ways in which the Common Core Standards for K-second grade align with what you have learned about developmentally appropriate practice and the ways in which they do not.

6. Teacher Effectiveness Evaluation: Examine the legislation associated with the new Educator Effectiveness and Accountability system. Discuss and review the major components of this legislation. Interview an administrator in a local school district and understand how it is being implemented. Then, discuss the challenges and benefits associated with this new model.

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8. Attend School Board Meeting or District Accountability Meeting: At a local school district, attend a school board meeting or district accountability meeting. Follow the agenda and take notes on what you learned. Write a reflection after attending the meeting. Within this paper, discuss the effectiveness or ineffectiveness of the educational system. What are the procedures that work within the district? What pieces of the system do you recognize as less effective? Write a reflection paper based on your discoveries.
# Appendix

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ECSE Practicum Supervision Agreement
(2- and 3-credit practicum)

The University of Colorado Denver ECE program appreciates your willingness to accept an ECSE practicum student for this term. The following outlines some expectations for supervising and coordinating practicum to ensure a good experience for all concerned.

Site Supervisors
- Orient student to your program/school, including discussion of the following:
  - Program/school philosophy/curriculum models
  - Policies and procedures (RtI, PBIS, IFSP/IEP meetings, discipline, emergencies, etc.)
  - Introductions to teaching staff and special services personnel with whom student will have contact
  - Dress code
  - Visitor badges/ wearing CU Denver student ID / procedures for signing in each day
  - Parking locations/required sticker or tag
  - Travel arrangements for home visits
- Allow the student to shadow you in your work with children and attend IFSP/IEP meetings, parent conferences and team meetings.
- Support student to gradually assume responsibilities of your special educator/early interventionist role (consistent with the ability of the student, the classroom/program schedule, and your program/school policies).
- Support ECSE practicum student in planning and completing Performance-Based Assessments (PBAs).
- Observe ECSE student in practice on a regular basis.
- Meet with student and university supervisor prior to or during the first week of practicum and mid-semester.
- Hold regularly scheduled conferences with practicum student where progress towards meeting practicum requirements is discussed and performance is critically evaluated.
- Initiate immediate communication with the university practicum supervisor in any instance where student performance and/or personal conduct raise any concern for the well-being of children, families, program staff, or the practicum student.

ECSE Practicum Students
- Conduct yourself in adherence to CU Denver Student Code of Conduct, CEC Code of Ethics, other standards of the profession, and site program policies and procedures.
- Demonstrate appropriate work standards in terms of punctuality and attendance according to predetermined regular schedule.
- Accept direction and constructive feedback from site supervisor, cooperating classroom teacher, and special services personnel.
- Adhere to all confidentiality requirements contained in this handbook and in compliance with site.
- Complete all requirements for practicum within the assigned semester including submission of documents to UPF as delineated in Practicum Sequence of Experiences

University Practicum Faculty (UPF)
- Participate and act as university liaison during an initial planning meeting or conference call at the beginning of the practicum semester between the ECSE student, site supervisor, and cooperating classroom teacher to ensure that common expectations have been set and are understood.
- Observe the student in practice once or twice during the semester and provide feedback during a post-observation conference (that may also include the site supervisor). For online practicum students, observations will be completed by the site supervisor, who completes and submits an Observation of Practicum Student Practicum form to the university supervisor.
- Provide feedback regarding practicum experiences and PBA requirements. Contact with student may include group practicum seminars, individual meetings, phone conversations, and email communication.
- Provide contact information to site supervisor and remain available for ongoing communication.
- Collaborate with student and site supervisor in the event challenges arise.
- Review and assess student’s practicum portfolio and determine ratings on each required PBA element; post ratings on PBA rubrics in Live Text. Determine practicum grade based on Practicum Sequence of Experiences/Requirements for Grade. Submit grades to ECSE Practicum Coordinator.
Please sign this agreement and return it to the UCD university practicum supervisor during the initial planning meeting at practicum start.

Name of site supervisor: __________________________
Email address/phone: ____________________________
Signature of site supervisor: _______________________
Date: _________________

Name of practicum student: _______________________
Email address/phone: ____________________________
Signature of student: _____________________________
Date: _________________

Name of university supervisor: ____________________
Email address/phone: ____________________________
Signature of UPF: _______________________________
Date: _________________
**Sample 2-credit Infant Toddler Timeline Submitted by Practicum Student**
(based on home intervention program during short summer semester):

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Essential Experiences</th>
</tr>
</thead>
</table>
| May 26   | **Preparation for completing practicum with home visitation program:**  
|          | • Background check     
|          | • Drug screen          
|          | • Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator) |

| June 2   | **ECSE teacher candidate spends time shadowing/observing the following aspects of the special education continuum of services offered at the practicum site:**  
|          | • Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator)  
|          | • Shadow SLP during home visits  
|          | • Observe team members during the process of formal and informal assessment  
|          | • Observe/participate in a pre-staffing conference |

| June 9   | **ECSE teacher candidate collaborates with special educator and general education classroom teacher to:**  
|          | • Continue shadowing SLP during home visits to insure meet all children on caseload, even if seen bi-weekly or monthly (for consultation only)  
|          | • Collaboratively examine IEPs on the SLP’s case load to understand how goals and interventions are established for children  
|          | • Collaboratively meet with the SLP/site supervisor with whom practicum student will be working to support inclusion for students with special needs  
|          | • Complete Child Find assessment; begin work on Child Find PBA  
|          | • Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator) |

| June 16  | • Continue shadowing SLP during home visits to insure meet all children on caseload, even if seen bi-weekly or monthly (for consultation only)  
|          | • Collaboratively meet with the SLP/site supervisor with whom practicum student will be working to support inclusion for students with special needs  
|          | • Complete Child Find assessment; begin work on Child Find PBA  
|          | • Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator) |

| June 23  | • Continue shadowing SLP during home visits to insure meet all children on caseload, even if seen bi-weekly or monthly (for consultation only)  
|          | • Collaboratively meet with the SLP/site supervisor with whom practicum student will be working to support inclusion for students with special needs  
|          | • Conduct, summarize, and interpret informal and formal assessment under the supervision of the special educator and family  
|          |   ○ Review IFSPs for inclusion in Intervention PBA  
|          |   ○ Plan intervention, including tracking tool (for baseline and intervention)  
|          |   ○ Participate in cooperative planning for accommodation/adaptation to be implemented by the family, based on family’s needs of daily routines and areas of concern and/or challenge  
|          | • Complete Child Find assessment; begin work on Child Find PBA  
<p>|          | • Complete Routines Based Interview with family |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td>ECSE teacher candidate collaborates with SLP in the following:</td>
</tr>
<tr>
<td></td>
<td>• Conduct, summarize, and interpret informal and formal assessment under the supervision of the special educator and family</td>
</tr>
<tr>
<td></td>
<td>o Plan, teach (to family), and implement intervention, including how to document progress (likely a tally sheet)</td>
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<td></td>
<td>• Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator)</td>
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<tr>
<td></td>
<td>• Co-plan and teach with SLP to provide support for children and families with identified and not identified needs (tiers of intervention)</td>
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<tr>
<td></td>
<td>• Observe, and if possible, actively participate in an IFSP meeting (e.g., share assessment data, collaborate on the prioritization of strengths and needs)</td>
</tr>
<tr>
<td>July 7</td>
<td>• Continue shadowing SLP during home visits to insure meet all children on caseload, even if seen bi-weekly or monthly (for consultation only)</td>
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<tr>
<td></td>
<td>• Collaboratively meet with the SLP/site supervisor with whom practicum student will be working to support inclusion for students with special needs</td>
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<tr>
<td></td>
<td>• Continue data collection and support to the family who is also collecting data for the Intervention PBA</td>
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<tr>
<td></td>
<td>• Observe, and if possible, actively participate in an IFSP meeting (e.g., share assessment data, collaborate on the prioritization of strengths and needs)</td>
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<tr>
<td></td>
<td>• Document IFSP information for Assessment PBA (upload to portfolio)</td>
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<td></td>
<td>• Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator)</td>
</tr>
<tr>
<td>July 14</td>
<td>• Continue shadowing SLP during home visits to insure meet all children on caseload, even if seen bi-weekly or monthly (for consultation only)</td>
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<tr>
<td></td>
<td>• Collaboratively meet with the SLP/site supervisor with whom practicum student will be working to support inclusion for students with special needs</td>
</tr>
<tr>
<td></td>
<td>• Continue data collection and support to the family who is also collecting data for the Intervention PBA</td>
</tr>
<tr>
<td></td>
<td>• Attend weekly early intervention team meeting (DI’s, case managers, Child Find staff, SLP, OTs, administrator)</td>
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<tr>
<td>July 21</td>
<td>• Refine and edit portfolio for online submission</td>
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</table>
# Sample 2-credit Preschool Timeline Submitted by Practicum Student

<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
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</table>
| August 29  | Review all IEP’s on caseload – prepare personal notebook  
Follow-up with specialists regarding all children on ECSE caseload  
Schedule service days with specialists  
Attend Open House – August 29  
Initial planning meeting with Sharon and Dr. Adams – Aug 31  
First day of school (Aug 31)  
Attend ECSE Cluster Meeting – September 2  
Receive and familiarize myself on SEAS, PowerSchool, Teacher Central  
Enter all IEP and tuition children into PowerSchool  
Download all IEP’s from SEAS |
| September 5| Create Goal Documentation sheet for each child  
Create modifications & accommodations sheet for each child to share w/ classroom teachers  
Select morning program to complete practicum work (Monday-Thur. 8-11)  
Attend IEP staffing - (Assessment Experience 2)  
Consult with Sharon on possible goal children  
Observe in classrooms, get to know the children, take anecdotal observations and notes |
| September 12| Continue to observe in classrooms. Take anecdotal observations and notes  
Submit timeline to Suzanne  
Identify target children for PBA’s; get parental consent’s signed  
Determine curriculum focus for unit plan (Literacy, Math, Social); collect lesson plan ideas for curriculum and literacy and math PBA’s (Curriculum and Literacy & Math) |
| September 19| Complete all training modules for Teaching Strategies Gold  
Align IEP goals with Gold goals  
Present Pathways interview questions to both target children’s parents (Assessment 3)  
Determine child for intervention and PBIS plan (with Sharon); work with team to identify goals (Intervention & Challenging Behavior)  
Start to collect data on challenging behavior (Challenging Behavior)  
Take photos of classroom for literacy and math PBAs  
Write up documentation of Assessment Experiences 2 (Assessment 2) |
| September 26| Submit draft of intervention plan (in consultation w/ Sharon to Suzanne)  
Continue to collect data on challenging behavior  
Collect functional behavior assessment using PTR Checklists (Challenging Behavior)  
Write lesson plans  
Continue documentation for Assessment PBA (Assessment 3) |
| October 3  | Participate in Child Find Team evaluation (Date TBD) (Assessment 1)  
Determine PBIS plan with team  
Take baseline data for intervention plan (pending approval from Suzanne)  
Submit sample lessons for curriculum unit and Literacy & Math to Suzanne (Curriculum and Literacy and Math) |
| October 10 | Complete two domains on two target children on Gold (Assessment 3)  
Implement curriculum unit, intervention plan, and PBIS plan (Curriculum., Intervention, Challenging Behavior)  
Collect implementation data (intervention and PBIS plans)  
Collect data on curriculum lessons (photos, work samples, etc.)  
Continue documentation for Assessment PBA (Assessment 3) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>October 17</td>
<td>Complete Assessment PBA parts 2 and 3 (Assessment 2 and 3) Complete Curriculum PBA (Curriculum)</td>
</tr>
<tr>
<td>October 24</td>
<td>Participate in conferences- October 25 and 26 (Assessment 3) Complete Literacy and Math PBA (Literacy and Math)</td>
</tr>
<tr>
<td>October 31</td>
<td>Continue work/writing on documentation for all PBAs Complete Intervention PBA (Intervention)</td>
</tr>
<tr>
<td>November 7</td>
<td>Continue work/writing on documentation for all PBAs Complete Challenging Behavior PBA (Challenging Behavior) Complete Assessment PBA part 1 (Assessment)</td>
</tr>
<tr>
<td>November 14</td>
<td>Submit completed portfolio to Sharon</td>
</tr>
<tr>
<td>November 21</td>
<td>Vacation – Thanksgiving Break</td>
</tr>
<tr>
<td>November 28</td>
<td>Submit completed portfolio to Suzanne Submit required documentation to LiveText</td>
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</tbody>
</table>

*Classroom hours completed November 18 – 138 hours*
Observation of ECSE Practicum Student Practice  
(infant/toddler and preschool classroom setting)  
University of Colorado Denver

<table>
<thead>
<tr>
<th>Student:</th>
<th>Semester:</th>
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<tbody>
<tr>
<td>Site Supervisor (rater):</td>
<td>Practicum Site:</td>
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</table>

Rating code: 1 = poorly implemented  2 = minimally implemented  3 = proficiently implemented  
4 = superiorly implemented  N/O = not observed

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comments</th>
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**ENVIRONMENT** (for practicum completed at student’s own worksite/classroom)

- Clearly defines boundaries in activity areas
- Separates noisy areas from quiet activities
- Arranges learning centers to allow for several peers
- Provides a place for personal belongings for each child (coat locker, box, or shelf)
- Arranges traffic patterns to eliminate wide open spaces
- Creates pleasant surroundings—neat storage and attractive (minimal) room decorations placed at child eye level
- Labels materials and shelves to encourage independence
- Provides a variety of materials suited to the age, interest, and abilities of children and which reflect children’s families, culture, and language
- Provides duplicates of favorite materials (especially for toddlers)
- Rotates materials and makes changes to learning centers on a regular basis
- Provides relaxing, comfortable, home-like environment

**CLASSROOM ROUTINES**

- Maintains a consistent and predictable schedule
- Adjusts schedule as needed to respond to children’s needs and special circumstances—provide explanations when changes are made to the schedule
- Minimizes transitions, provides advance notice, and explains what happens next
- Eliminates excessive waiting or sitting for long periods
- Practices rituals for arrival and departure to help children and families cope with separation
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<tbody>
<tr>
<td><strong>ADULT-CHILD INTERACTIONS</strong></td>
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<td></td>
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<tr>
<td>Demonstrates respect for individual differences (culture, language, interests, needs, abilities)</td>
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<tr>
<td>Encourages children to participate in the ongoing process of making decisions, developing rules, and solving problems</td>
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<tr>
<td>Teaches children to express their feelings and needs without aggression (verbal or physical)</td>
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<tr>
<td>Builds a climate of emotional security through frequent positive interactions with children: smiles, warm gazes, physical closeness</td>
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<tr>
<td>Uses positive (non-punitive) guidance techniques</td>
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<tr>
<td>Uses supportive positive language when dealing with behavioral issues or concerns which allow children to learn coping strategies and peaceful conflict resolution</td>
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<tr>
<td>Helps children develop appropriate social behavior with peers; promotes engagement, interaction, communication, and learning for all children, including those with special needs</td>
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<tr>
<td>Makes adaptations and accommodations based on children’s needs (considers individual students’ strengths, interests, functioning level, learning style, personalities, etc.)</td>
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<tr>
<td>Allows children time to be successful independently before providing support (“zone of proximal development”)</td>
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<tr>
<td>Demonstrates knowledge of next developmental steps (and goals for children with IFSP or IEP) as a basis for providing appropriate learning experiences</td>
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<tr>
<td><strong>PROFESSIONAL CONDUCT</strong></td>
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<tr>
<td>Demonstrates appropriate work standards</td>
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<tr>
<td>Accepts direction and constructive criticism</td>
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<td>Takes the initiative to do what needs to be done or to ask what needs to be done</td>
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<tr>
<td>Shows respect and positive regard for all children, parents, and staff</td>
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<tr>
<td>Demonstrates understanding of the practicum site program curriculum and respects the program philosophy</td>
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<tr>
<td>Participates and collaborates as a team member</td>
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<tr>
<td>Establishes positive collaborative relationships with families</td>
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<tr>
<td>Demonstrates ECE Program professional dispositions</td>
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Observation of ECSE Practicum Student Practice (home visitation setting)
University of Colorado Denver

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<thead>
<tr>
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<th>Comments</th>
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</thead>
</table>

**FAMILY/PROFESSIONAL COLLABORATION AND COMMUNICATION**

<table>
<thead>
<tr>
<th>Individualizes interactions based on needs of different family members</th>
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<tbody>
<tr>
<td>Develops family-guided routines (embedding naturalistic instruction into the family’s daily routine) and communicates with parents to inquire about how the routines are working for the child and family</td>
</tr>
<tr>
<td>Provides many opportunities for parents to ask questions regarding decisions concerning their child</td>
</tr>
<tr>
<td>Acknowledges the expertise that family members possess about their child</td>
</tr>
<tr>
<td>Collaborates with families to prioritize the skills targeted for intervention</td>
</tr>
<tr>
<td>Works primarily with parents and caregivers rather than child</td>
</tr>
<tr>
<td>Focuses on support during home visits and ensures that the family receives all the assistance they need to meet their priorities during the rest of the week</td>
</tr>
<tr>
<td>Makes attempts to learn words and phrases in the family’s preferred language</td>
</tr>
<tr>
<td>Provides a variety of materials suited to the age, interest, and abilities of children and which reflect children’s families, culture, and language</td>
</tr>
</tbody>
</table>

**ADULT-CHILD INTERACTIONS**

<table>
<thead>
<tr>
<th>Builds a climate of emotional security through frequent positive interactions with child: smiles, warm gazes, physical closeness</th>
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</thead>
<tbody>
<tr>
<td>Uses positive (non-punitive) guidance techniques</td>
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<tr>
<td>Makes adaptations and accommodations based on child’s needs (considers strengths, interests, functioning level, learning style, personality, etc.)</td>
</tr>
<tr>
<td>Allows child time to be successful independently before providing support (“zone of proximal development”)</td>
</tr>
<tr>
<td>Demonstrates knowledge of next development steps (and goals of child with IFSP) as a basis for providing appropriate learning opportunities</td>
</tr>
<tr>
<td>Rating code: 1 = poorly implemented   2 = minimally implemented   3 = proficiently implemented   4 = superiorly implemented   N/O = not observed</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td><strong>Rating</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>PROFESSIONAL CONDUCT</strong></td>
</tr>
<tr>
<td>Demonstrates appropriate work standards</td>
</tr>
<tr>
<td>Accepts direction and constructive criticism</td>
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<tr>
<td>Takes the initiative to do what needs to be done or to ask what needs to be done</td>
</tr>
<tr>
<td>Shows respect and positive regard for all children, parents, and staff</td>
</tr>
<tr>
<td>Demonstrates understanding of the practicum site program curriculum and respects the program philosophy</td>
</tr>
<tr>
<td>Participates and collaborates as a team member</td>
</tr>
<tr>
<td>Establishes and maintains positive collaborative relationships with families</td>
</tr>
<tr>
<td>Demonstrates ECE Program professional dispositions</td>
</tr>
</tbody>
</table>
Observation of ECSE Practicum Student Practice  
(Primary classroom setting)  
University of Colorado Denver  

Student:  
Semester:  
Site Supervisor (rater):  
Practicum Site:  

Rating code: 1 = poorly implemented  
2 = minimally implemented  
3 = proficiently implemented  
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<table>
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<th>Rating</th>
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</table>

**CLASSROOM/ENVIRONMENTAL MANAGEMENT**
- Material and equipment are ready
- Enforcement of class rules focuses on facilitating positive student behavior vs. identification of negative behavior
- Class rules are consistently reinforced
- Implementation of class routines is smooth and efficient
- Teaches students strategies for managing their behavior during transitions
- Class time is used effectively
- Provides visual and auditory supports for learning
- Students are arranged (grouped) effectively for the instructional intent
- Provides positive feedback that specifies the student’s behavior
- Provides a good model for appearance, speech, behavior, and enthusiasm
- Provides opportunities for student choice

**INSTRUCTIONAL MANAGEMENT**
- Orient students to lesson and maintains their attention
- States objective of lesson and provides meaningful purpose for students
- Instruction is clear and focused
- Provides modeling and guided practice as needed
- Makes adaptations and accommodations based on students’ needs (considers individual students’ strengths, interests, functioning level, learning style, personalities, etc.)
- Demonstrates knowledge of IEP goals as a basis for providing appropriate learning experiences
- Allows children time to be successful independently before providing support (“zone of proximal development”)
- Monitors students’ progress
<table>
<thead>
<tr>
<th>BEHAVIORAL MANAGEMENT</th>
<th>Rating</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Uses responsive, active listening and validates students’ needs and feelings</td>
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<tr>
<td>Demonstrates respect for individual differences (culture, language, interests, needs, abilities)</td>
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<tr>
<td>Uses preventative techniques to minimize off-task behaviors</td>
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<td>Uses positive (non-punitive) guidance techniques</td>
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<tr>
<td>Provides descriptive and specific feedback and encouragement</td>
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<td>Uses supportive positive language when dealing with behavioral issues or concerns which allow students to learn problem-solving strategies</td>
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<td>Helps students develop appropriate social behavior with peers; promotes engagement, interaction, communication, and learning for all students, including those with special needs</td>
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<tr>
<td>Collects observational data of students’ target behavior(s)</td>
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<tr>
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<td>Participates and collaborates as a team member</td>
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***= section required for Professional Practice PBA
Early Childhood Education Program Professional Dispositions

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth and development.

The Early Childhood Program has adopted the following categories of dispositions and behaviors as examples of the highest standards to foster student opportunity, achievement and success in urban and diverse communities.

Teacher Education Professional Dispositions & Behaviors Assessment

**Purpose:** Teacher education is a professional program, with high expectations for how teacher candidates demonstrate professional behaviors and act on dispositions across multiple settings throughout the entirety of their program—in courses, in schools, in the community, in collaboration with peers, staff, faculty, P-12 students & families. We recognize that learning to teach is complex & requires candidates entering the field to consistently demonstrate multiple facets of “professionalism”. This tool identifies professional dispositions & behaviors expected of all teacher candidates and will be assessed in both university coursework and professional year internships across the program, which become part of the program assessments that determine whether a candidate will successfully complete the program & be recommended for state licensing. For candidates, these are also evaluated and become part of the body of evidence that faculty and community partners examine to growth, learning and preparedness.

Please see the Teacher/Leader Dispositions in the Appendix

**Levels of Performance**

- **EXEMPLARY PRACTICE (E):** Demonstration of this disposition/behavior would be considered a model consistent with an emerging teacher leader.
- **MEETING EXPECTATION (M):** Disposition/behavior is consistently demonstrated and fully meets the level of expectation necessary.
- **APPROACHING EXPECTATION (A):** Some aspects of the disposition/behavior may be evident, but it is not consistently demonstrated or fully meeting the level of expectation necessary. Continued improvement is necessary to reach expected level of performance and the student will be given direct feedback to do so. Student may be placed on a Support or Action Plan in order to change and maintain the expected disposition/behavior depending on where the student is in the program.
- **NOT MEETING EXPECTATION (NM):** Disposition/Behavior is absent and/or opposite to stated expectation. Scoring at this level is of great concern and indicates need for significant improvement. Student will be placed on a Support or Action Plan if he/she does not immediately respond to direct feedback to change and maintain the expected disposition/behavior.
Report of Child Find Evaluation

Name: (pseudonym or first initial only) _____________ Date of evaluation: ________________

Date of birth: _________________________ Age of child (years and months): __________

Location of evaluation: _______________

Child Find staff present: list positions, not name of individuals (e.g., OT, SLP, ECSE)

Family members present: list relationship, not names (e.g., mother, aunt)

Reason for Referral:

Background Information:

Health History:

Previous Assessment Information: (If this is not the child’s first developmental assessment.)

Description of Assessment Measure(s) Utilized:

Assessment Results:
Present as a short narrative (use family-friendly language). For each domain include at least 3 strengths/preferences as well as a summary of scores chart.

Summary and Recommendations:
Address strengths/preferences (“glows”) as well as areas of concerns (“grows”). Recommendations should include strategies for embedding across family or classroom daily routines/activities. Use family-friendly language.
IFSP Summary Form

Type of IFSP:
☐ Initial
☐ Annual
☐ Interim
☐ Periodic Review

Date of IFSP Meeting:

Child’s age (in years and months) and gender:

Professional staff present: list positions, not name of individuals (e.g., OT, SLP, ECSE)

Family members present: list relationship, not names (e.g., mother, aunt)

Health history summary:

Present Levels of Development:

<table>
<thead>
<tr>
<th></th>
<th>Motor Skills</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strengths</td>
<td>Concerns</td>
</tr>
<tr>
<td>Speech and Language Skills</td>
<td>Strengths</td>
<td>Concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Skills</td>
<td>Strengths</td>
<td>Concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Emotional Skills</td>
<td>Strengths</td>
<td>Concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Help Skills</td>
<td>Strengths</td>
<td>Concerns</td>
</tr>
</tbody>
</table>

Evaluation methods and procedures used:
☐ Review of records
☐ Developmental history
☐ Family report
☐ Routines-Based Interview
☐ Observation of child
☐ Language sample
☐ Play-based evaluations
☐ Criterion-referenced instrument (specify): _____________
☐ Norm-referenced instrument (specify): _____________
☐ Developmental checklist (specify): _____________
☐ Other: _____________
Eligibility Decision:
☐ Eligible based on a diagnosed condition(s). Specify name of condition:
☐ Eligible based on a significant delay in development. Areas of delay:
☐ Not eligible for early intervention services

List family’s concerns and immediate priorities indicated:

Plan of action—list priority outcomes and strategies selected to address each outcome:

List services and supports indicated to meet outcomes:

For periodic review, describe child’s progress toward achieving each outcome:
IEP Summary Sheet

Type of IEP Meeting:
- Eligibility: Individualized Education Program
- Initial Eligibility Meeting
- Initial IEP
- 3-year reevaluation
- Annual Review

Date of IEP Meeting:

Child’s age (in years and months) and gender:

Professional staff present: list positions, not name of individuals (e.g., OT, SLP, ECSE)

Family members present: list relationship, not names (e.g., mother, aunt)

Primary disability: Secondary disability:

Summary of student strengths, preferences, interests:

Summary of present levels of educational performance—academic and functional performance and concerns regarding student’s educational performance, physical development, social and emotional development, and independent functioning:

Annual goals—list 2-4 highest priority:

<table>
<thead>
<tr>
<th>Area of need:</th>
<th>Measurable goal:</th>
<th>Evaluation method:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accommodations and modifications:
GoReact Information

GoReact is an interactive cloud-based platform for feedback of student videos. We use GoReact for students who are placed outside of the metro Denver area or when students are assigned to UPFs who are unable to visit practicum sites in person. UPFs will create video assignments within Canvas, and students upload or record their video submissions. Instructors then leave time-coded text, video, or audio feedback.

Before you record any children, you must send home the “Opt Out” Form and the Consent Form to the family of the target child (both in the appendix). If you receive any “Opt Out” forms back from families, you must be sure that that child never appears in the video. Before recording video, you must also check with your practicum site director or principal to be sure you are following all site’s policies.

Please also take some time to review the FAQs about GoReact:

- Getting started for Canvas students
- Video recording checklist
- Using the GoReact Recorder App (not recommended, unless your WIFI is strong!)
- What cameras work with GoReact?
- Recording a video in GoReact
- Uploading a video in GoReact
- Compliance: privacy, security and accessibility

Students should not pay for a GoReact account, as it is provided by the University as part of practicum.
# Microteaching Analysis and Reflection Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating Scale</th>
</tr>
</thead>
</table>
| **Presentation**   | Unclear presentation of lesson/activity
Appear uncomfortable or anxious
Directions to children lack clarity |
|                    | Conducts lesson/activity in a professional manner
Presents material clearly
Gives clear and understandable directions for age level of children |
|                    | Enthusiastically and creatively presents lesson using a variety of teaching techniques
Presents effortlessly, naturally, with ease
Presents clear directions using multiple modes (oral, visual cue, physical modeling) |
| **Management**     | Fails to respond to inappropriate behavior or attempts to respond to student misbehavior, but with uneven results |
|                    | Set clear expectations
Monitors and reinforces appropriate behavior
Response to misbehavior is appropriate and successful |
|                    | Consistently uses effective procedures to establish well organized learning settings
Monitors and reinforces appropriate behavior
Response to misbehavior is highly effective and sensitive to children’s individual needs
Encourages self-regulation in children |
| **Engagement**     | Low level of enthusiasm and supportiveness
Fails to engage child interest and active participation |
|                    | Projects level of interest and supportiveness that promotes child engagement
Keeps children interested and involved throughout the lesson/activity |
|                    | Demonstrates enthusiasm, supportiveness, and sensitivity to create positive, interactive learning environment
Keeps children interested and actively involved throughout the lesson/activity
Asks questions to encourage interaction and active learning
Uses effective questioning to explore children’s understanding |
| **Organization**   | Lacks organization and preparation of materials
Management of activities and time lacks efficiency—may go over or under allotted time |
|                    | Well organized
Materials ready and prepared
Effective management and efficient use of time—activity/lesson objectives completed within allotted time |
|                    | Highly organized
Highly effective management and efficient use of time—maximizes learning time |
<p>| <strong>Learning Objectives</strong> | Written objectives that specify learner outcomes are not specific, observable, and/or measurable |
|                    | Written objectives that specify learner outcomes are specific, observable, and measurable |
|                    | Written objectives that specify learner outcomes are specific, observable, and measurable and effectively build on prior learning |</p>
<table>
<thead>
<tr>
<th>Component</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Procedures</strong></td>
<td>Basic/Developing</td>
</tr>
<tr>
<td></td>
<td>Learning experiences not sufficiently connected to stated objectives</td>
</tr>
<tr>
<td></td>
<td>Instructional planning does not appear to be adequately guided by use of child assessment data</td>
</tr>
<tr>
<td></td>
<td>Lesson plan details are too vague for the observer to follow the instructional progression</td>
</tr>
<tr>
<td></td>
<td>Does not follow activity procedures as written on plan</td>
</tr>
<tr>
<td><strong>Adaptations for Special Needs</strong></td>
<td>Consideration is given to the age level and development of the group but not to the specific learning needs of individual children</td>
</tr>
<tr>
<td></td>
<td>Language (vocabulary) is either too difficult or too simple and doesn’t address all learning levels</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is poorly developed and does not measure individual children’s achievement of lesson objectives</td>
</tr>
<tr>
<td><strong>Reflections on practice</strong></td>
<td>Presents a generally accurate impression of the lesson’s effectiveness and the extent to which instructional objectives were met</td>
</tr>
<tr>
<td></td>
<td>Makes general suggestions about how a lesson/activity may be improved</td>
</tr>
</tbody>
</table>
INTERVENTION PLAN Format

Child: ___________________ (pseudonym or first initial of first name only)
Interventionist: ______________________

Child Age (in years and months): ______

Initiated: _______________________                     Expected completion: _________________

Domain:   (Circle one.) fine motor     gross motor      adaptive        cognitive   language
(Note: Domain focus does not include social/emotional—that is reserved for PBIS plan.)

IFSP Outcome or IEP Goal:

Intervention objective: (Write as an intermediate step between the child’s current level of functioning and the accomplishment of the IEP goal or IFSP outcome.)

Teaching/training activities embedded throughout natural routines and activities (in classroom or home).
Develop an embedding schedule—be specific in your description of strategies. Consider curriculum modifications and child-focused instructional strategies. Within your embedding schedule, include description of:
   What you are going to do (actions, modeling)
   What you are going to say (instructions, prompts)
   How you will respond to child (praise, corrective feedback)
   Materials utilized

For your embedding schedule, use a format similar to the example on the following page.
Intervention objective: During classroom routines, "Jonah" (pseudonym) will engage with other children in a cooperative manner. We will know he can do this when he has interacted with other children in cooperative play for a minimum of two minutes per day across four consecutive days and continues for one month.

### EMBEDDING SCHEDULE

<table>
<thead>
<tr>
<th>Classroom Routines</th>
<th>Free Play</th>
<th>Outside</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antecedent/Instruction</strong>: During small groups, kids will do cooperative activities.</td>
<td><strong>Antecedent/Instruction</strong>: For the class of 12, 4 centers will be available so there will be 3 kids per center.</td>
<td><strong>Antecedent/Instruction</strong>: Jonah loves to play in the water. The water table will be set up outside for small groups to rotate through.</td>
</tr>
<tr>
<td><strong>Prompt</strong>: The teacher will ask the group of 4 kids to build one tower with wooden blocks to see how high they can make it before it falls.</td>
<td><strong>Prompt</strong>: The teacher will put out a high preference toy for a center, such as cars/trucks with enough for several children and only 1 garage.</td>
<td><strong>Prompt</strong>: The teacher or para will call Jonah over with his group by letting them know that it is their turn.</td>
</tr>
<tr>
<td><strong>Behavior</strong>: Jonah will use his words and gestures to communicate and interact with the group.</td>
<td><strong>Behavior</strong>: Jonah will use his words and gestures to communicate and interact with the group.</td>
<td><strong>Behavior</strong>: Since Jonah will be in close proximity to other kids and in a situation where toys will have to be shared, he will use his words and gestures to communicate and interact with the group.</td>
</tr>
<tr>
<td><strong>Consequence/Feedback</strong>: The kids will see how high they made their tower. The teacher will compliment Jonah, “Good job working as a team.”</td>
<td><strong>Consequence/Feedback</strong>: The teacher will praise Jonah when she sees interactions with other children. “Jonah, I like how you are sharing with your friends. That’s nice that you gave him a parking space.”</td>
<td><strong>Consequence/Feedback</strong>: The teacher will use verbal praise and clap each time she sees Jonah positively interact with the other children.</td>
</tr>
</tbody>
</table>
| **Adaptation**: Assistance (child)-The teacher will have talked to the other kids ahead of time and asked them to be examples for Jonah by making comments like, “Hey Jonah, try this” or “Jonah, it’s your turn, can you put one here.” | **Adaptation**: None | **Adaptation**: Assistance (child)-The teacher will have talked to the other kids ahead of time and asked them to be examples for Jonah by making comments like, “Hey Jonah, let’s do this together (share a toy)”.

**Fading**: This would be less fading and more increasing. Jonah may start out being encouraged to interact with one friend, then two, then in a group of three or four. Gradually the teacher would fade out her role and allow Jonah to play on his own and interact when he chooses to do so.

**Procedures for evaluating child progress**

Include baseline data (minimum of 3-5 days) and implementation data (minimum of 6-10) days on the completed PTR-YC Behavior Rating Scale (Form 4).
### Preschool Curriculum Planning Form—Week Overview/Activity Plan

**Curriculum Topic or Theme:**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group time (songs, stories, etc.)</strong></td>
<td></td>
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<tr>
<td><strong>Small Groups:</strong></td>
<td></td>
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<tr>
<td>Literacy, Math, Art, Science, Health &amp; Safety, etc.</td>
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<tr>
<td>(Note: weekly plan must include a small group for each day)</td>
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<tr>
<td><strong>Special Activities</strong></td>
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<tr>
<td>(including family activities)</td>
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<tr>
<td><strong>Outdoor Activities</strong></td>
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<tr>
<td><strong>Snack</strong></td>
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</tbody>
</table>
## Preschool Curriculum Planning Form—Environmental Changes/Opportunities/Adaptations

<table>
<thead>
<tr>
<th>Environmental Changes and Special Opportunities for Children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Center</strong></td>
</tr>
<tr>
<td>Library and Writing Center</td>
</tr>
<tr>
<td>Math Center</td>
</tr>
<tr>
<td>Science Center</td>
</tr>
<tr>
<td>Dramatic Play Center</td>
</tr>
<tr>
<td>Art Center</td>
</tr>
</tbody>
</table>
# Preschool Curriculum Planning Form—Environmental Changes/Opportunities/Adaptations

<table>
<thead>
<tr>
<th>Center</th>
<th>Environmental Changes and Special Opportunities for Children</th>
<th>Objectives for Children (TS GOLD objectives; Colorado P-12 Academic Standards; program or district standards)</th>
<th>Adaptations or Interactions for Individual Children (focus on target children with IEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blocks Center</td>
<td>Changes to the Environment Based on Classroom and Individual Interests, Strengths, and Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Toys/Manipulatives Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand/Water/Sensory Center</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Computer Center</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preschool/Primary Lesson Planning Form

Lesson Title

Curriculum Content Area or Developmental Domain
(examples: Literacy—phonological awareness; Math—measurement; Physical Development; Social/Emotional)

Colorado Academic Standard Addressed: (You may also use alternative sources such as Teaching Strategies GOLD or your district/program standards for areas not covered by Colorado Academic Standards—such as social/emotional. Address a maximum of 3 standards.)

Learning objectives: (Observable and measurable description of student learning linked to standards addressed—what the children will be able to say or do as a result of participating in this lesson. List a maximum of 3 objectives.)

Setting: (Describe the situation in which the lesson will be taught—location, setup, and the number of children and adults)

Materials and preparation: (Identify the materials needed—visual aids and equipment for teachers and materials used by children; tasks to complete prior to actual presentation of lesson/activity)

Activity procedure—Describe how the lesson/activity will be presented:
1) introduction—motivational question or statement intended to pique student interest
2) procedure—step-by-step sequence of how the lesson proceeds including how the teacher will support and interact with children during the lesson [modeling, scaffolding, and verbal interactions], how teacher will promote active engagement [and reduce or eliminate children waiting], and how children will practice/apply skill or learning
3) closure—how teacher will summarize what has been experienced and discovered in the learning activity
4) cleanup—describe procedures for cleanup
5) transition—statement/activity to move children in an orderly fashion to the next activity

Adaptations for specific children: (Differentiated instruction—varying instructional strategies to meet individual needs of learners. Describe variations in presentation, materials used, or child responses based on individual needs specific children, including two target children with IEP—accommodations or modifications)

Assessment: (Describe methods/evidence used to assess whether children achieved the learning objectives—needs to align directly with learning objectives; describe how assessment will be documented—how you will record evidence to monitor progress and use assessment for future planning)

Follow-up/ extensions: (Describe how you extend the lesson and maintain interest in the topic by integrating into other subject areas, learning centers, future classroom experiences, or home activities)

Reflection/self evaluation: (Written after implementation of the lesson/activity. See page 73.)

Note: On the lesson plans you submit for Curriculum and Primary Special Educator, please omit the directions contained in the parentheses following each component above.
Reflection/Self-Evaluation

Following are questions to consider when completing the Reflection/Self-evaluation for each lesson.

Was I adequately prepared for this lesson? Did I have all needed materials ready for the lesson or did children need to wait for me to finish set up?

Was the activity location and setup appropriate?

Was the size of the group appropriate?

Was the lesson engaging for the children?

Was the activity length appropriate, or too long or too short? Why do you think this?

Did the activity meet the instructional objectives?

Did I adequately assess the children’s achievement of each objective?

Were the adaptations adequate to accommodate the needs of the children with IEPs?

What aspect of the lesson was the most effective? Why?

What aspect of the lesson was the least effective? Why?

If you were to repeat the activity, how would you change it? Why?

What did you learn from the experience?

Should a follow-up activity be planned?
Teacher Education Professional Dispositions & Behaviors Assessment

**Purpose:** Teacher education is a *professional program*, with high expectations for how teacher candidates demonstrate professional behaviors and act on dispositions across multiple settings throughout the entirety of their program—in courses, in schools, in the community, in collaboration with peers, staff, faculty, P-12 students & families. We recognize that learning to teach is complex & requires candidates entering the field to consistently demonstrate multiple facets of “professionalism”. This tool identifies professional dispositions & behaviors expected of all teacher candidates and will be assessed in both university coursework and professional year internships across the program, which become part of the program assessments that determine whether a candidate will successfully complete the program & be recommended for state licensing. For candidates, these are also evaluated and become part of the body of evidence that faculty and community partners examine to growth, learning and preparedness.

**Levels of Performance**

- **EXEMPLARY PRACTICE (E):** Demonstration of this disposition/behavior would be considered a model consistent with an emerging teacher leader.
- **MEETING EXPECTATION (M):** Disposition/behavior is consistently demonstrated and fully meets the level of expectation necessary.
- **APPROACHING EXPECTATION (A):** Some aspects of the disposition/behavior may be evident, but it is not consistently demonstrated or fully meeting the level of expectation necessary. Continued improvement is necessary to reach expected level of performance and the student will be given direct feedback to do so. Student may be placed on a Support or Action Plan in order to change and maintain the expected disposition/behavior depending on where the student is in the program.
- **NOT MEETING EXPECTATION (NM):** Disposition/Behavior is absent and/or opposite to stated expectation. Scoring at this level is of great concern and indicates need for significant improvement. Student will be placed on a Support or Action Plan if he/she does not immediately respond to direct feedback to change and maintain the expected disposition/behavior.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>NM</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL PROFESSIONALISM</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. TC maintains on-time, consistent attendance as specified by the expectations communicated in courses, field experiences, internships, and collaborative learning community seminars, with the exception of absences due to health/illness or emergencies; all absences/work are made up according to PDS or course instructor policy. <strong>NOTE:</strong> This is scored as meeting or not meeting. Candidate would score “not meeting” if problematic issues with attendance (patterns of missing class or internship, consistently coming late or leaving early) impact candidate’s development and/or continue after faculty or site team provide feedback to correct.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. TC dresses professionally for all internship and program related events as deemed appropriate by faculty, PDS site teams, and staff.</td>
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<tr>
<td>3. TC is an active learner and engaged participant, approaching experiences in a positive manner and desire to learn.</td>
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<tr>
<td>4. TC holds high expectations for self, demonstrates initiative, and accepts personal responsibility for the outcomes of his/her actions.</td>
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<tr>
<td>5. TC remains calm and thoughtful, demonstrating flexibility and proactive problem-solving in the face of ambiguity and challenge.</td>
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</tbody>
</table>
### INDICATORS

6. TC effectively manages the multiple demands and responsibilities of a professional teacher, prioritizing time for effective planning, staying well-organized, and thoroughly completes responsibilities (e.g. prepared for class with readings & assignments, well-prepared for classroom teaching, etc.)

### PROFESSIONAL COMMUNICATION

7. TC maintains timely, and regular communication (both written and oral), both when initiating communication or responding to communication. This includes checking and responding to email daily. **NOTE: This is scored as meeting or not meeting. Candidate would score “not meeting” if problematic issues with timely, regular communication impact candidate’s development and/or continue after faculty or site team provide feedback to correct.**

8. TC uses professional language in both written and oral communication that preserves the dignity of everyone involved (e.g. assumes positive intent, demonstrates an inclusionary/collaborative stance, reflects asset-based mindset and equity orientation, expresses positive regard for the profession, partner school, etc.)

9. TC's written communication meets professional standards specific to the format (e.g., academic paper, lesson plan, email etiquette, modeling writing in the classroom and/or communication with other students, teachers, parents, etc.) and demonstrates accurate use of grammatical conventions.

10. TC proactively advocates for his/her needs through timely, professional communication with faculty, site teams, clinical teacher, and other program staff.

11. TC remains professional in communication within personal environments (e.g. social media). **Note** Score as “meeting” unless direct evidence that candidate has not been professional.

### ASSET-BASED MINDSET & COMMITMENT TO STUDENT LEARNING

12. TC demonstrates through all forms of communication and interaction an asset-based mindset towards the meaningful inclusion of, respect for, and genuine potential of all people, including students, families, communities, and other educators.

13. TC assumes responsibility for the learning of his/her students and continually reflects to make changes in his/her practice and persists in meeting the needs of all students.

### COLLABORATION

14. TC initiates and engages in collaboration with other TCs, university and PDS faculty and staff, and family/community members in ways that demonstrate the ability to listen, acknowledge and consider the ideas of others, and professionally contribute in ways that ultimately support P-12 student success and improves the candidate's development.

15. TC actively engages with clinical teacher or grade/department level team to support planning, data analysis and assessment, and other forms of professional development within his/her professional development school.

16. TC resolves differences through use of the problem solving protocol, demonstrating the ability to remain open to and balance different perspectives, compromise, and self-advocacy.

### COACHABILITY & CONTINUOUS IMPROVEMENT
17. TC maintains a growth mindset and focuses on continuous learning, carefully considering and acting on the constructive feedback of the many professionals with whom s/he interacts with at the university the PDS, and the broader community.

18. TC initiates “reflective practice” by inquiring and asking thoughtful questions, seeking knowledge and making connections, accurately reflecting back feedback given, and analyzing effectiveness of own teaching in relation to student learning.

**POLICY ADHERENCE**—*Note* Score these indicators as “meeting” unless direct evidence that candidate has not followed policy.

19. TC follows all state and local school/district policies that govern the ethical, moral, and legal practices of teachers, including use of social and other forms of media.

20. TC follows all university and teacher education program policies that govern university code of conduct for students.

21. TC identifies, understands, and adheres to district and school policies related to discipline, crisis management, emergency, and evacuation procedures.
Student Privacy and Confidentiality Agreement

As a current or future teacher, following privacy and compliance regulations to protect student confidentiality is not just ethically responsible, it is federally mandated under the Family Educational Rights and Privacy Act (FERPA). It will be important to review these policies as well as the district policies in place at your current placement.

Your number 1 priority during this project is to protect all personal identifiable information (PII) of ALL participating individuals. This includes the school, students, families, teachers, school officials, etc. A failure to do so may result in a failing grade on this assignment and/or this course.

All personal identifiable information must be removed from your submissions and the following privacy requirements must be followed. Please initial next to each item and sign at the bottom of the agreement to indicate that you have read, understand, and agree to these guidelines.

_____ I will use pseudonyms for school names as well as all students, teachers, and families. I will let the students choose their own if they wish.

_____ All notes, information, and collected documents in your possession will be stored in a safe place. A locked file or location and/or password protections will be utilized whenever possible.

_____ Any confidential file must be viewed at the school and should not leave the premises.

_____ I will always ask permission before audio recording anyone or taking detailed interview notes, stressing that the purpose of the information you gather which is to further our understanding of how students learn and how we can support them.

_____ For children, I will ask the school about its policy regarding audio interviewing a student, emphasizing that the student will not be identified.

_____ I will stress that the information I gather will remain anonymous and will not be shared with anyone outside of our program.
Student Privacy and Confidentiality Agreement

_____ I will de-identify any personally identifiable information on artifacts you include such as student work, assessment information, IEP summary, etc.

_____ I will not include photographs or videos which include student faces. It is acceptable to include student photographs where students are not identifiable. For example, a picture taken from the back of the classroom where no faces or identifying information is included.

_____ Any names or additional identifying information that may be present in photographs will be de-identified.

_____ I will not use any online tool for this project without ensuring that it meets security and privacy guidelines and can be protected by a password or selective viewing permissions.

_____ I will not access confidential student information until I have disclosed the purpose of this assignment and have received written permission from the student’s legal guardian.

_____ I have checked with my current placement for district policies relating to student privacy and confidentiality.

_____ I have reviewed the educator resources related to FERPA and privacy practices in the classroom found at https://ferpasherpa.org/educators/

Additional information about protecting student confidentiality can be found at https://www.colorado.gov/pacific/cssrc/information-sharing or https://studentprivacy.ed.gov

I, ____________________________, have read the above guidelines and fully understand my responsibility to protect student information for the educational purposes of this assignment. I recognize that my failure to follow these procedures may put me at risk of failing this assignment of course.
To: Parents & Guardians

Topic: CU Denver Teacher Candidate Release Form

From: __________________________ Teacher Candidate, University of Colorado Denver

_________________________ Clinical Teacher, _____________________ School

_________________________ Building Principal, _____________________ School

_________________________ University Site Professor, University of Colorado Denver

Date: _______________________

My name is ____________________________, and I am a teacher candidate from the University of Colorado Denver student teaching in your student’s classroom this semester. As part of my preparation, I will be recording videos of my teaching in your child’s class. This process will help me improve my teaching and it will also help trained evaluators determine whether I am ready for a teaching license. Although the video recordings include both the teacher and me, the primary focus is upon my instruction, not on the students in the class. In the course of taping, your student may appear on the video recordings. Only the following people may view the video recordings:

☐ trained evaluators
☐ my CU Denver professors
☐ your student’s full-time teacher
☐ other teacher candidates in my program

I may also gather samples of your student’s work as part of my student teaching experiences, for example short writing assignments, diagrams or pictures, solutions to math problems, or information about how they think about learning in a particular subject. This allows me to analyze student learning and demonstrate how my teaching supports your student’s development. Again, only the following people may view the samples of student work:

☐ trained evaluators
☐ my CU Denver professors
☐ your student’s full-time teacher
☐ other teacher candidates in my program

No student’s name will appear on any video or written materials that are submitted. The video recordings will never be made public. But, they will be viewed by those evaluating my readiness to teach, my CU Denver professors, your student’s full-time teacher, or other teacher candidates in my program as we collectively learn how to continually improve our teaching.

If you prefer that your student not be included in any video and/or not have samples of his or her work collected as part of my student teaching experience, please fill out the form on the next page and return to your student’s regular teacher. If you do not return the form, then we will assume that you have granted permission for your student to be included.

Thank you.
# STUDENT OPT-OUT FORM RELATED TO CU DENVER STUDENT TEACHING

**School:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Certificate</td>
<td>Teacher Certificate, University of Colorado Denver</td>
</tr>
<tr>
<td>Clinical Teacher</td>
<td>Clinical Teacher</td>
</tr>
<tr>
<td>Building Principal</td>
<td>Building Principal</td>
</tr>
<tr>
<td>CU Denver Site Professor</td>
<td>CU Denver Site Professor</td>
</tr>
</tbody>
</table>

Please complete this form and return it to your child’s teacher on or before

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td></td>
</tr>
<tr>
<td>My Child’s Teacher:</td>
<td></td>
</tr>
<tr>
<td>Grade/Content Area:</td>
<td></td>
</tr>
</tbody>
</table>

**PARENT/GUARDIAN MUST COMPLETE, SIGN, AND DATE BELOW IN ORDER TO OPT-OUT THEIR CHILD FROM VIDEO AND/OR STUDENT WORK SAMPLE COLLECTION:**

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the use of video and collection of student work as part of the experience of the student teacher in my child’s classroom.

I DO NOT grant permission for my child to be included in any video recording captured by the student teacher. I understand that the student teacher will do everything possible to ensure that my child is not in the field of view when they are capturing video of their teaching.

I DO NOT grant permission for the student teacher to gather and submit samples of my child’s work as part of their student teaching experience.

**PARENT/GUARDIAN SIGNATURE:**

**DATE:**

**PARENT/GUARDIAN PRINTED NAME:**
ECSE Practicum
ECSE 6910, 6912, 6914

**Parent (Family Member) Permission Slip**

Dear [insert parent's name]:

My name is [Insert your name]

I am enrolled in a Masters program for [early childhood education/ early childhood special education] at the University of Colorado Denver. I am currently completing my practicum course at the University of Colorado Denver’s School of Education and Human Development. A requirement of the practicum is to engage in a series of experiences to expand my understanding of early childhood special education. For this course, I would like to ask permission to work with you and your family and document this experience in an electronic portfolio and share with my instructor for educational purposes only.

All personally identifiable information will be removed and protected. I have outlined the specific information I would be seeking in the attached permission slip. All documentation which contains confidential information will be viewed from a secure location at the school and will not leave the premises.

As I get to know [insert student’s name] and gather important insight from multiple sources, I will be learning how to use this information for the purposes of planning meaningful instruction that aligns best teaching practices with specific student strengths, weaknesses, interests, and abilities.

Should you have any questions about this project, you may feel free to contact me at [insert phone]. Our email addresses, respectively [______] and andrea.lazar@ucdenver.edu or michael.burk@ucdenver.edu

If you approve of me observing and working with [Insert student’s name] and his/her teachers, please sign the consent form and return to me by: _____/_____/_____.

Thank you for your time and consideration.

Sincerely,

[Insert your name]

I, ________________________________, parent or legal guardian of [Insert student’s name] give permission for my son/daughter to work with [Insert your name] and his/her teachers for educational purposes. I understand all personally identifiable in-
Parent (Family Member) Permission Slip

formation will be removed from my analysis and reflections and my de-identified notes and
reflections will only be shared with Andrea Laser or Michael Barla, Instructors at the University of
Colorado, Denver.

All original documents which contain confidential information will be viewed from a secure
location at the school and will not leave the premises. All district privacy and confidentiality
guidelines will be followed.

Please initial next to each item to grant permission for the following activities:

_____ View academic history, grades, attendance, coursework, discipline records
_____ View student education plan: IFSP, IEP, 504, AUP, Intervention Plan
_____ Conduct observations
_____ Conduct interviews with student and supporting adults
_____ Record interviews for accuracy and reflection. All audio files will be destroyed immediately
following the completion of the course.
_____ Take pictures for documentation of strategies or practices in my work. Note: faces will NOT be
shown; photos will either be taken from behind or will be blurred out/coversed.
_____ Take video and upload it to CoReAct (see accompanying information), for purposes of my Instructor
giving feedback and coaching on my practice.

Signed: _______________________________ Date: _______________

Parent or Guardian