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Faculty

The faculty of the Special Education Program strongly advocate for educational equity, social justice, and inclusive education for individuals with disabilities. We have a collaborative team of faculty, who support a strong and vital learning community at UNM and within our local schools:

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Practicum Overview

We believe the role of teacher is the most important role in society. Teachers are responsible for the world’s future. The preparation involved in your becoming a teacher requires commitment, dedication, knowledge, enthusiasm, and responsibility! The way in which you conduct yourself can have a profound impact on students and their families and determine your desirability as a future employee.

Practicum is a requirement for state licensure in Special Education. All students seeking special education licensure in Special Education are expected to take Practicum (SPCD 504) during the first Fall semester they are enrolled in the program. Practicum is designed to provide support for practicing special educators, who are currently teaching on an intern license, as well as those who are participating in a traditional “student teaching” experience. In contrast to currently employed teachers who work in their classroom during the Practicum semester and have responsibility for planning and delivering instruction over the entire semester, student teachers will fulfill their field work requirement by volunteering in the classroom of a licensed “cooperating” teacher and will gradually assume teaching responsibilities over the course of the semester. Please see sections 6 and 7 for information pertaining to student teaching.

The Practicum consists of two components: (1) a monthly seminars and (2) field supervision. These two components are integrated to assist participants in achieving the Professional Competencies of the Special Education Program.

Practicum Learning Objectives:

1. Apply the backward design process to your specific teaching setting.
2. Systematically plan and prepare for all learning activities for which you are responsible.
3. Use and describe evidence-based teaching and learning strategies appropriate for your students.
4. Evaluate students’ response to your teaching.
5. Reflect on your lesson planning and delivery.
6. Demonstrate the Professional Competencies of the Special Education Program.

Professional Competencies:
Faculty from the University of New Mexico’s Special Education Program, in collaboration with professionals from our local public schools have developed a set of 10 professional competencies to guide instructional practices. These competencies underlie the graduate courses offered in the Special Education Program and will be used to evaluate performance during various aspects of the graduate program, such as in relevant coursework and field experiences.
These **professional competencies are performance standards** that detail the specific skills that novice special educators working with students with disabilities must demonstrate\(^1\). They are consistent with the New Mexico Public Education Department Competencies for Licensure in Special Education and target those practice-oriented competencies most essential for new practitioners.

1. **Individualized Educational Plans and Legal Responsibilities:** Teachers ensure that each student has an up-to-date IEP in which all applicable legal requirements are applied.

2. **Lesson Planning:** Teachers develop and implement appropriate lesson plans.

3. **Documentation and Communication:** Teachers communicate accurately and provide effective documentation to support student learning.

4. **Scheduling:** Teachers coordinate effectively with related service providers.

5. **Individualization and Least Restrictive Environment (LRE):** Teachers provide opportunities for all of their students to engage with general education peers in multiple and sustained contexts.

6. **Curriculum and Pedagogy:** Teachers provide age-appropriate instruction, which is referenced to the general education curriculum and functional objectives, and individualized to each student’s needs, abilities, and interests.

7. **Classroom-based Assessment:** Teachers incorporate a variety of classroom-based evaluation measures and techniques into a system of ongoing assessment for each student. This system will include measures and techniques used in program planning and evaluation of instruction.

8. **Classroom Management:** Teachers foster learning for all students by providing an engaging and positive classroom climate, including the use of positive behavioral supports.

9. **Collegiality and Collaboration:** Teachers demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students with severe disabilities, and their families.

10. **Ethics and Professionalism:** Staff members demonstrate the professional attitudes and dispositions necessary to provide effective and appropriate instruction to students with intellectual and severe disabilities.

\(^1\) See Section 12 for an expanded description of these competencies.
Special Education Program Policy Statement in regards to SPCD 504 Practicum

Students who earn a grade of “F” in SPCD 504, Practicum, will be dropped from the licensure and master’s program in special education at the end of the semester in which the “F” is earned. Note that UNM regulations specify that graduate students may not be assigned a grade of C-, D+, D, or D- (see p. 40 in the UNM Catalog). Therefore, students earning a grade of C-, D+, D, or D- will receive a grade of F.

Practicum is the practical application component of the licensure program in special education. Students in this course must demonstrate acquisition of the competencies required of classroom teachers by the UNM Special Education program and the New Mexico Public Education Department. This includes demonstration of the ability to synthesize and apply the knowledge and skills acquired from other course work to actual educational settings as well as demonstration of professional, collaborative behavior. Students who do not demonstrate these competencies in SPCD 504 do not meet the requirements of the program and will be dropped from the licensure and master’s program in special education.
Expectations for Practicum

Grades will be determined by student performance in both:

1. formal course assignments, professionalism and
2. observations of performance in the field.

Formal Course assignments/requirements: Points Possible:
1) Getting to Know Your Students – Student Information, IEP at a 
glance, school calendar, Class IEP & acc./mod. Matrix 15 points
2) First lesson plan & master schedule 5 points
3) Second set of lesson plans, etc. 15 points
4) Final set of lesson plans, etc. 15 points
5) Evidence of professionalism (see checklist) 10 points
6) EA (individual student) binders in action *field 5 points
7) Student observation 50 points

2. Field Requirement:
Practicum participants will be required to teach (either as the sole teacher, co- or 
team teacher, or student teacher under the guidance of a cooperating teacher) at 
least half time for a minimum of 16 weeks of the semester (excepting regularly 
scheduled school holidays) or full-time for 8 weeks. Half time practicum participants 
who are not present in their teaching placement for a minimum of 14 weeks of the 
semester will be unable to complete the Practicum.

Evaluation Procedures & Grading System:

Formal Course Assignments:
Please see the assignment descriptions and grading criteria included at the end of this 
handbook.

A cover page which includes a self-assessment in the form of a check list, will be required for 
each assignment. The cover pages for each assignment can be found in section 12. All criteria 
must be met and the cover sheet must be completed for the assignment to be accepted.

NOTE: Any assignment which is not written in a manner that is comprehensible to the 
instructor, which does not meet the stated minimum criteria for the assignment, 
and/or which contains profanity or is presented in an otherwise unprofessional 
manner will not be accepted. A student may be allowed to revise her/his assignment 
at the discretion of the instructor.

Teaching observations:
Each practicum participant will be observed several times throughout the semester while 
teaching.
Feedback will be provided on the observation forms included at the end of this handbook.
The following rubric will be used to provide feedback on your teaching practicum performance relative to each of the Professional Competencies.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Unacceptable</strong>&lt;br&gt;(0)</td>
<td>Unacceptable quality.</td>
</tr>
<tr>
<td><strong>Novice</strong>&lt;br&gt;(1)</td>
<td>Some evidence for some of the specified performance indicators appropriate to setting is apparent. Quality is very inconsistent.</td>
</tr>
<tr>
<td><strong>Apprentice I</strong>&lt;br&gt;(2)</td>
<td>Some evidence for most of the specified performance indicators appropriate to setting is apparent. Quality is inconsistently adequate.</td>
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<tr>
<td><strong>Apprentice II</strong>&lt;br&gt;(3)</td>
<td>Clear evidence for most or all of the specified performance indicators appropriate to setting is apparent. Quality is consistently adequate.</td>
</tr>
<tr>
<td><strong>Practitioner</strong>&lt;br&gt;(4)</td>
<td>Clear evidence for all of the specified performance indicators appropriate to setting is readily apparent. Quality is consistently excellent.</td>
</tr>
<tr>
<td><strong>Expert</strong>&lt;br&gt;(5)</td>
<td>All of the specified indicators appropriate to setting are observable and implemented consistently with outstanding quality. Teaching practices are at the level of an outstanding educator, who serves as a model within his/her learning community.</td>
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*Field Performance Expectations:*

- Performance rated at the **Unacceptable** level is of significant concern and should be targeted for immediate improvement.
- Performance at the **Novice** level is expected for educators at the beginning of their teaching career for a brief period of time. Performance which does not surpass the novice level within the first month or two of the semester should be considered areas of needed improvement and support. Teachers who continue to demonstrate competencies at the novice level should be considered for an intensive evaluation process.
- Competencies at or above the **Apprentice I level** are acceptable for educators in their first year or two of teaching.
- Teachers should consistently be meeting standards at or above the **Apprentice II level** by the end of the second year of teaching.
- Competencies rated at or above the **Practitioner** level would be expected for educators with several years of experience following licensure.
• Competencies rated at the Expert level would meet criteria for exceeding standards. Most teachers will not reach this level of professionalism in their career for most indicators.

Field Observation Grade:
Given the above, we have developed the following point distribution for field observations. We will average your observation ratings for the best two of your last three observations in the semester, considering all 10 professional competencies. That average will be scored as follows:

- average rating of 3 or higher = 50 points
- average rating between 2.5 and 3 = 49 points
- average rating below 2.5 = 44 points
- average rating of 2 = 37 points
- average rating between 1.5 and 2 = 34 points
- average rating below 1.5 = 27 points
- average rating of 1 = 23 points

NOTE: A rating of ‘Unacceptable’ (0) on any professional competency during either of the last two observations of the semester will result in a failing grade in the course. Additionally, if you are student teaching and you are asked to be removed from the school (due to failure to comply with requirements of student teaching, significant difficulties maintaining positive relationships with school personnel, or unprofessional behavior) you will be assigned an F.

Final Grades
Final grades will be determined by a point system (X out of 115 total possible points) with the following breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>115</td>
</tr>
<tr>
<td>A</td>
<td>108-114</td>
</tr>
<tr>
<td>A-</td>
<td>103-107</td>
</tr>
<tr>
<td>B+</td>
<td>101-102</td>
</tr>
<tr>
<td>B</td>
<td>97-100</td>
</tr>
<tr>
<td>B-</td>
<td>92-96</td>
</tr>
<tr>
<td>C+</td>
<td>90-91</td>
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<tr>
<td>C</td>
<td>85-89</td>
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<tr>
<td>C-</td>
<td>81-84</td>
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<tr>
<td>D+</td>
<td>78-80</td>
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<tr>
<td>D</td>
<td>74-77</td>
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<tr>
<td>D-</td>
<td>69-73</td>
</tr>
<tr>
<td>F</td>
<td>below 69</td>
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* Please note that, according to UNM regulations, graduate students may not be assigned a grade of C-, D+, D, or D-. Therefore, graduate students who do not accumulate a minimum of 85 points by the end of the semester will be assigned an F.

Incompletes are strongly discouraged and are only given when the conditions of the university are met and after a conference with the instructor at the initiation of the student. A contract will be required of the student which specifies the remaining work to be accomplished and the deadline for completion of all work. Incompletes and withdraws from the course will be allowed only in accordance with UNM policies. Please see the UNM catalog for a description of these policies.
Students who require special accommodations or instructional modifications need to notify the instructor by the beginning of the semester, or as soon as difficulties become apparent, with appropriate documentation from the Accessibility Resource Center (277-3506), Mesa Vista Hall, Room 2021.

**Resolution of Problems:**

If you are experiencing a problem in the practicum (either in the field or seminar portions), you should contact the Practicum Instructors, as soon as the problem arises. If you cannot resolve the difficulty with the Practicum Instructor, you should contact your faculty advisor. If the problem is still not resolved to your satisfaction, your faculty advisor can help you decide who the most appropriate person to contact next would be. You can also seek advice about the practicum from the Concentration I Coordinator (Dr. Julia Scherba de Valenzuela), the Concentration II Coordinator (Dr. Trish Steinbrecher), the Special Education Coordinator (Dr. Liz Keefe) or the Department Chair (Prof. Ruth Luckasson).
### SPCD 504 Teaching Observation

**OBSERVATION NUMBER**

**Date:**

**Student Teacher:**

**CT:**

**UNM Sup:**

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#### Rating

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<tr>
<td>1. Individualized Program Plans and Legal Responsibilities: Teachers apply legal requirements of the IEP/IFSP process and any other State and Federal mandates as applicable.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td><strong>Comments:</strong></td>
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<td>2. Lesson Planning: Teachers develop and implement appropriate lesson plans.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>3. Documentation and Communication: Teachers communicate accurately and provide effective documentation to support student learning.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4. Scheduling: Teachers coordinate effectively with other teachers, related service providers, educational assistants and the administration.</td>
<td>0</td>
<td>1</td>
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<td>3</td>
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<td><strong>Comments:</strong></td>
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<tr>
<td>5. Individualization and Least Restrictive Environment (LRE): Teachers individualize instruction effectively for each of their students and provide opportunities for all of their students to engage with general education peers in multiple and sustained contexts.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td><strong>Comments:</strong></td>
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6. **Curriculum and Pedagogy:** Teachers provide well-designed and sequenced age-appropriate differentiated instruction, which meets the standards of the Common Core NMPED and school district's general education curriculum, and where appropriate expanded standards, and individualized as appropriate according to each student's needs, abilities, and interests.

   *Comments:*

7. **Classroom-based Assessment:** Teachers incorporate a variety of classroom-based evaluation measures and techniques into a system of ongoing assessment for each student. Measures and techniques useful for program planning and evaluation of instruction are included.

   *Comments:*

8. **Classroom Management:** Teachers provide an engaging and positive classroom climate, including the use of positive behavioral supports that foster the learning of all students.

   *Comments:*

9. **Collegiality and Collaboration:** Teachers demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students with and without disabilities, and their families.

   *Comments:*

10. **Ethics and Professionalism:** Teachers demonstrate the professional attitudes and dispositions necessary to provide effective and appropriate instruction to students with and without disabilities.

    *Comments:*

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**Areas of Strength:**

**Areas of Growth:**
Evidence of Professionalism Checklist

The following is a list of characteristics expected from teachers and student teachers in the field and in seminar. These include, but are not limited to:

- Arrive promptly for scheduled seminars
- Actively participate in seminar (e.g., ask questions, bring topics, contribute to discussions)
- Demonstrate preparedness in seminar and in the field
- Check UNM email daily
- Respond to instructor emails within 48 hours
- Communicate promptly any necessary changes in schedule
- Include all components of assignments including signed cover sheet
- Evidence of collaboration with school team members
- Demonstrate the ability to accept suggestions and constructive criticism and make an effort to implement strategies and suggestions.
- Demonstrates a respectful attitude toward both students and colleagues

These components of professionalism are expected to be considered and demonstrated as they apply to your individual situation.
Requirements for Student Teaching

****WARNING****WARNING****WARNING****

The information in sections 6 & 7 pertains only to those students who will not be employed as a teacher (general or special) in a local school district during the semester when taking Practicum.

1.) Background Checks:

Students must have a valid background check on file prior to beginning student teaching. Students are strongly advised to begin the process for their background checks in the semester before they student teach. You will need to go through whatever background check process is required by the school district in which you will be student teaching.

2.) NMTA Basic Skills Test: Student provide evidence that they have taken and passed the first NMTA Basic skills test. If you obtain a failing score on the NMTA, you will be dropped from practicum and cannot retake it until you provide proof that you have retaken and successfully passed this state-mandated test.

Students will not be placed in schools until both of these requirements have been completed.

General Student Teacher Duties and Responsibilities:

1. You are expected to assist your cooperating teacher in all school and classroom routines, such as playground duties, lunchroom duties, and field trips.

2. Throughout the course of the semester, you are to participate in the following activities:
   a. Frequent and sustained observation of children;
b. Assisting in the preparation of the classroom environment, including the setting up of learning/interest centers, preparing materials, and the organization of classroom space;

c. Working with individual children with special needs;

d. Planning for and working with small and whole groups of children;

e. Management of the total classroom with full-time responsibilities for preparation and delivery of instruction.

3. You are required to plan and work with children in all curriculum areas. You are further required to write lesson plans for every activity you are responsible for implementing.

4. You will be expected to record progress of children (participate in classroom-based assessment) and to participate in parent-teacher conferences.

5. You will be expected to assume expanded planning and management responsibilities as the student teaching experience progresses.

**Specific Student Teacher Responsibilities for Planning and Teaching:**

1. You will consult regularly with both the UNM supervisor and your cooperating teacher in your planning. Your cooperating teacher will need to know in advance what plans you intend to carry out. Remember that you are in another teacher’s classroom and working (for the most part) from their curriculum. You are there for only part of the school year, and as such are responsible for supporting and enriching the existing curriculum.

2. You must have a lesson plan ready every day before you begin to teach. The lesson plan must be turned in to your cooperating teacher at least two days prior to the planned lesson. Additionally, you must have a copy of your lesson plan ready for your supervisor during his/her visits.

3. Student teachers will be expected to facilitate solo teaching for at least 10 days (including at least five consecutive days) before the end of the UNM semester. In order to begin your solo teaching, you will need to have demonstrated adequate performance when you have taught lessons under your UNM supervisors and/or cooperating teacher’s supervision. Both your UNM supervisor and your cooperating teacher must agree that you are ready to begin solo teaching before you begin solo teaching. You must provide a detailed unit plan to your UNM supervisor and cooperating teacher at least five days prior to your solo time for review and feedback before you begin your solo teaching, and detailed lesson plans at least two days prior to teaching each lesson.

3. Student teachers are responsible for planning lessons and activities which are consistent with the normal routine and curriculum of the classroom. You must negotiate the content and instructional strategies with your cooperating teacher. Student teachers do
not have the freedom to teach whatever or however they wish, as the cooperating teacher is ultimately responsible for the learning of the students in his/her classroom. Therefore, make sure to clear the topic and content of your planned instruction well in advance (before writing detailed lesson plans) with your cooperating teacher. If your cooperating teacher is not comfortable with the content, topics, or instructional strategies of the lesson you have planned, he/she has the right to withhold permission for you to teach that lesson.

Professional Expectations for Student Teachers:

1. Maintain student confidentiality at all times. Do not discuss students by name in the teachers’ lounge, hallways, or with colleagues in UNM courses. Do not include students’ names on any assignments for UNM courses.

2. Please follow your school’s dress codes at all times and maintain a professional appearance, demeanor and time consciousness at all times.

3. Maintain a positive attitude.

4. Demonstrate the ability to accept suggestions and constructive criticism and make an effort to implement strategies and suggestions.

5. Be prompt; and sign in and out daily.

6. Respect the confidential nature of student records.

7. Attend staff meetings at your site when appropriate.

8. Attend meetings set up by your UNM supervisor.

9. Follow the policies and procedures established by the school district and your school.

Suggested Timeline for Student Teaching:

We recognize that students will progress at their own rate. The following timeline gives a general guideline as to how much student teachers should be doing in their placements to ensure that they are ready for their soloing experiences. This timeline represents minimal expectations. Students and cooperating teachers are encouraged to negotiate student teacher responsibilities appropriate to each placement.

Week 1

- Write a brief letter introducing yourself to parents -- make sure to run this by your cooperating teacher.
- Become familiar with the classroom and school (e.g. class schedule, where things are, classroom management system).
- Learn all students’ names in the first week!
- Start assisting in the classroom (e.g. independent seat work, supervising small groups).
Learn how/where to make copies.

Introduce yourself to other school personnel (e.g. secretary, principal, custodian, cafeteria people, etc.).

Find out which students have medical conditions/needs.

**Week 2**

- Put up a bulletin board.
- Continue assisting in the classroom (e.g. independent seat work, supervising small groups).
- Implement (but not necessarily plan) at least one small group lesson and one whole group lesson (this could include morning message).
- Attend lesson planning sessions with your cooperating teacher. Provide suggestions of possible activities and/or materials for upcoming lessons. Obtain materials for upcoming lessons/activities planned by/with your cooperating teacher.

**Weeks 3-4**

- Student teachers will plan and implement two whole-group lessons (other than morning message) and one small group lesson -- lesson plans must be given to the cooperating teacher at least two days before teaching for review/coaching.
- Continue assisting in the classroom and implementing additional lessons and activities planned by your cooperating teacher, as requested.
- Continue assisting with lesson planning and materials preparation.
- Negotiate duty coverage.

**Weeks 5-6**

- Students will plan and implement three whole-group lessons (other than morning message) and three small group lessons.
- Lesson plans must be given to the cooperating teacher at least two days before teaching for review/coaching.
- Continue assisting in the classroom and implementing additional lessons and activities planned by your cooperating teacher, as requested.
- Continue assisting with lesson planning and materials preparation.

**Weeks 7-8**

- Students will plan and implement at least one whole or small group lesson/activity per day (other than morning message).
- Lesson plans must be given to the cooperating teacher at least two days before teaching for review/coaching.
- Continue assisting in the classroom and implementing additional lessons and activities planned by your cooperating teacher, as requested.
- Continue assisting with lesson planning and materials preparation.

**Weeks 9-10**
- Students will plan and implement half the normal routine of the classroom for at least five days.
- Lesson plans must be given to the cooperating teacher at least two days before teaching for review/coaching.
- Continue assisting in the classroom and planning and implementing additional lessons and activities planned by your cooperating teacher, as requested.
- Continue assisting with lesson planning and materials preparation.

**Weeks 11-12**
- Student teachers will be completely responsible for planning and implementing the complete routine\(^2\) of the classroom for five days (these might not be consecutive).
- Lesson plans must be given to the cooperating teacher at least two days before teaching for review/coaching.

**Weeks 13+**
- Student teachers will be completely responsible for planning and implementing the complete routine of the classroom for five consecutive days.
- Lesson plans must be given to the cooperating teacher at least two days before teaching for review/coaching.

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\(^2\) Student teachers are not required to be on site full time -- student teaching for at least \(\frac{1}{2}\) time over the 16 week semester will fulfill the field requirement. Therefore, “complete routine” refers to all parts of the daily routine during your regularly scheduled student teaching hours.
Suggestions for Successful Student Teaching

1. Remember that you are a guest in your cooperating teacher’s classroom and school. Your cooperating teacher is under no obligation to let you student teach in his/her classroom. He/she can ask that you be removed from his/her classroom at any time. Additionally, you may not teach independently unless your cooperating teacher is confident that you will provide the type and quality of instruction which he/she is responsibility for assuring is being provided to the students in his/her classroom (or on his/her caseload).

2. Observe events, individuals, settings, and interactions from multiple perspectives. The changing patterns of the kaleidoscope provide an excellent analogy for your observations. Your experiences, viewed from a variety of angles and perspectives, will enrich the depth and quality of your student teaching experience.

3. Student teachers have reported that they’ve felt like they were members of school families when they quickly became involved in the school. We suggest that you become part of your school by participating in extracurricular activities. This might include staff parties, fundraisers, sporting events, committees, and parent-teacher organizations (PTOs).

4. The best way to acquaint yourself with the school faculty and staff is to talk to them. The school’s faculty often have dreams for their school and possess knowledge, skills, and perspectives that will be invaluable to you during your student teaching. Conversely, you will find that many cooperating teachers are anxious to hear what you have been learning and may ask for your assistance in introducing some new procedure or technique in their classrooms. You will have the opportunity to initiate conversations with school personnel in the lounge, while on duty, and before/after the school day. The sooner staff get to know you, and you know them, the more comfortable you will feel. If you are hesitant to begin the introduction process on your own, ask your cooperating teacher to take you around and introduce you to his/her colleagues.

5. Schools have many differences and similarities. Sometimes the total aspect of how a school “looks” or “feels” is referred to as the school climate. This overall climate somewhat dictates how individuals within the school operate. Consider the aspect of climate as you complete your assignments. Start thinking about what you consider to be a part of school climate. What makes for an effective school/classroom climate?

6. Related to school climate are issues of dress, proper lounge etiquette, interactions with parents, other professionals, clerical, and custodial staff. In other words, you need to find out quickly what the acceptable and unacceptable behaviors are at your individual sites. Teachers or administrators for the sites and your UNM supervisor(s) will be helpful in a discussion of these topics.
7. When your supervisors are asked to give feedback or complete a recommendation for you, they have moral, legal, professional, and ethical responsibilities to honestly report your strengths and weaknesses. They will record their observations accurately.

8. As a student teacher you may find that the school situation is different in some ways than you expected or from the situations discussed in your graduate courses at UNM. In general, however, the following items are universally important:

   a. If you plan a lesson and it is completed earlier than anticipated, you may be responsible for back-up activities to fill the remainder of the lesson time. The best advice is to check with your cooperating teacher before you begin your first lessons.

   b. The discipline policy and procedures of the school and classroom must be followed, even though they may not reflect your personal beliefs. The only exception to this is if you feel the process or procedure may be harmful to the students. If this should occur (and we are happy to say this is extremely rare), contact your UNM supervisor.

   c. If there is a committee structure or other work structure in place in the school, each student teacher is expected to participate.

   d. Plan on time to collaborate with your cooperating teacher. Some teachers want this to occur before school, others after school. Those of you in middle schools sites, depending on the structure of your school, may find it possible to schedule such time during the day.

   e. Educational Assistants (EAs) are invaluable to the educational process and are usually highly regarded by the cooperating teachers. A comment recently made about a student teacher in the undergraduate program was, “Aren’t you lucky to have an extra EA?!” If you are required to do what an EA does as you begin your placement, please take it as a compliment.

   f. As you begin your student teaching, especially those of you with past experience as an Educational Assistant, you may find yourself ready to start teaching independently very quickly. If this occurs, speak with your cooperating teacher or to your UNM supervisor to negotiate when they feel comfortable having you take on more of the teaching responsibilities in the classroom. Alternatively, you may find that you will want to take over teaching activities and lessons more gradually. The time frame for beginning solo teaching, and whether you will solo teach for more than the minimum amount of days, will be negotiated with your cooperating teacher and UNM supervisor.
9. During your semester of student teaching you will need to request time, assistance, feedback, and recommendations from your cooperating teacher(s) and from UNM faculty working at your school site. You will be working with people who are very busy, but who desire to make time to work with you. If possible, please make your requests in writing, clearly and politely, and provide enough lead-time for the individual to respond. If you ask in the hallway, someone may forget. Don’t forget to thank your cooperating teachers with occasional notes (and a piece of chocolate wouldn’t hurt!).

10. Every day, ask: “What can I do to be useful? How can I make this a great experience?”
**Practicum Seminar Policies**

1.) **Student Confidentiality**
Protecting student confidentiality is an important aspect of the Ethics and Professionalism professional competency: “Staff members protect the confidentiality of their students.” Practicum participants are expected to maintain student confidentiality at all times. Do not discuss students by name in the teachers’ lounge, hallways, or with colleagues in UNM courses. Do not include students’ names on any assignments for UNM courses.

2.) **Academic Dishonesty**
It is the responsibility of students to avoid practices that may be considered acts of academic dishonesty. UNM’s policy, as found in the 2011-2012 UNM Catalog, is as follows:

> Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or the course.

> Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others...

What does this mean for this course?

In terms of written work, this means that you have the responsibility to make it very clear in all written work what portion of the work you wrote and what was written by other people. For example, it is perfectly acceptable, and even encouraged, that you use materials and ideas provided by others, such as lesson planning web sites, workshop leaders, mentor teachers, or curriculum guides. However, you need to indicate (such as in a footnote) where you got the information that you are adapting for the assignment. In the long-term, this will be VERY helpful to you, as you may not remember the source of your ideas and you might need or want to go back to that source for additional copies or more ideas.

Additionally, the work that you turn in for this class must be specifically written for the assignments in this course, this semester -- you may not turn in work (either in whole or part) that you have used for a grade in another course.

So, you must make the original source of your ideas explicit. If you have any concerns or questions about how to appropriately indicate what is your own work and what is derived from the work of others, please see the practicum instructor(s) during office hours, or if that time is not convenient, call or email the instructor(s) to set an appointment time.

Failure to accurately reference original sources falls under the category of academic dishonesty and will result in the following:

- The first time a problem of this sort appears in an assignment, we will assume that it is unintentional and will ask you to re-write the assignment. Points may be deducted from your assignment at our discretion. You will be required to meet with one of the course instructors to learn how to avoid this problem in future assignments.
§ The second time this problem is noted in an assignment, you will be assigned 0 points for that assignment.

§ If the problem appears for the third time, you will be assigned a failing grade in the course.

Further information on avoiding plagiarism and other forms of academic dishonesty can be found in the APA Manual and at the Dartmouth College Website: http://www.dartmouth.edu/~writing/sources/. Rutgers University also has many resources on this topic, including an interactive presentation on plagiarism: http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html.

3.) Late Assignment Policy
All assignments are due by the date indicated on the course syllabus. Papers turned in after 5pm on the due date will be considered late. Late assignments will receive a one (1) point deduction for every day late, with a limit of seven days allowed. If assignments are not turned in within 1 week of the assigned date, they will not be accepted, except in the case of significant illness (doctor’s note required) or major family emergency.

If you will not be able to turn in your assignment, please arrange for a friend to turn it in, or have the assignment faxed to the special education office by the time/date due, or have it handed in person to the Special Education Department office (Hokona Hall 101) prior to 5 p.m. on the date due. If your assignment will be turned in at the Special Education office, please make sure that the time and date it is received are documented by the staff. Do NOT put late assignments under the instructor’s office door, unless you want them accepted as turned in on the day the instructor finds them, which may or may not be the same day as you turned them in. Since university faculty are not on campus every day, this could cost you points.

IMPORTANT! You may NOT e-mail your assignments to the instructor as an attachment, as all assignments must include a signed cover sheet.

4.) Re-Writes
In order to be fair to all students, re-writes will not be allowed, except under extraordinary circumstances beyond the student’s control. However, students are STRONGLY encouraged to talk with, e-mail questions to, and/or submit drafts to the instructor ahead of time, so that revisions can be made, if necessary, by the assigned due date. You are also encouraged to bring drafts of your work to the instructor’s office hours, in advance of the date the assignment is due, so that you can receive feedback on the spot.
5.) Class Attendance

Seminar attendance is mandatory. Consistent with policy in the Special Education Program, students will be dropped from the course after (2) absences, regardless of the reason. Five points will be deducted from a student’s grade after the first absence. Arriving more than 50 minutes late to any class session will be considered an absence.

6.) Class Participation

Class participation that is conducive to the learning of all course participants is expected. Behaviors that are considered to be conducive to learning (of the student him/herself and others) include:

- Arriving to class on time and well-prepared,
- Paying attention to instructor and/or other students when they are speaking. This includes not sending or receiving text messages or e-mail, surfing the internet, or interacting with other forms of technology or communication that are not directly related to the course topic, while class is in session.
- Turning off the ringer of your cellular phone and not taking calls within the classroom (please step out in the hall to speak if you must answer an emergency call).
- Using appropriate and non-offensive language during class and in written class assignments.
- Demonstrating cooperation with and respect for the instructor and peers during class discussions.
- Actively participating, on-topic, during small group activities.
- Showing consideration for other students' need for alternative teaching strategies.

We expect students to demonstrate consistently positive class participation. Frequent and/or significant failure to fulfill these expectations will result in the student being dropped from the course.
Seminar Schedule
The practicum seminar will be held on various Fridays throughout the semester. Readings and topics will be assigned by the Practicum Instructor(s).

Topics may include the following:

- introduction to practicum and professional competencies
- backward planning and the reflective teaching cycle
- Bloom’s taxonomy
- choosing teaching strategies strategically
- lesson planning
- aligning content with standards
- classroom-based assessment
- data collection
- direct/explicit instruction (including generalization)
- instructional strategies
- multisensory teaching
- cooperative learning
- prompting, cueing, fading, chaining
- graphic organizers
- Universal Design and Tier 2 or 3 interventions when necessary
- Professional Portfolios

The instructor(s) of your practicum seminar will provide you with information about the type of activities in which you will participate during the monthly class.

Course Evaluations:
You will be provided with opportunities to provide feedback on the quality of your practicum experience. For example, at the end of the semester, you will be asked to fill out a course evaluation form. You may also have the opportunity to provide additional feedback during the course, such as through a mid-semester evaluation and/or other informal course assessments. You are always welcome to provide feedback to the practicum instructor(s) about your perceptions of your practicum experience.
### Student information

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Grade_____</th>
<th>School year_________</th>
<th>IEP date__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Eligibility____________</td>
<td>Brief description of needs_________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Current teachers:</th>
<th>Last year’s teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>

### Special education & related services (location & hours)

<table>
<thead>
<tr>
<th>Learning and Behavioral strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and behavioral areas of concern</td>
</tr>
</tbody>
</table>

### Special health, physical, or self-help needs:

<table>
<thead>
<tr>
<th>Behavior support plan</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Testing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/district accommodations</td>
</tr>
<tr>
<td>Alternative assessment</td>
</tr>
</tbody>
</table>

### Student learns best by:

<table>
<thead>
<tr>
<th>Student likes/Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dislikes</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>IEP date</th>
<th>Ed. eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support team members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IEP Goals at a Glance

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________

4. __________________________________________________________
   __________________________________________________________

5. __________________________________________________________
   __________________________________________________________

6. __________________________________________________________
   __________________________________________________________

7. __________________________________________________________
   __________________________________________________________

8. __________________________________________________________
   __________________________________________________________

9. __________________________________________________________
   __________________________________________________________

10. __________________________________________________________
    __________________________________________________________

### IEP accommodations/modifications

- __________________________________________________________
  Location(s): __________________________

- __________________________________________________________
  Location(s): __________________________

- __________________________________________________________
  Location(s): __________________________

- __________________________________________________________
  Location(s): __________________________

- __________________________________________________________
  Location(s): __________________________

- __________________________________________________________
  Location(s): __________________________

### Behavior/Social management needs

- __________________________________________________________
  Locations(s): __________________________

- __________________________________________________________
  Locations(s): __________________________

- __________________________________________________________
  Locations(s): __________________________

- __________________________________________________________
  Locations(s): __________________________

- __________________________________________________________
  Locations(s): __________________________

- __________________________________________________________
  Locations(s): __________________________
(Sample) Class IEP matrix

<table>
<thead>
<tr>
<th></th>
<th>Kevin</th>
<th>John</th>
<th>David</th>
<th>Carolyn</th>
<th>Tom</th>
<th>Kelly</th>
<th>Noelle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>handwriting skills</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>writing skills</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>(composition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading comprehension</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>number/quantity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>word problems</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEHAVIORAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase time on task</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work independently</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Work quietly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ask for help when</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>angry/frustrated</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transition</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

- The purpose of a class matrix is to identify trends in common IEP goals. This will assist you in development of lessons as well as approaches to content and instruction that will target those goals.
(Sample) Class IEP (accom./mod) matrix

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Kevin</th>
<th>John</th>
<th>David</th>
<th>Carolyn</th>
<th>Tom</th>
<th>Kelly</th>
<th>Noelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat directions</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Extra time for assignments</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use headphones</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictate answers</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent Breaks</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modification</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce the number of problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-worded questions (simpler language)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Modified workload or length of assignments/tests</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects instead of written reports</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highlighting important words or phrases in reading assignments</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The purpose of a class matrix is to identify trends in common IEP accommodations and modifications. This will assist you in development of lessons as well as approaches to content and instruction that will target those educational needs.
First Lesson Plan - Assignment Description

Purpose:
The purposes of this assignment are:
- to begin to learn to develop lesson plans that are embedded within the backward design process, and
- to begin to use reflection as an integral part of the ongoing lesson planning process.

Directions:
For this assignment you will turn in one lesson plan, using the recommended lesson plan format or an equivalent format approved by the course instructor. You will turn in:

- Signed cover page
- The lesson plan and a master schedule for each day of a typical week
- Copies of any assessment tools, handouts, and/or overheads to be used.

NOTE: Your lesson plans must be detailed enough that someone unfamiliar with your classroom could come in and implement your plans.
Recommended Lesson Plan Format #1 (see expanded description on next page)

1. **Time frame:**

2. **Curriculum standards addressed in lesson:**

3. **Overarching purpose for this lesson:** (What do you want your students to understand and/or be able to do?)

4. **IEP goals/objectives** (list, by students’ first name, only those goals/objectives which will be addressed in the lesson):

5. **Lesson description** (provide concrete details):
   a. Introduction (student engagement strategies)
   b. Development of the lesson
      i. I will...
      ii. The E.A.(s) will...
      iii. The student(s) will...
   c. Closure (wrap-up)

6. **Preparation of the environment:**
   a. Seating arrangement
   b. Routines

7. **Materials:**

8. **Accommodations/Modifications/Supports** (list each student for whom accommodations, modifications, and/or supports are necessary and list those that are relevant for this lesson);

9. **Method(s) of assessment** (attach a master copy of any assessment forms):

10. **Reflection on teaching performance (after lesson is taught):**
    a. What worked well in this lesson and how do I know it worked?
    b. How can I build on what student(s) learned in the lesson?
    c. What will I do differently next time and why?
    d. What specific student assessment or data will you use to inform later instruction?
This is one example of a formal lesson plan for a standards-based curriculum. You may encounter other formats in your career that will be different, however for your UNM student teaching lesson plans, all materials and activities should be spelled out in detail so that anyone following it can achieve the same results you did when you designed it. While it would be unusual for a teacher to use this much detail on daily lesson plans in New Mexico, many other states do require it from all teachers every day.

1. **Time Frame**: How much time will you allot to the lesson from beginning to end

2. **Curriculum standards addressed in lesson**: NM standards & benchmarks

3. **Overarching purpose for this lesson**: (What do you want your students to understand and/or be able to do?) Should be a specific statement of the goal/objective of the lesson and connected to the standards...and be tied directly to your assessment for the lesson.

4. **IEP goals/objectives** (list, by student name (use initials), only those goals/objectives which will be addressed in the lesson):

5. **Accommodations/Modifications/Supports** (list each student for whom accommodations, modifications, and/or supports are necessary and list those that are relevant for this lesson); This is required for both special ed and general ed placements. What can be done to make this activity work better for the students with special needs in your classroom? If there are no children with special needs in your classroom, identify children “at risk” or those below or above grade level and suggest relevant accommodations/modifications/supports

6. **Materials**: Everything you need to do this lesson including the amount and kind of items such as paper, pencils, crayons; computers or other equipment; field trip paperwork, volunteers, etc.

7. **Preparation of the environment**:
   a. Seating arrangement or table arrangement. Other classroom changes?
   b. Routines include how you will transition into and out of the lesson

8. **Lesson description** (provide concrete details): detailed, step by step description
   a. Introduction (student engagement strategies) how will you pique their interest, get them motivated to participate?
   b. Development of the lesson be specific and detailed
      i. I will...
      ii. The E.A.(s) will...
      iii. The student(s) will...
   c. Closure (wrap-up)

9. **Method(s) of assessment** (attach a master copy of all assessment forms): How you will know if students have met the goals/objectives (ie, test, permanent product, rubric, etc.) Remember: It must be measurable, observable, repeatable and tied to the lesson & students goals/objectives. Be sure to additionally integrate your prompting scale into your content assessment Remember....IT’S NOT JUST “he/she COMPLETED THE TASK”. YOU NEED TO DOCUMENT WHETHER IT WAS COMPLETED ‘TOTALLY’ INDEPENDENTLY OR WITH SPECIFIC PROMPTS…….IDENTIFY THE KIND OF PROMPTS THAT WERE REQUIRED. This way you can identify the area(s) in need of continued support. (Think—Progress towards goals).

10. **Reflection**:
    a. What worked well in this lesson and how do I know it worked?
    b. How can I build on what student(s) learned in the lesson?
    c. What will I do differently next time and why?
Cover Page for First Lesson Plan

Printed Student Name: ________________________________
Date Due: ________________  Date Turned In: ________________

Minimum Criteria -- Student Check List

_____ I have not turned in this assignment (or significant portions of this assignment) for a grade in another course.

_____ I used one of the recommended lesson plan formats provided in the practicum handbook or an equivalent format approved by the course instructor.

_____ My lesson plan includes all required components.

_____ I developed the lesson plans myself -- I did not copy them out of a book or from the Internet.

_____ I clearly indicated all resources I used to develop the lesson plans (including materials or assessment tools), such as with a footnote.

_____ I included the content area and age/grade level for which each lesson was developed.

_____ I provided copies of any assessment tools, handouts, and/or overheads I used.

__________________________________________________________________________

Student Signature
Instructor Grading Criteria -- INSTRUCTOR Check list

You met the all of minimum requirements for the assignment.

not really (0)   yes (1)

Your lesson plan is understandable and could be implemented by someone unfamiliar with your classroom and students.

not really (0)   to some extent (.5)   yes, clearly (1)

Your lesson plan is coherent -- all of the pieces fit together and the order is logical and appropriate.

not really (0)   to some extent (.5)   yes, clearly (1)

The content appears appropriate for the students’ level(s) and abilities.

not really (0)   to some extent (.5)   yes, clearly (1)

Your lesson plan looks interesting and likely to engage student interest.

not really (0)   to some extent (.5)   yes, clearly (1)

Comments:

Final Grade: _______ out of 5 points.
Second Set of Lesson Plans - Assignment Description

Purpose:
The purposes of this assignment are to:

1. Strengthen the quality of your lesson plans, and
2. Begin to strategically select teaching and learning strategies to use during your lessons.

Directions:
For this assignment you will turn in:

✔ Signed cover page
✔ A master schedule for the three days your lesson plans will cover and
✔ A set of typed complete lesson plans for three days, to be taught on consecutive days.

Your master schedule should indicate what lessons you will be responsible for over the three days that your set of lesson plans includes (note: these days will be consecutive). The schedule should include the time frame for the lessons; the classroom, class and/or content (e.g. 5th period Math, 7th grade), and a brief title for the lesson (e.g. introducing the solar system, morning message, specials).

You must include at least one lesson plan for all repeated activities (e.g. morning message). If there will be significant changes to the routine activity, then you should include a new lesson plan. **It is highly unusual that any one repeated activity will NOT change to some degree over a weeks’ time.** Please include even the slight changes.

**You must use the recommended lesson plan format or obtain prior approval to use an equivalent alternative. Don’t forget to include a copy of all handouts, overheads, and assessment tools used.**
Cover Page for Second Set of Lesson Plans

Printed Student Name: ________________________________

Date Due: _______________ Date Turned In: _______________

Minimum Criteria -- Student Check List

_____ I have not turned in this assignment (or significant portions of this assignment) for a grade in another course.

_____ I provided a master schedule for the three days that my lesson plans cover.

_____ I turned in a complete set of lesson plans for three days of teaching.

_____ My assignment (including all lesson plans) is typed.

_____ I included a lesson plan for each lesson and activity listed on my master schedule.

_____ I used the one of the lesson plan formats provided in class or an equivalent format approved by the course instructor(s).

_____ All of my lesson plans included all required components.

_____ I developed the lesson plans myself -- I did not copy them out of a book or from the internet.

_____ I clearly indicated all resources I used to develop the lesson plans (including materials or assessment tools), such as with a footnote.

_____ I included the content area and age/grade level for which the lessons were developed.

__________________________________________________________________________

Student Signature
**Instructor Grading Criteria -- INSTRUCTOR Check list**

You met the all of minimum requirements for the assignment.

| not really (0) | yes (1) |

Your master schedule is understandable and appears accurate.

| not really (0) | to some extent (1) | yes, clearly (2) |

Your lesson plans are complete and address all of the activities/lessons on the master schedule.

| not really (0) | to some extent (1) | yes, clearly (2) |

Your lesson plans are understandable and sufficiently detailed that they could be implemented by someone unfamiliar with your classroom and students.

| not really (0) | to some extent (1) | yes, clearly (2) |

Your lesson plans are coherent -- all of the pieces fit together and the order is logical and appropriate.

| not really (0) | to some extent (1) | yes, clearly (2) |

The content appears appropriate for the students’ level(s) and abilities.

| not really (0) | to some extent (1) | yes, clearly (2) |

Your stated assessment methods are sufficient to gauge student learning and progress.

| not really (0) | to some extent (1) | yes, clearly (2) |

Your lesson plans look interesting and are likely to engage student interest.

| not really (0) | to some extent (1) | yes, clearly (2) |

**Comments:**

Final Grade: _______ out of 15 points.
Final Set of Lesson Plans - Assignment Description

Purpose:
The purpose of this assignment is to focus on developing well-integrated, quality lesson plans over an extended period of time.

Directions:
For this assignment, you will turn in:
- Signed cover page
- A detailed weekly schedule, and
- A complete set of lesson plans for that entire week (five consecutive days).

Your detailed weekly schedule should indicate what lessons you will be responsible for over the five CONSECUTIVE days that your set of lesson plans. The schedule should include the time frame for the lessons; the classroom, class and/or content (e.g. 5th period Math, 7th grade), and a brief title for the lesson (e.g. introducing the solar system, morning message, specials).

You must include at least one lesson plan for all repeated activities (e.g. morning message). If there will be significant changes to the routine activity, then you should include a new lesson plan. **It is highly unusual that any one repeated activity will NOT change to some degree over a weeks’ time.** Please include even the slight changes.

You must use the recommended lesson plan format or obtain prior approval to use an equivalent alternative. **Don’t forget to include a copy of all handouts, overheads, and assessment tools used.**
Cover Page for Final Set of Lesson Plans

Printed Student Name: ________________________________

Date Due: ________________  Date Turned In: ________________

Minimum Criteria -- Student Check List

_____ I have not turned in this assignment (or significant portions of this assignment) for a grade in another course.

_____ I provided a master schedule for the five days that my lesson plans cover.

_____ I turned in a complete set of lesson plans for five consecutive days of teaching.

_____ My assignment (including all lesson plans) is typed.

_____ I included a lesson plan for each lesson and activity listed on my master schedule.

_____ I used the one of the lesson plan formats provided in class or an equivalent format approved by the course instructor(s).

_____ All of my lesson plans included all required components.

_____ I developed the lesson plans myself -- I did not copy them out of a book or from the internet.

_____ I clearly indicated all resources I used to develop the lesson plans (including materials or assessment tools), such as with a footnote.

_____ I included the content area and age/grade level for which the lessons were developed.

__________________________________________________________

Student Signature
### Instructor Grading Criteria -- INSTRUCTOR Check list

You met the all of minimum requirements for the assignment.

<table>
<thead>
<tr>
<th>not really (0)</th>
<th>yes (1)</th>
</tr>
</thead>
</table>

Your master schedule is understandable and appears accurate.

<table>
<thead>
<tr>
<th>not really (0)</th>
<th>to some extent (1)</th>
<th>yes, clearly (2)</th>
</tr>
</thead>
</table>

Your lesson plans are complete and address all of the activities/lessons on the master schedule.

<table>
<thead>
<tr>
<th>not really (0)</th>
<th>to some extent (1)</th>
<th>yes, clearly (2)</th>
</tr>
</thead>
</table>

Your lesson plans are understandable and sufficiently detailed that they could be implemented by someone unfamiliar with your classroom and students.

<table>
<thead>
<tr>
<th>not really (0)</th>
<th>to some extent (1)</th>
<th>yes, clearly (2)</th>
</tr>
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Your lesson plans are coherent -- all of the pieces fit together and the order is logical and appropriate.

<table>
<thead>
<tr>
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<th>yes, clearly (2)</th>
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The content appears appropriate for the students' level(s) and abilities.

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**Comments:**

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Final Grade: _______ out of 15 points.
Professional Competencies for Teachers Enrolled in the UNM Special Education M.A. & Licensure Program

Faculty from the University of New Mexico’s Special Education Program, in collaboration with professionals from the Albuquerque Public Schools have developed a set of 10 professional competencies to guide instructional practices. These competencies underlie the graduate courses offered in the Special Education Program and will be used to evaluate performance during various aspects of the graduate program, such as in relevant coursework and field experiences.

1. Individualized Educational Plans and Legal Responsibilities
   What: Teachers ensure that each student has an up-to-date IEP in which all applicable legal requirements are applied.
   - The IEP procedure is followed and all elements are included.
   - Program plans include appropriate long-range goals and short-term objectives.
   - Progress toward goals and objectives is measured, documented, and reported to students’ parents and/or guardians on a regular basis.
   - All appropriate participants, including the student and his/her family, are included in IEP meetings.
   - Appropriate behavioral supports are implemented and documented.
   - Collaboration with parents and students is implemented and documented.
   - The use of translators and other supports for culturally and linguistically diverse students and their families is implemented and documented, when appropriate.

Teachers often have questions regarding the number of goals and objectives appropriate for students with disabilities. Remember that students with disabilities acquire skills slowly and have a difficult time maintaining and generalizing skills. It is therefore important to insure that each IEP objective be addressed in a variety of ways each day. Some professionals will, therefore, limit the number of goal areas and objectives. Others will have many objectives but construct the daily schedule so that every activity addresses one or more IEP objectives.

NOTE: The IEP is a working document and should guide daily classroom activities.

1.) Goals: A goal states what the student will do as a result of the special education services being provided. It should be stated in fairly broad terms that identify the direction of change (most often, increase), the area in which the change will occur (communication, leisure skills, etc.) and in what setting or medium (verbal communication, community activities, etc.)

2.) Objectives: Objectives are logical breakdowns of a task (or goal) into smaller, often progressive steps -- each of which may be a prerequisite for the next step.
The components of an objective are:

- **Conditions:** Under what conditions progress will be measured.
- **Behavior:** Identify measurable performance; actions by student.
- **Criterion:** How progress and/or mastery will be measured (i.e. how much, how often, to what extent).

2. **Lesson Planning**
   
   What: Teachers develop and implement appropriate lesson plans.
   
   - An up-to-date lesson plan notebook is available and readily accessible at all times.
   - The lesson plan notebook contains an up-to-date schedule of classroom activities.
   - The lesson plan notebook contains current lesson plans for all scheduled activities.
   - The lesson plans contain all of the following information:
     
     a. objectives addressed (IEP and/or standards)
     b. directions/instructions (including behavioral expectations)
     c. description of the activity
     d. instructional strategies/methods to be used
     e. materials
     f. method of assessment
     g. accommodations, modifications, and/or supports for individual students.

   Lesson planning is more than determining what material to cover during what period of time. Students with disabilities require direct, carefully designed instruction in order to make progress in the educational program. Without a specific plan, valuable time is wasted. Written lesson plans in an accessible place insure that all adults working with students will carry out lessons consistently. A question often asked is if common daily activities, such as eating or going to the bus, should have a specific lesson plan. The answer is that all activities that address an IEP objective should have a specific lesson plan and almost all daily activities should address IEP objectives. Designing a quality lesson plan that addresses the specific needs of the students who participate takes time and attention to detail. It is, therefore, important to set aside time each day to think about and prepare lesson plans well in advance of activities. As experience with students with disabilities is accumulated, an impressive collection of lesson plans is built.

3. **Documentation and Communication**
   
   What: Teachers communicate accurately and provide effective documentation to support student learning.
   
   - Each student has an up-to-date working folder that includes:
     a. A log of communication with parents
     b. Student and family personal/emergency information
     c. Current and past IEPs
d. Functional Behavior Assessment/Behavior Intervention Plan (if applicable)

e. Assessment information

f. Progress reports/report cards

g. Student’s schedule

h. Documentation of team meeting in which the student is discussed.

- Accurate reports are written in a timely manner, in professional, yet family-friendly language.

- Student records, including the working folder are complete, accurate, well organized, and contain relevant and useful information.

- Teachers respond to family members in a timely and respectful manner.

- Teachers provide information to family members that is accurate and understandable.

- Teachers contact district language services and use translator services in a culturally sensitive and effective manner, when appropriate.

Communication among professionals and with families is essential. A well complete well-organized working folder enables communication to happen quickly and efficiently. In addition to the information noted above, many teachers find it helpful to maintain a communication notebook that goes back and forth from home to school and enables individuals with whom the student lives and school staff to maintain close contact. Families appreciate knowing what goes on at school on a day-to-day basis. The communication log should always contain positive comments about a student as well as necessary information regarding a student’s health and behavior. Avoid using the communication notebook as a forum for complaints.

4. **Scheduling:**

   **What:** Teachers coordinate effectively with related service providers.

   - A schedule for all of the students is posted in a place visible to the students, educational assistants, and related service providers.

   - A copy of each student’s schedule is included in either the lesson plan notebook or students’ working file.

   - Students are ready and available when services with related service providers are scheduled.

   - Teachers and assistants are aware of where their students are when they are out of the classroom or instructional site.

One of the most important tools for teachers of students with disabilities is a large master schedule placed so that it is available and visible to all adults. It is somewhat time consuming at first but will make life much easier in the long run. It takes practice for everyone to use the schedule but close adherence to it insures that every student is appropriately attended to during each period of the day. Obviously, a schedule needs to be individualized for each class but here are some helpful suggestions.

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August 2014

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5. Individualization and Least Restrictive Environment (LRE)

What: Teachers provide opportunities for all of their students to engage with general education peers in multiple and sustained contexts.

- A log of student participation in the school-wide community is readily available (i.e. in the lesson plan notebook or each student’s working folder).
- Appropriate adult supervision is provided during activities with peers.
- Effective support is provided to collaborating general educators during inclusive activities.
- Activities with general education peers are appropriate, ongoing, monitored, and meet students’ IEP goals and objectives.

Opportunities to engage with general education peers are vital for students with disabilities. It is difficult to learn how to function in a community of any kind unless one is a part of that community. It should, however, be remembered that students with disabilities may not always participate in activities in the same way as their peers who do not have disabilities. For example, a student with a disability may use an augmentative communication device to talk to peers during recess rather than verbalizations. Therefore, activities need to be carefully planned and executed. A student with disabilities must have appropriate staff support in general education settings in order for the experience to be of maximum benefit to all students. Ongoing communication between special education and general education teachers is essential for the success of inclusive activities for all students.

Therefore, it is essential to carefully plan the activities in which the student with disabilities can be engaged with peers. An IEP matrix will enable the teacher to identify which IEP objectives can be met in which settings. For example, Joe attends a general education computer class. IEP objectives related to Joe’s participation in this class are: 1) gives and responds to appropriate greetings; 2) asks for and accepts help when needed; and 3) engages in a non-preferred activity for up to five consecutive minutes. None of these objectives relate directly to what the other
students are doing in the computer class yet it is an appropriate setting for Joe to learn the skills he will need in order to participate in the community.

6. **Curriculum and Pedagogy**

   What: Teachers provide age-appropriate instruction, which is referenced to the general education curriculum and functional objectives, and individualized to each student’s needs, abilities, and interests.

   - A variety of appropriate instructional strategies (such as direct instruction, problem-based learning, community-referenced instruction, peer tutoring, cooperative learning, etc.) are implemented according to the support needs and learning styles/preferences of individual students.
   - Appropriate strategies for mediating instruction (such as prompting, modeling, shaping, chaining, and fading), are used consistently and effectively.
   - Strategies for grouping students for instruction (such as small groups, whole groups, independent practice, and one-on-one instruction) are utilized strategically and appropriately, according to the learning task and context.
   - Instructional activities and materials are age-appropriate (see explanation below).
   - Instructional activities and materials are functional (see explanation below).
   - The content of the curriculum is aligned with the general education curriculum and standards and benchmarks (see explanation below).
   - The curriculum is designed to build on strengths, as well as areas of weakness.
   - Students have access to the general education curriculum, such as, music, art, science, social studies, PE, and electives.

Age appropriate curriculum incorporates tasks and materials common to students of a similar age without disabilities. For example, learning to sort might be an important skill for a student with severe disabilities. A middle school student might sort colored plastic bears, shapes, dinnerware, laundry, or boxes and cans from the grocery store. Which are most age appropriate? Obviously, the last three.

In addition, the last three are useful skills that a student may actually employ -- they are functional skills. A functional skill is defined as a skill that, if a person is unable to perform (such as feeding and dressing themselves, going to the grocery store, etc.), another person must perform for them. A traditional curriculum based on the developmental sequence of typically developing students is not appropriate for students with severe disabilities.

Recent regulations (No Child Left Behind) make it clear that instruction for all students must be based on current state standards (Common Core). This can be confusing and challenging when applied to students with disabilities. The most common response to this requirement is to apply standards appropriate for much younger students to the student with severe disabilities. This does not address the needs of the student with disabilities or the spirit of the law. In addition, some students with disabilities may need an instructional program that addresses skills not
directly outlined in the state standards. The state of New Mexico has developed a set of expanded performance standards appropriate for students with disabilities. Teachers are encouraged to use these expanded standards as they choose those that are appropriate for their students with disabilities.

7. **Classroom-based Assessment:**
   What: Teachers incorporate a variety of classroom-based evaluation measures and techniques into a system of ongoing assessment for each student. This system will include measures and techniques used in program planning and evaluation of instruction.

   - All lesson plans include a description of the assessment measures or techniques to be used.
   - A variety of assessment types (such as check lists, rating scales, documented direct observations, rubrics, curriculum-based assessment, portfolios, etc.) are used.
   - The criteria used in classroom-based assessments are objective (descriptive, observable, and measurable).
   - Assessments are used to measure student progress and to provide information on the effectiveness of instruction.
   - Data collected includes the amount and type of prompts used, as well as documenting progress made toward fading prompts.
   - The individual measures and techniques are integrated into an overall system of assessment, included in a working folder for each student.

Appropriate assessment of students with disabilities is challenging. There are very few checklists of skills that enable a teacher to quickly determine what to teach next. Traditionally, teachers have been encouraged to teach skills based on a developmental sequence. This is not appropriate for students with disabilities, many of whom learn too slowly to enable them to benefit from this approach, may have physical challenges that make it impossible to master certain developmental skills or have extreme difficulties maintaining and generalizing skills. In part, assessment consists of a careful observation of how typically developing students might perform a skill (such as navigating the line in the lunch room) comparing that to how students with disabilities perform the skill, and determining what needs to be taught and/or modified to enable students with disabilities to perform the skill in a comparable manner.

In addition to assessing students in order to determine what to teach, a consistent schedule (daily if possible but no less than 1 time per week) of gathering data regarding student progress on each objective is essential in working with students with disabilities. Valuable time is wasted if an entire 9 weeks goes by without determining the amount of progress being made. Decisions about instructional programs must be based on data collected frequently and systematically.

8. **Classroom Management:**
What: Teachers foster learning for all students by providing an engaging and positive classroom climate, including the use of positive behavioral supports.

- Behavior management strategies are selected and implemented effectively, appropriately and in an ethical and professional manner.
- Explicit behavioral expectations are clearly and consistently communicated to students.
- Positive reinforcement is implemented appropriately, effectively, and consistently to increase and maintain appropriate and desired social and academic behaviors.
- Inappropriate student behaviors (e.g., not following directions, physical aggression) are dealt with promptly and consistently using antecedent and/or consequence strategies appropriate to the situation.
- Students’ social and academic behaviors are monitored carefully and consistently and interventions are implemented in a timely manner.
- When needed, systematic and appropriate behavior intervention plans, specific to individual student needs, are developed and implemented consistently and effectively.
- The teaching environment is arranged effectively and is appropriate for students’ learning needs and age/grade level.

Teaching students to behave appropriately, in a variety of settings, significantly affects the quality of a student’s life. Also, instruction in other vital areas is difficult if not impossible until a student learns behavior compatible to the learning environment. Many of the characteristics of students with disabilities, such as limited communication, limited interaction, and behavior that appears to be non-purposeful or inappropriate, are directly related to behavioral challenges that occur in every classroom. In working with students with disabilities it is important to remember that behavior is communication. Although it may seem so to the school staff, behavior does not happen for no reason. There is always a reason even if we cannot figure out what it is. Challenging behaviors should be viewed as an opportunity to engage in important detective work, rather than an insurmountable and personally offensive obstacle. Specific behavioral challenges require specific methods of assessment and a carefully planned intervention plan (see Janney & Snell, 2001, or Kerr & Nelson, 2010) for further assistance). In general, however, there are some important steps that will help to insure positive classroom behavior for all students:

- Provide non-contingent reinforcement – lots of positive comments, activities and items should be available for all students.
- Keep language simple and clear and use a tone of voice that is firm, gentle, and age appropriate.
- Prepare students for transitions and allow them time to follow instructions and make transitions.
- Help students understand rules, daily routines, and schedules with pictures, words, environmental cues, etc.
- Keep students engaged with age appropriate, functional, interesting learning activities.
- Allow students choices however and whenever appropriate.
- Make sure all members of the classroom and support staff know and follow the same procedures regarding behavior.
- When students behave inappropriately, determine what it is that they need to learn and how to teach it in an effective systematic way.
- Avoid the use of punishment. It does not teach anything and is not effective for long-term behavior change. A hierarchy of strategies should be implemented before using a punishment strategy such as time out from positive reinforcement, response cost, etc. (refer to Kerr & Nelson, 2009 for guidance).

9. **Collegiality and Collaboration:**

What: Teachers demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students with disabilities, and their families.

- Teachers work collaboratively and collegially with colleagues and staff.
- Teachers work with parents or students’ guardians in a respectful manner.
- Teachers are responsive to the needs and input of students’ families and guardians.
- Teachers are positive about their students in interactions with others.
- Teachers use person-first language consistently.

**Implementation Strategies:** A critical aspect of collaboration for teachers of students with disabilities is the team meeting. Team meetings should be scheduled and held no less than once per month. Participants should include teachers (both general and special education), speech-language pathologist, occupational therapist, physical therapist, educational assistant, nurse, administrator and other related staff as appropriate. More frequent meetings may be necessary to insure the success of inclusive activities. Minutes of the team meetings should be kept in appropriate students’ working folders and must include the following:

a. issues addressed  
b. action to be taken  
c. who is responsible for the action to be taken  
d. by when the action will be taken.

While scheduling time for team meetings can be challenging, it is essential for the success of student programs. Many complex issues surround students with severe disabilities. Team meetings may be the only time for the entire educational team to discuss issues related to specific students. For additional suggestions, including scheduling suggestions, see Teacher’s Guides to Inclusive Practices – Team Collaboration by Janney and Snell (2001).
10. **Ethics and Professionalism:**

   What: Staff members demonstrate the professional attitudes and dispositions necessary to provide effective and appropriate instruction to students with disabilities.

   - Staff members consistently plan for instruction and assessment.
   - Staff members arrive on time for work and attend required school activities.
   - Staff members individualize instruction for students with special needs.
   - Staff members work collaboratively with colleagues.
   - Staff members work with parents or students’ representatives in a respectful manner.
   - Staff members are responsive to the needs and input of students’ families and guardians.
   - Staff members are positive about students in interactions with students and others.
   - Staff members protect the confidentiality of their students.
   - Staff members reflect on improving their own ability to fulfill professional and ethical responsibilities.
   - Staff members seek appropriate advice when they identify ethical dilemmas or questions about their practice.
   - Staff members dress neatly and appropriately.