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1. Practicum Application¹ (please remove pages 3-5, complete, and turn in to the Practicum Coordinator by May 31)

1.) Name: __________________________________________

2.) Phone number: _________________________________

3.) E-mail address (please print legibly): __________________________

4.) I am applying for SPC ED 504: Practicum in Special Education for the
   □ Fall semester, □ ____________ (year).

   Note: Concentration I: Mental Retardation and Severe Disabilities offers Practicum only during the Fall semester. Interns participating in the APS/UNM Partnership Program in Mental Retardation and Severe Disabilities must complete practicum during their first Fall semester in the Program.

5.) I am officially admitted to the Special Education MA and/or Licensure Program in (please indicate one of the below options):
   □ Concentration I: Mental Retardation and Severe Disabilities
   □ Concentration II: Learning and Behavioral Exceptionalities
   □ I am not admitted to the Special Education Program in either Concentration² but I have submitted my application for the Program. (Please indicate date application submitted to UNM’s Admissions Office.)

       Date application submitted: __________

   □ I am not admitted to the Special Education Program in either Concentration² and (a) I have not applied submitted my application or (b) I applied and was not accepted.

¹ Application to the Practicum does not guarantee acceptance into the Practicum.
² Practicum Applicants must be officially admitted to the Special Education Graduate Program and/or the APS/UNM Partnership Program in Mental Retardation and Severe Disabilities, and in good academic standing during the semester in which Practicum is taken.
6.) My assigned faculty advisor is (please indicate one):

<table>
<thead>
<tr>
<th>Concentration I</th>
<th>Concentration II</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Nitasha Clark</td>
<td>☐ Isaura Barrera</td>
</tr>
<tr>
<td>☐ Susan Copeland</td>
<td>☐ Elizabeth Nielsen</td>
</tr>
<tr>
<td>☐ Liz Keefe</td>
<td>☐ Loretta Serna</td>
</tr>
<tr>
<td>☐ Ruth Luckasson</td>
<td></td>
</tr>
<tr>
<td>☐ Kelley Peters</td>
<td></td>
</tr>
<tr>
<td>☐ Cathy Qi</td>
<td></td>
</tr>
<tr>
<td>☐ Julia Scherba de Valenzuela</td>
<td></td>
</tr>
</tbody>
</table>

7.) I am currently or expect to be employed by a local school district as a teacher\(^3\) at the time I take Practicum. yes _______________ no _______________

   *If yes, please answer questions 8 a-e.*
   *If not, please answer questions 9a-d.*

8.) During the Practicum semester, I will (enter information that you have at this time):
   - (a) be an employee of ____________________________ school district.
   - (b) teach at ____________________________ school.
   - (c) teach in ____________________________ grade level(s).
   - (d) teach in ____________________________ kind of classroom/program (i.e. inclusion, CBI, bilingual, general education, C-level math).
   - (e) have approximately __________ number of students (total, not per period).

---

\(^3\) This application is valid only for the teaching placement you indicate on this application. If you change placements after application and/or acceptance, you must notify the Practicum Coordinator(s) immediately. A change in placements may result in either (a) non- acceptance or (b) being dropped from the Practicum.
9.) I am/will not be employed as a teacher and will need to be placed in a student teaching placement. Therefore, I have already begun the process by:
   - (a) informing my advisor I intend to student teach prior to submitting this application, yes □ no □
   - (b) getting fingerprinted for the background check yes □ no □, and
   - (c) purchasing liability insurance from the UNM College of Education Academic Advisement Center. yes □ no □

10.) I understand that many of the expectations in the handbook are considered minimum.
    yes □ no □

11.) I have read and understand the expectations, guidelines, and responsibilities stated in this Practicum Handbook. I agree to abide by the guidelines presented. yes □ no □

_________________________________________  _______________
Applicant Signature                  Date

Sign and return this copy to the faculty member who is coordinating the SPC ED 504 Practicum for the year you wish to participate no later than May 31st for Fall Practicum.

You can obtain information about who the current Practicum Coordinator(s) is/are from your Faculty Advisor. You will need to return this signed copy before you can be considered for admission. If admitted, the /are will provide you with the call number for registration no later than July 31.

Received: ____________  __________________________

____________________  _________________________
Date                  Practicum Coordinator

4 This information will be verified by the Practicum Coordinator(s). If any of requirements have not been completed prior to the start of Practicum, the student will be dropped from the course.
2. 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 NM state licensure in Special Education. All students seeking special education licensure in Concentration I are expected to take Practicum (SPC ED 504) when they are enrolled in the program with graduate student status. Students in nondegree status are not eligible to enroll in Practicum. Students are expected to complete Practicum in a local school placement. Students may complete Practicum in a non-local school district only if Concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners faculty approve of an appropriate field supervisor for the location.

Practicum is designed to provide support for practicing special educators, who are currently teaching on a substandard or 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 7 and 8 for information pertaining to student teaching.

The Practicum consists of two components: (1) a weekly seminar and (2) field supervision. These two components are integrated to assist participants in achieving the Professional Competencies of the Special Education Concentration in Mental Retardation and Severe Disabilities.
Learning Objectives:
1. Acquire and demonstrate Teacher Readiness Skills (e.g., IEPs & Legal Responsibilities, Scheduling, Documentation, LRE) in practicum field placements.
2. Develop cohesive lesson plans in which lesson purpose(s), appropriate standards, assessment(s), and activities align.
3. Systematically plan and prepare for all teaching/learning activities.
4. Evaluate students' responses to instruction.
5. Reflect on lesson planning and delivery.
6. Demonstrate the Professional Competencies of the Special Education Concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners.

Professional Competencies (Brief Version):
Faculty from the University of New Mexico's Special Education Concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners, 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 Concentration in Mental Retardation and Severe Disabilities 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. 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.

---

5 See Section 12 for an expanded description of these competencies.
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 mental retardation and severe disabilities.
3. 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 masters program in special education.

NOTE: Students participating in the APS/UNM Partnership Program in Mental Retardation and Severe Disabilities complete Practicum requirements over two semesters: their first fall (2 credit hours) and spring (1 credit hour) semesters in the Program. Students must earn a grade of B or better in both semesters to continue in the Program.
4. Expectations for Practicum

Professional Expectations for Practicum Teachers, including Student Teachers:

1. Treat all students, faculty, and staff with dignity and respect. This means using professional and person-first language at all times. Language and words that are demeaning or derogatory are not be used at any time. Physical aggression will not be tolerated at any time.

2. Maintain student confidentiality at all times. Disclose information in student records only to those with a legitimate educational interest (i.e., Avoid discussing students by name in the teachers' lounge, hallways, or with colleagues in UNM courses, use pseudonyms for students' names on any assignments for UNM courses).

3. Follow your school's dress code at all times and maintain a professional appearance, demeanor and time consciousness at all times.

4. Maintain a positive attitude.

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

6. Report to your school site for the entire duty day or, if student teaching, as determined by your cooperating teacher and sign in and out at the school office daily.

7. Attend staff meetings at your site when appropriate.

8. Attend meetings set up by your University Supervisor or APS/UNM Resource Teacher.

9. Follow all applicable policies and procedures established by UNM, the school district, and your school.

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 the entire 16 weeks of the semester (excepting regularly scheduled school holidays). Practicum participants who are not present in their teaching placement for the entire 16 weeks of the semester will be unable to complete the Practicum. NOTE: These are
minimum time commitments. Student teachers are expected to comply with the time demands of their cooperating teachers and/or Practicum Coordinator(s), especially if the student teacher requires additional classroom experience to successfully demonstrate professional competencies.

Feedback will be provided on the observation form included in this handbook. At the conclusion of the observation and conference with your supervisor, you will keep the middle copy of both pages of the observation form. Your supervisor will take the top (white) copy. He/she will give the bottom copy to the practicum instructor(s) to provide the practicum instructor(s) with an ongoing report of your progress in the field. See the course syllabus for additional information on determining your final grade in the course.

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>Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable (0)</td>
<td>No evidence for specified indicators and/or unacceptable quality.</td>
</tr>
<tr>
<td>Novice (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>Apprentice I (2)</td>
<td>Some evidence for most of the specified performance indicators appropriate to setting is apparent. Quality is inconsistently adequate.</td>
</tr>
<tr>
<td>Apprentice II (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>Practitioner (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>Expert (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>
</tr>
</tbody>
</table>
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.

Resolution of Problems:
If you are experiencing a problem in the practicum (either in the field or seminar portions), you should contact the Practicum Coordinator(s) (or Practicum Instructor, if not the same) as soon as the problem arises. If you cannot resolve the difficulty with the Practicum Instructor and/or Coordinator, 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. Cathy Qi), the Special Education Coordinator (Dr. Liz Keefe) or the Department Chair (Prof. Ruth Luckasson).
<table>
<thead>
<tr>
<th></th>
<th>Specific Observations which relate to the rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Individualized Program Plans and Legal Responsibilities: Teachers apply applicable legal requirements to the IEP/IFSP process.</td>
</tr>
<tr>
<td>2.</td>
<td>Lesson Planning: Teachers develop and implement appropriate lesson plans.</td>
</tr>
<tr>
<td>3.</td>
<td>Documentation and Communication: Teachers communicate accurately and provide effective documentation to support student learning.</td>
</tr>
<tr>
<td>4.</td>
<td>Scheduling: Teachers coordinate effectively with related service providers.</td>
</tr>
<tr>
<td>5.</td>
<td>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>
</tr>
<tr>
<td>6.</td>
<td>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.</td>
</tr>
<tr>
<td>7.</td>
<td>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.</td>
</tr>
<tr>
<td>8.</td>
<td>Classroom Management: Teachers provide an engaging and positive classroom climate, including the use of positive behavioral supports, that fosters the learning of all students.</td>
</tr>
<tr>
<td>9.</td>
<td>Collegiality and Collaboration: Teachers demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students with disabilities, and their families.</td>
</tr>
<tr>
<td>10.</td>
<td>Ethics and Professionalism: Staff members demonstrate the professional attitudes and dispositions necessary to provide effective and appropriate instruction to students with mental retardation and severe disabilities.</td>
</tr>
</tbody>
</table>

* 0 = unacceptable, 1 = novice, 2 = apprentice I, 3 = apprentice II, 4 = practitioner, 5 = expert, X = no opportunity to observe
Specific strengths of the lesson/interaction observed:

Areas needing continued attention:

Concrete goal and objectives for improvement by next observation (to be developed in collaboration with supervisor and participant):

**Goals:**

**Objectives** *(or, What are three concrete things I can do that will help me reach this goal?)*:

1. 

2. 

3. 
6. Faculty

The faculty of the Concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners strongly advocate for educational equity, social justice, and inclusive education for individuals with disabilities. The Concentration was officially approved by the UNM Faculty Senate in the Spring of 2001. We have a collaborative team of faculty, who support a strong and vital learning community here at UNM and within our local schools:

Ruth Luckasson, J.D.
Regent’s Professor & Chair, Department of Educational Specialties
Hokona Hall, Rooms 258 and 102
277-7231 or 277-6510
ruthl@unm.edu

Liz Keefe, Ph.D.
Associate Professor & Coordinator, Special Education Program & Dual License Program
Hokona Hall, Room 269
277-1587, lkeefe@unm.edu

Susan Copeland, Ph.D.
Associate Professor
Hokona Hall, Room 264
277-0628
susanrc@unm.edu

Julia Scherba de Valenzuela, Ph.D.
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devalenz@unm.edu

Veronica Moore, Ph.D.
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Nitasha Clark, M.Ed.
Lecturer III
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277-7231
clarknm@unm.edu

Cathy Qi, Ph.D.
Assistant Professor, & Coordinator, Concentration I
Hokona Hall, Room 248
277-4452
hq@unm.edu

Kelley Peters, Ph.D.
Lecturer III & Program Manager, APS/UNM Partnership Program in MR&SD
Hokona Hall, Room 268
277-7967, kpeters@unm.edu
### 7. Important Phone Numbers

<table>
<thead>
<tr>
<th>UNM Numbers:</th>
<th>APS Numbers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Information</td>
<td>Information/Main Number</td>
</tr>
<tr>
<td>277-0111</td>
<td>8802-3700</td>
</tr>
<tr>
<td>Office of Teacher Education (Roberta Marquez)</td>
<td>Sub Services</td>
</tr>
<tr>
<td>277-5479</td>
<td>889-4848</td>
</tr>
<tr>
<td>Department of Educational Specialties</td>
<td>Personnel (Human Resources)</td>
</tr>
<tr>
<td>277-1499</td>
<td>889-4891</td>
</tr>
<tr>
<td>Special Education Program (Jo Sanchez)</td>
<td>Behavior Consultation Team</td>
</tr>
<tr>
<td>277-5018</td>
<td>298-6752 X3383</td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>277-5363</td>
<td>855-9953</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>Extended School Year (ESY)</td>
</tr>
<tr>
<td>277-2916</td>
<td>855-9948</td>
</tr>
<tr>
<td>Office of Graduate Studies</td>
<td></td>
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<tr>
<td>277-2711</td>
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<tr>
<td>Bookstore</td>
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<td>277-5451</td>
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<td>Transcripts (Registrar’s Office)</td>
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<tr>
<td>277-2916</td>
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<tr>
<td>Associate Dean (Dr. Anne Madsen)</td>
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<td>277-8178</td>
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<tr>
<td>CIRT help desk</td>
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<tr>
<td>Sub Services</td>
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<tr>
<td>Personnel (Human Resources)</td>
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<tr>
<td>Behavior Consultation Team</td>
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<td>Assistive Technology</td>
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<td>Extended School Year (ESY)</td>
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<tr>
<th>Rio Rancho Numbers:</th>
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<tbody>
<tr>
<td>For all RRPS numbers, call the main number at: 896-0667</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My School District Numbers:</th>
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</thead>
<tbody>
<tr>
<td>The main number in my school district is:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other important numbers:</th>
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</table>

### My Primary Supervisor:

<table>
<thead>
<tr>
<th>name</th>
<th>phone number</th>
</tr>
</thead>
</table>

### My Secondary Supervisor:

<table>
<thead>
<tr>
<th>name</th>
<th>phone number</th>
</tr>
</thead>
</table>
8. Requirements for Student Teaching

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

The information in sections 8 & 9 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 but will complete a traditional student teaching experience.

a.) Liability Insurance:

The student must have proof of purchase of liability insurance on file in the UNM College of Education Academic Advisement Center in Hokona Hall. The insurance is purchased at the front desk of the Advisement Center. The liability insurance provides comprehensive liability protection for claims arising out of the professional activities during the student teaching experience. This includes legal defense, court judgments, and out-of-court settlements. There is a pamphlet available at the front desk that explains the coverage provided by the insurance policy.

b.) 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. Background checks may take up to 14 weeks to process. The NM Public Education Department will keep completed background checks for 6 months. The Public Education Department will not accept background checks over one year old. Applications are available at the front desk in Hokona Hall.
Students will not be placed in schools until both of these requirements have been completed.

c.) School Placements:
Individuals who are interested in participating the Special Education Practicum in Concentration I should follow these steps:

1. Let your faculty advisor know early in the Spring semester that you are interested in student teaching the following Fall semester.

2. Let the Practicum Coordinator(s) know that you are interested in participating in the Practicum as a student teacher. (Your faculty advisor can tell you who the Practicum Coordinator(s) will be for the upcoming semester.)

3. Get finger printed for background check.

4. Get liability insurance and provide proof to the Center for Teacher Education.

5. Fill out and turn in the Practicum Application Form (in the front of this handbook) as soon as possible, but no later than May 31, so that we will have time to arrange for an appropriate student teaching placement.

6. Work with the Practicum Coordinator(s) to identify an approved student teaching placement prior to the beginning of the UNM Fall semester.

The Practicum Coordinator(s) will try to arrange for your student teaching placement in collaboration with your faculty advisor. Please let your advisor know if you have preferences for placements, such as elementary or secondary education. We will try to take this general type of preference into consideration when arranging for your student teaching placement.

NOTE: Student teaching placements arranged by the Practicum Coordinator(s) are not guaranteed. Student teachers may also make contacts to arrange for a student teaching placement. However, all student teaching placements must be approved by the Practicum Coordinator(s). If an approved student teaching placement is not identified prior to the beginning of the UNM Fall semester, the Practicum Coordinator(s) may drop the student from Practicum. The student would need to enroll in Practicum for the following Fall.
d.) **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.

e.) **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 solo teach 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 supervisor’s 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.

4. Your UNM supervisor will be at your site at least every two weeks. Your UNM supervisor will conduct observation and evaluation of your performance every time he/she visits your classroom.
f.) 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.

Weeks 1-2
- 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, find out your budget and the process for requesting and purchasing materials and supplies.
- Introduce yourself to other school personnel (e.g. secretary, principal, custodian, cafeteria people, etc.).
- Find out which students have medical conditions/needs.
- Develop teacher readiness skills: finalize master schedule, organize working files, and complete sponsor teacher worksheet.

Weeks 3-4
- Put up a bulletin board.
- Assess students with baseline assessments and use results to guide instruction.
- 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 5-6**

- 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 7-8**

- 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 9-10**

- 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 11-12**
• 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 13-14
• Student teachers will be completely responsible for planning and implementing the complete routine\(^6\) 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 15+
• 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.

\(^6\) 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.
g.) **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?”
9. Professional Competencies for Teachers Enrolled in the UNM Special Education M.A. & Licensure Program in the Concentration in Mental Retardation and Severe Disabilities (Long Version)

Faculty from the University of New Mexico's Special Education Concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners, 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 Concentration in Mental Retardation and Severe Disabilities 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 severe disabilities. Remember that students with severe 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. As noted before, students with severe 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 severe 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 severe 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.

- Laminate the schedule so that it can be changed with markers or grease pencils
- Divide the schedule by days and times
Blocks of time should be no more than $\frac{1}{2}$ hour  
Assign a color to each adult (classroom and related service providers) and color code the schedule  
Include all classroom staff breaks, duties etc.  
Include all activities both in and out of the classroom  
It should be clear at all times which adults are in charge of which children. Work with assistants and related service providers to use the schedule. Unless there is an emergency or a direct request, each member of the classroom staff should work only with the assigned student(s), as indicated on the schedule.

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 students' 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 severe 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 severe 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 severe 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 severe 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 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. This can be confusing and challenging when applied to students with severe 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 severe disabilities or the spirit of the law. In addition, some students with severe 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 severe disabilities. Teachers are encouraged to use these expanded standards as they choose those that are appropriate for their students with severe 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 severe 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 severe 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 severe 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 severe 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 severe 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, 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.

9. **Collegiality and Collaboration:**

   **What:** Teachers demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students with severe 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 severe 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 mental retardation and severe 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.
11. Suggested Resources


Parents Reaching Out. (2003). *Surpassing least restrictive environment... Practical inclusive education in New Mexico*. Albuquerque, NM: PRO


