

Early Childhood Special Education

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

Students are encouraged to become familiar with and engage in practice practicum experiences throughout their CU Denver program in order to demonstrate competencies during their practicum at proficient or advanced levels required for program completion.

Updated Fall 2023.

General Information Regarding Practicum

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

ECSE students are required to complete 6 credit hours of practicum divided across three age levels: infant/toddlers (ECED 6910), preschool (ECED 6912), and primary (ECED 6914). Students select credit hours for each age level based on their desired learning outcomes and career aspirations—a minimum of one credit hour and a maximum of three credit hours for each practicum. For example, a student who intends to seek an ECSE position in a public school district early childhood program may opt to complete three credit hours at the preschool level, two credit hours at infant/toddler, and one credit hour at the primary level. **Students may complete one of the practica in their own work site, if it is an approved site (inclusive setting, special service providers on site—preferably ECSE, approval from director/principal).** NOTE: When doing practicum at your own worksite, you still need to arrange some time to be out of your classroom or away from your regular work duties in order to shadow the ECSE or Special Educator and observe evaluations and IEP/IFSP meetings.

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

1 credit hour	80 clock hours total	½ day/week	60 contact hours
2 credit hours	165 clock hours total	1 full day/week	125 contact hours
3 credit hours	265 clock hours total	2 full days/week	195 contact hours

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

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

Example:

Date	Number of Hours	Experience
9/10/2023	7	Shadow ECSE; review IEPs on ECSE caseload Review Response to Intervention process
9/14/2023	7	Observe and document a Child Find evaluation Observe in classroom to get to know routines and children served
Total	14	

You may register for only one practicum in a given semester, unless pre-approved by the practicum coordinator. *It is not feasible to complete two practica during the short summer term.*

For students with a current teaching license seeking an added endorsement in ECSE Specialist, ***one credit hour of practicum*** may be waived if a student can demonstrate sufficient special education experience in the level they are requesting the waiver. To request such a waiver, students must submit at least the following documentation to their faculty advisor: a) statement by the student requesting the waiver that provides a rationale for why a waiver should be granted, and b) copies of evaluations completed by supervisory personnel for at least one year of your special education teaching experience with the given age level, or c) a videotape or written lesson plans/IEP/PBS plan demonstrating your special education teaching proficiency with students at the given age level.

Practicum Seminar

There are 8 **required** seminar sessions that are held over Zoom. These are scheduled for 2 hours per session. They can count toward “non-contact” hours, and are a required component of practicum. During these sessions, you will have an opportunity to discuss your experiences and learn from partners in the field. They provide additional practice and content that will support your learning and work as an ECSE. If you have to miss one seminar session, please let the instructor know. It may be possible to make one session up, but missing more than one will lead to a deduction of your grade for the Professional Practice PBA.

ECSE Practicum Site Requirements

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

Practicum Supervision

ECSE practicum students receive supervision and support from a **site supervisor** (employed or contracted by practicum sites) and a University Supervisor. Site Supervisors should be qualified professionals (ideally ECSE, OT, PT, or SLP for infant/toddler practicum; ECSE for preschool practicum, and Special Educator for primary practicum) typically with at least three years of experience working with children at the respective age levels.

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

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

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

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

Confidentiality

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

One priority during this practicum is to protect all personally identifiable information (PII) of ALL participating individuals. This includes the school, students, families, teachers, school officials, etc.

A failure to do so may result in a failing grade in this course.

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

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

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

ECSE Performance-Based Assessments

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

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

2-3 Credit Infant/toddler Practicum

Center-Based Practicum Sites

- IT practicum descriptive overview including assessment of inclusive practices
- Target children descriptive overview
- Assessment PBA
- Guidance Plan PBA (formerly Challenging Behaviors PBA) (3-credit required; 2-credit suggested)
- Intervention PBA
- Professional Practice PBA

Home visitation EI practicum sites

- IT practicum descriptive overview
- Target children descriptive overview
- Assessment PBA
- Guidance Plan PBA (formerly Challenging Behaviors PBA) (3-credit required; 2-credit suggested)
- Intervention PBA
- Professional Practice PBA

1 Credit Classroom Based Infant/toddler Practicum

- Assessment PBA
 - o Experience 1 required—observe a Child Find evaluation for child 0-3 years
 - o Experience 2 strongly suggested—observe an IFSP staffing if you can arrange it
- Observation and teacher interview in two centers and written compare and contrast paper
- Internet investigation paper
- Log of hours

1 Credit Non-Classroom Based Infant/toddler Practicum

- Virtual Early Intervention Home Visit Written Documentation
- Virtual Evaluation and IFSP Development Written Documentation
- Internet Investigation Paper 1
- Internet Investigation Paper 2

2-3 Credit Preschool Practicum Roles

There are different requirements for completing a preschool practicum depending on the number of credit hours. Your practicum site/role could include either of the following:

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

2-3 Credit Preschool Practicum Requirements

- Preschool practicum descriptive overview including assessment of inclusive practices
- Target children descriptive overview
- Assessment PBA—experiences 1, 2, and 3.
- Guidance Plan PBA (formerly Challenging Behaviors PBA) (3-credit required; 2-credit suggested)
- Curriculum PBA
- Intervention PBA
- Professional Practice PBA

1 Credit Preschool Practicum Classroom Based

- Assessment PBA
 - o Experience 1 required—observe a Child Find evaluation for child 3-5 years
 - o Experience 2 strongly suggested—observe an IFSP staffing if you can arrange it
- Observation and teacher interview in two centers and written compare and contrast paper
- Internet investigation paper
- Log of hours

1 credit Preschool Practicum Non-Classroom Based

- Virtual Observation- Screening and evaluation written documentation
- Virtual Observation- IEP meeting written documentation
- Virtual Observation- MTSS/RtI/PBIS written documentation
- Internet Investigation Paper on Preschool Special Education Resources

2-3 credit Primary Practicum

- Primary practicum descriptive overview
- Target children descriptive overview
- Primary Special Educator PBA including assessment of inclusive practices
- Guidance Plan PBA (formerly Challenging Behaviors PBA) (if you did not complete this in infant/toddler or preschool practicum)
- Professional Practice PBA

1 credit Primary Practicum Classroom Based

Required:

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

Ideal:

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

1 credit Primary Practicum Non-Classroom Based

Required:

- Virtual Observation- MTSS/RtI/PBiS written documentation
- Virtual Observation- Role of Special Educator written documentation plus comparison of interview of special educator
- Investigation Paper #1
- Investigation Paper #2

Assessment of PBAs

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

Met few or no expectations (1): Beginning to acquire basic knowledge, major missing components and/or misunderstanding/lack of understanding of assignment content

Met some expectations (2): Student is making progress but does not yet meet expectations for a beginning early childhood special education teacher; needs improvement or demonstrates inconsistent mastery across many areas of the category.

Met all expectations (3): Student meets all of the expectations for a beginning early childhood special education teacher; consistent mastery in all key areas of the category.

Exceeded all expectations (4): Student exceeds expectations for a beginning early childhood special education specialist and demonstrates insight and leadership. This score is reserved for truly outstanding work and is rarely given to novice teachers.

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

Completing Your Practicum Electronic Portfolio

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

Be sure to compress all scanned documents, photos, and graphics prior to submitting, to reduce the file size. **Be sure to de-identify ANY and ALL documents, per confidentiality requirements.**

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

For information about LiveText, please visit the SEHD Assessment and LiveText information site: <https://sehd.ucdenver.edu/assessment/>. This site provides answers to frequently asked questions, the Live Text Workshop calendar, and access to Student Resources including written information and demonstration videos.

Practicum Sequence of Experiences- Video Supervision

Student:

Practicum Level: **IT** **Pre** **Pri**

Week	Experiences and documentation due
Week 1	Attend Practicum Seminar
Week 2	Submit Supervision Agreement & Timeline in LiveText Submit Professional Practice PBA Part 1 Submit video 1 (or blog post)
Week 3	Submit Descriptive Overview of Practicum Site in LiveText Attend Seminar
Week 4	Submit Descriptive Overview of Target Children in LiveText Submit video 2
Week 5	Attend Seminar
Week 6	Submit Assessment Experience #1 in LiveText <i>(Required for 2 & 3 credit, infant/toddler and preschool)</i> Submit video 3
Week 7	Instead of Seminar: Check in meeting with UPF, Practicum Coordinator, Site Supervisor if needed/requested
Week 8	Submit Assessment Experience #2 in LiveText <i>(Required for 2 & 3 credit - infant/toddler and preschool)</i> -Submit video 4 (or blog post)
Week 9	Attend Seminar
Week 10	Submit Guidance Plan PBA (formerly Challenging Behaviors PBA) in LiveText <i>(Required for 3 credit practicum – all levels)</i> -Submit video 5
Week 11	Attend Seminar
Week 12	Submit Curriculum PBA in LiveText <i>(Required for preschool practicum – 2 & 3 credits)</i> -Submit video 6
Week 13	Submit Assessment Experience #3 in LiveText <i>(Required for 2 & 3 credit - infant/toddler and preschool)</i> Attend Seminar

Week 14	<p>Submit Intervention PBA in LiveText <i>(Required for 2 & 3 credit – infant/toddler and preschool)</i> -Submit video 7</p>
Week 15	<p>Attend Seminar Submit Primary Special Educator PBA in LiveText <i>(Required for 2 & 3 credit – primary practicum)</i></p> <p>Submit Professional Practice PBA in LiveText <i>(Required for 2 & 3 credit practica – all levels)</i></p> <p>Submit Practicum Log in LiveText <i>(Required for all 2 & 3 credit practica – all levels)</i></p>
Week 16	<p>Submit final video (or blog post)</p> <p>Submit Practicum Log in LiveText <i>(Required for all 2 & 3 credit practica – all levels)</i></p>

**1 Credit Practica: All required assignments/tasks are due during Week 15 of the semester.

Infant Toddler Practicum Descriptive Overview

Center-based Program

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

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

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

Home visitation program

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

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

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

Given these contextual factors, what are the implications for early intervention service delivery?

Preschool Practicum Descriptive Overview

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

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

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

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

Critically assess the status of inclusive practices at this site. Use the *Indicators of High Quality Inclusion* (available on the ECE Practicum Information supplemental shell on Canvas) to guide your analysis. You may use other scales that you have learned about as well. Summarize your conclusions in 1-2 pages.

Primary Practicum Descriptive Overview

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

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

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

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

Target Children Descriptive Overview

For 2 and 3 credit practicum experiences, you will identify two target children. These children will be your focus for several experiences.

Practicum Level	Target child I	Target child II
Infant/toddler	On-going assessment/progress monitoring	On-going assessment/progress monitoring
	Guidance Plan	Intervention plan
	IFSP summary	IFSP summary
		Gather relevant background information about the child and family using a family centered interview such as the <i>Pathways Process</i> or <i>Routines-Based Interview</i> .
Preschool	On-going assessment/progress monitoring	On-going assessment/progress monitoring
	Guidance Plan	Intervention plan
	Differentiated instruction (adaptations/modifications) included in lesson plans	Differentiated instruction (adaptations/modifications) included in lesson plans
	IEP summary	IEP summary
		Background information using family centered interview
Primary	Informal and formal assessment	Informal and formal assessment
	Differentiated instruction (adaptations/modifications) included in lesson plans	Differentiated instruction (adaptations/modifications) included in lesson plans
	IEP summary	IEP summary
	Guidance Plan	

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

For each target child:

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

Assessment PBA

Developers

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

Description

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

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

Proficiency on this PBA will be determined by observed practice during essential experiences in infant/toddler and preschool practica and review of required portfolio documentation.

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

Assessment Experience 1: Required for all Infant/toddler and preschool practicum	
<p>Experiences:</p> <p><input type="checkbox"/> Observe a Child Find Team evaluation</p>	<p>Portfolio Documentation:</p> <p><input type="checkbox"/> Report of Child Find evaluation (see Appendix).</p> <p><input type="checkbox"/> Analyze the evaluation process and procedures you observed based on DEC Recommended Practices (2014).</p>

Assessment Experience 2: IFSP and IEP	
<p>Experiences:</p> <p>Observing IFSP or IEP staffing is required for all 2-3 credit Infant/toddler and preschool practica; suggested for 1-credit practica:</p> <p><input type="checkbox"/> Observe/participate in an IFSP or IEP staffing with the team and family.</p> <p><input type="checkbox"/> IFSP only- Observe and discuss with site supervisor the service coordination process</p> <p>If you are the ECSE at the site:</p> <p><input type="checkbox"/> Take a leadership role in an IEP staffing with the team and family.</p> <p>Required for 2- or 3-credit only:</p> <p><input type="checkbox"/> If allowed by your practicum site, participate in the development of the IFSP outcomes and IEP goals and share assessment results with the family.</p> <p><input type="checkbox"/> Follow-up with at least one family whose child was evaluated and staffed. Interview the family regarding their assessment of the evaluation and IFSP or IEP staffing process.</p> <p><i>Note that this can be done at a later time (within two weeks of the IFSP or IEP meeting) by telephone or in-person interview.</i></p>	<p>Portfolio Documentation:</p> <p><input type="checkbox"/> Document your experience as an observer and/or participant in the IFSP or IEP staffing meeting. Include the following information:</p> <ol style="list-style-type: none"> 1. Age and gender of child 2. Staff and family members present (positions only, such as OT, ECSE, SLP, vision specialist, EC Coordinator, mother, grandmother, etc.— no names listed) 3. Location 4. Staffing/meeting process and procedures 5. Family interview questions you created and the responses given by the family member(s) you interviewed 6. Self-evaluation—what you would do the same and differently the next time you conducted a staffing. If you were mainly an observer, critically reflect on the actions of the team members who conducted the staffing, especially related to oral and written communication with families. <p><input type="checkbox"/> Complete an IFSP or IEP summary sheet as listed in the Appendix of the <i>ECSE Practicum Handbook</i>—do not include actual IFSP or IEP.</p> <p><input type="checkbox"/> For infants and toddlers—describe the Service Coordination process.</p> <p><input type="checkbox"/> Include interview questions and responses (if you were able to conduct an interview—if not, just include the questions you would have asked).</p> <p><input type="checkbox"/> Analyze the staffing/meeting process and procedures you observed based on DEC Recommended Practices (2014).</p>

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

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

Experiences:

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

** Pathways is posted to ECE Practicum Information supplemental shell.*

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

Portfolio Documentation:

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

Activity:

Become familiar with the assessment instrument (COSF, TS GOLD) used by your practicum site for two target children.

- Complete at least two domains of the assessment for each target child.
- Analyze the results.
- In a family conference*, share assessment results with the family of one target child (this must be observed or videotaped by your site supervisor).
- Evaluate your performance in conducting the assessment and your ability to share information with the family.

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

Rubric for Assessment PBA

Assignment Expectations and CDE Standards	Exceeded all expectations (4)	Met all expectations (3)	Met most or some expectations (2)	Met few or no expectations (1)
<p>Conducting assessments; interpreting and using assessment results</p> <p>Elements:</p> <p>1. Observe and analyze Child Find Team evaluation</p>	<p>Actively researches to improve assessment practices in own class and that of colleagues and demonstrates continual growth in implementing effective assessment strategies</p>	<p>Complete documentation of experiences as observer of evaluation process</p>	<p>Incomplete documentation of experience as observer of evaluation process</p>	<p>Provides minimal to no documentation of this experience</p>
<p>2. Participate in IFSP OR IEP process</p>	<p>Takes leadership role in assessment and family conference process</p>	<p>Accurately analyzes evaluation, IFSP, and IEP process according to DEC Recommended Practices</p> <p>Creates and skillfully uses interview protocol as a follow-up with family regarding their assessment of the evaluation and IFSP or IEP process</p>	<p>Analysis of evaluation, IFSP, and IEP process lacks sufficient reference to relevant DEC Recommended Practices</p> <p>Asks minimal questions of family members as a follow-up to evaluation and IFSP or IEP process</p>	<p>Provides minimal to no documentation of this experience</p>
<p>3. Administer ongoing assessment to determine child's interests, strengths, and next developmental steps</p>	<p>Uses self-critique to guide and improve subsequent assessment and planning</p> <p>Appropriately selects, designs, implements, and evaluates formal and informal assessments to improve teaching and learning</p> <p>Gathers relevant background information about the child and family during assessment process</p> <p>Able to interpret assessment data and articulate child's interests, strengths, and next developmental steps</p> <p>Meaningfully integrates assessment results in the development of IFSP and IEP</p>	<p>Appropriately selects, designs, implements, and evaluates formal and informal assessments to improve teaching and learning</p> <p>Gathers relevant background information about the child and family during assessment process</p> <p>Able to interpret assessment data and articulate child's interests, strengths, and next developmental steps</p> <p>Meaningfully integrates assessment results in the development of IFSP and IEP</p>	<p>Uses formal and informal assessments with assistance</p> <p>May not gather sufficient relevant background information about the child and family during the assessment process</p> <p>Beginning to use assessment data to determine child's interests, strengths, and next developmental steps</p> <p>Beginning to integrate assessments results in the development of IFSP and IEP</p>	<p>Provides minimal to no documentation of this experience</p>
<p>4. Effectively communicate assessment results with families and colleagues</p>	<p>Takes leadership role in assessment and family conference process</p>	<p>Reports assessment results to families and colleagues using effective communication skills</p> <p>Critically evaluates own effectiveness in the assessment and conference process</p>	<p>May not clearly communicate when reporting assessment results to families and colleagues</p> <p>Beginning to critically evaluate own effectiveness in the assessment and conference process</p>	<p>Provides minimal to no documentation of this experience</p>

Guidance Plan PBA

(formerly Challenging Behavior PBA)

Developers

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

Description

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

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

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

Forms required to complete this PBA are found in one of two versions of this book (either are acceptable):

Dunlap, G., Wilson, K., Strain, P., & Lee, J. (2013). *Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support*. Baltimore, MD: Paul Brookes Publishing.

---OR---

Dunlap, G., Wilson, K.W., Strain, P.S., and Lee, J.K. (2022). *Prevent-teach-reinforce for young children:*

The early childhood model of individualized positive behavior support. Paul H. Brookes Publishing.

Requirements listed below are for 2- and 3-credit practica in which this PBA is completed.

Guidance Plan PBA (formerly Challenging Behavior PBA)

(check boxes as you complete each item)

Submit all documentation to LiveText in one file.

For this PBA, you will be using the forms and processes from the Prevent, Teach, Reinforce book.

Experiences:

- Select a child with behavior that is challenging to you or the classroom community
- Describe the child in detail including developmental, medical, and intervention history
- Meet with team, including other teachers and family members as applicable to discuss behavior and set goals; use PTR-YC Goal Setting form
- Collect data on child's social emotional behavior using PTR-YC Behavior Rating Scale
- Conduct a functional behavior assessment of targeted child using Prevent-Teach-Reinforce Checklists
- Collaborate with team members, including family, to complete PTR-YC Summary Table
- Discuss (with team) the PTR-YC menu of intervention strategies to create a positive behavioral intervention and supports (PBIS) plan which includes prevention, teaching, and reinforcement strategies.
- In a preschool or primary setting, implement prevent, teach, and reinforce strategies across the child's classroom routines; if cooperating with family, they can also implement complementary strategies at home
- For an infant/toddler, the family will implement prevent, teach, and reinforce strategies across the child's home routines; requires collaboration with the family
- Create a fidelity checklist to make sure the adults (e.g., you and other teachers and family as applicable) are using the prevention, teach, and reinforcement strategies correctly across routines
- Collect post-intervention data on the PTR-YC Behavior Rating Scale Graph baseline and post-implementation data

Portfolio Documentation:

- Include the completed PTR-YC Goal Sheet (Form 1)
- Include baseline data (minimum of 3-5 days) and implementation data (minimum of 6-10) days on the completed PTR-YC Behavior Rating Scale (Form 4)
- Include the completed Prevent-Teach-Reinforce Checklists (Forms 5, 6, 7)
- Include the completed PTR-YC Summary Table (Form 8)
- Include the PBIS plan that includes the prevention, teach, and reinforce strategies for school and/or home (Form 10 plus Figure 6.6 A)
- Include the fidelity checklist you developed (Form 11)
- Include a reflection/self-evaluation, with the following headings and information:
 - Collaboration and Goal Setting: What you learned about collaborating with other teachers and the child's teacher around a young child's Guidance Plan and social emotional issues; what was easy about collaborating; what was challenging; how you navigated problems in the collaboration; what you would do differently next time to improve collaboration
 - Data Collection and Data Analysis: What your data during baseline, the functional behavior assessment, and post-intervention revealed about the Guidance Plan; how easy or hard it was to collect data in a natural setting of a classroom and/or home; what you learned about data collection
- PBIS/Guidance Plan: Describe the effectiveness of the plan to prevent Guidance Plan, teach new skills, and reinforce appropriate social emotional behavior; if the PBIS plan was partially effective, describe why you think this was so; what recommendations to you have for how PBIS plans are implemented at this site; explain what you would do differently next time regarding implementation

Rubric for Assessing Guidance Plan PBA (formerly Challenging Behavior PBA)

Assignment Expectations and CDE Standards	Exceeded all expectations (4)	Met all expectations (3)	Met most or some expectations (2)	Met few or no expectations (1)
1. Collaborate with team members, including family, to identify goals, collect data, plan intervention, and implement PBIS plan	Supports other colleagues and families' competence and confidence to identify goals, collect data, plan intervention, and implement the PBIS plan	Appropriately coordinates with other colleagues and family members to identify goals, collect data, plan intervention, and implement PBIS plan	Insufficient collaboration with colleagues and family members in identification of goals, data collection, planning intervention, and/or PBIS plan implementation	Documentation is incomplete or missing.
2. Collect, summarize, and interpret data to inform and evaluate plan	Uses additional data collection systems (e.g., momentary time sampling) to track certain behaviors during baseline and post-intervention	Uses PTR-YC Behavior Rating Scale to collect baseline level of behavior and evaluate effectiveness of PBIS plan post-intervention	Data collection forms insufficiently completed to provide useful information for planning intervention or evaluating its effectiveness	Documentation is incomplete or missing.
3. Conduct functional behavior assessment and develop PBIS plan	Takes leadership role in conducting FBA and guiding team to development of the PBIS plan	Functional behavior assessment (FBA) was appropriately and correctly implemented PBIS plan includes appropriate prevention, teaching, and reinforcement strategies that are linked to the FBA	Functional behavior assessment (FBA) was not implemented correctly or completely, and/or PBIS plan lacks appropriate prevention, teaching, or reinforcement strategies and/or the strategies are not clearly linked to the FBA	Documentation is incomplete or missing.
4. Implement PBIS plan with prevention, teaching, and reinforcement strategies and check fidelity of implementation	Fidelity checklist that the student created is especially innovative and practical	Plans and skillfully implements PBIS plan across routines, with fidelity	Does not implement PBIS plan with fidelity	Documentation is incomplete or missing.

Curriculum PBA

Developers

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

Description

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

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

Option 1: Creating your own curriculum unit

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

Option 2: Enriching an existing Creative Curriculum study

1. Utilizing an existing Creative Curriculum study, describe strategies for differentiating the suggested learning experiences to differentiate for the individual learning needs of children and address the linguistic and cultural backgrounds of children and families served by preschool programs.
2. Use assessment information to support instructional design.
3. Make appropriate accommodations/modifications for individual children in the classroom, including children with IEP.
4. Assess and document child progress.

Option 3: Curriculum Planning for Differentiated Instruction PBA

1. Collaborate in co-planning for one curriculum unit in one of your assigned classrooms (the classroom attended by your two target children).
2. Engage in teaching small groups of students or providing individualized support to students within the general education classroom, using assessment information to support instructional design.
3. Make appropriate accommodations/modifications for individual children in the classroom, including children with IEP.
4. Assess and document child progress

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

Option 1: Curriculum PBA– Creating your own curriculum unit (Check boxes as you complete item) Submit all documentation to Live text in one file.

<p>Experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select a unit of study based on children’s age and developmental levels; individual strengths, interests and learning objectives; and socio-cultural context (family, culture, language, classroom, and community context). 5.01(5)(a) <input type="checkbox"/> Identify learning goals of your curriculum unit (big ideas—what children are expected to know and be able to do at the end of the unit, as well as individualized goals for target children) using either Colorado Academic Standards or Early Learning and Development Guidelines 5.05(3)(c)(ii) <input type="checkbox"/> Conduct a group pre-assessment (e.g., “K and W” of KWL) and ongoing assessment (e.g. TS Gold) to determine children’s background knowledge and/or existent skills related to curriculum unit goals, and to inform your design. 5.09(4), 5.01(5)(i)(xi), 5.01(5)(i)(xxi), 5.05(1)(a)(iv) <input type="checkbox"/> Complete the <i>Environmental Changes, Opportunities, and Accommodations</i> planning form** to propose ideas to enrich learning centers and adapt for target children and prepare appropriate materials to implement changes. 5.01(3)(c), 5.01(2)(e)(iv), 5.01(3)(e)(i), 5.05(2)(b)(iii), 5.01(5)(i)(vii),5.01(5)(i)(ix) <input type="checkbox"/> Create a curriculum unit. Including overview/experiences plan for one week* and plan for environmental changes.* 5.01(5)(a), 5.01(5)(i)(viii) <input type="checkbox"/> Include four learning experiences* covering the following content areas, including a description of accommodations/ modifications for 2 target children in the classroom <input type="checkbox"/> The four experiences must include one experience for each of the following areas: motor; social/emotional; science; and art, music, or movement 5.01(5)(i)(viii), 5.01(3)(b) <input type="checkbox"/> Include two learning experiences for math 	<p>Portfolio Documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how you chose the unit of study—justify how it is developmentally appropriate for the age group and individual children for which you are designing (refer to contextual factors described in your preschool practicum descriptive overview). <input type="checkbox"/> Include photographs of classroom materials, centers, book areas, bulletin boards, etc. that you believe support literacy and math development in young children. Write a brief explanation for each photo. Make suggestions for additions/ improvements to the environment to better support literacy and math development. <input type="checkbox"/> Describe how you used assessment information to inform your planning <input type="checkbox"/> Include the curriculum plan for one week (week overview/experiences), environmental changes form, and the eight required learning experiences <input type="checkbox"/> For each learning experience, describe differentiated accommodations/ modifications for 2 target children in the classroom. Include a copy of their IEP Summary form (see Appendix). <input type="checkbox"/> Indicate how you documented individual child performance/progress during each lesson (include captioned photographs of children participating in experiences, observation records/anecdotes you made to assess child participation in experiences, child work samples, and/or checklists for at least 5 out of 8 lessons to illustrate and document child learning) and a post assessment to assess content knowledge and skills acquired by children as a result of your curriculum unit (e.g., “L” of KWL). <input type="checkbox"/> Include a reflection/self-evaluation of each learning experience, written after implementation. See suggested format in Appendix. <input type="checkbox"/> Using the Indicators of High Quality Inclusion to guide your analysis, describe
---	--

<p>and two learning experiences for literacy, each covering a different area, including a description of accommodations/modifications for 2 target children in the classroom (literacy—oral language/vocabulary development, phonological/phonemic awareness, alphabet knowledge, story comprehension, or writing skills; math—number systems and counting; ordering, grouping, seriation, and pattern recognition; geometry; data collection and graphing; or measurement). 5.01(5)(i)(viii), 5.01(3)(b)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the classroom environment with respect to literacy and mathematical materials. 5.05(2)(b)(v), 5.05(6)(b)(v) <input type="checkbox"/> Evaluate the status of inclusive practices at this site: use the <i>Indicators of High Quality Inclusion</i> to guide your analysis (available on Canvas) 5.01(2)(a), 5.05(6)(b)(v) <input type="checkbox"/> Implement the curriculum plan for a week. 5.01(5)(i)(v)(iii), 5.01(5)(i)(ix) <input type="checkbox"/> Document individual child performance/progress during each lesson. 5.01(5)(i)(xxi), 5.05(1)(a)(iv) <input type="checkbox"/> Conduct group post-assessment (e.g., “L” of KWL) of progress related to unit goals. 5.01(5)(i)(xxi), 5.05(1)(a)(iv) <p>*See forms in Appendix.</p>	<p>some recommendations you have to move towards more appropriate practice with respect to inclusion at your school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include an overall reflection/self evaluation, including but not limited to: <ul style="list-style-type: none"> • What you learned about designing and implementing a curriculum unit. • What you determined as your strengths and areas for growth. • What you would do the same or differently the next time you develop a curriculum unit and/or implement planned experiences. Explain why you made these determinations
---	--

**Option 2: Curriculum PBA—Enriching an existing Creative Curriculum study
(check boxes as you complete the item) Submit all documentation to LiveText in one file.**

Experiences:

- Select a Creative Curriculum Unit of Study based on the strengths, interests, and socio-cultural context of the classroom. 5.01(5)(a)
- Identify learning goals of your curriculum unit (big ideas—what children are expected to know and be able to do at the end of the unit, as well as individualized goals for target children) using either Colorado Academic Standards or Early Learning and Development Guidelines 5.05(3)(c)(ii)
- Conduct a group pre-assessment (e.g., “K and W” of KWL) and ongoing assessment (e.g. TS Gold) to determine children’s background knowledge and/or existent skills related to curriculum unit goals, and to inform your design. 5.09(4),5.01(5)(i)(xi), 5.01(5)(i)(xxi),5.05(1)(a)(iv)
- Complete the *Environmental Changes, Opportunities, and Accommodations* planning form** to propose ideas to enrich learning centers and adapt for target children and prepare appropriate materials to implement changes 5.01(3)(c), 5.01(2)(e)(iv), 5.01(3)(e)(i),5.05(2)(b)(iii), 5.01(5)(i)(vii),5.01(5)(i)(ix)
- For each of the Creative Curriculum learning experiences included in your study plan, add
- accommodations/modifications for specific children as described on the *Preschool Lesson Planning Form****5.01(3)(c), 5.01(2)(e)(iv), 5.01(3)(e)(i), 5.05(2)(b)(iii)
- As needed add ideas for instructional materials and experiences to address the individual strengths, interests, and linguistic /cultural backgrounds of the children in this class. 5.01(5)(a)
- Design learning experiences*** to cover any of the following areas if they are not included in the study plan you are using. motor; social/emotional; literacy; math;

Portfolio Documentation:

- Describe how you chose the unit of study—justify how it is developmentally appropriate for the age group and individual children for which you are designing (refer to contextual factors described in your preschool practicum descriptive overview).
- Describe how you used assessment information to inform your planning (one page typed summary with supporting documentation)
- Include your Creative Curriculum planning/design documents for one week, *Environmental/Changes/ Opportunities/Accommodations* planning form, lesson plans for the six required areas (combination of Creative Curriculum lessons and ones created by you), and ideas for additional instructional materials and experiences to address the linguistic and cultural backgrounds of children in this classroom.
- For each lesson, describe differentiated accommodations/ modifications for 2 target children in the classroom. Include a copy of their IEP Summary form (see Appendix).
- Indicate how you documented individual child performance/progress during each lesson (include captioned photographs of children participating in experiences, observation records/anecdotes you made to assess child participation in experiences, child work samples, and/or checklists for at least half of the lessons to illustrate and document child learning).
- Include a reflection/self-evaluation of each lesson, written after implementation. See suggested format in Appendix.
- Include photographs of classroom materials, centers, book areas, bulletin boards, etc. that you believe support literacy and math development in young children. Write a brief explanation for each

<p>science; and art, music, <u>or</u> movement. 5.01(5)(i)(viii), 5.01(3)(b)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the classroom environment with respect to literacy and mathematics. 5.05(2)(b)(v), 5.05(6) <input type="checkbox"/> Evaluate the status of inclusive practices at this site: use Indicators of High Quality Inclusion to guide your analysis (available on Canvas) 5.01(2)(a), 5.05(6)(b)(v) <input type="checkbox"/> Implement the Study/Project plan including your added experiences and differentiations. 5.01(5)(i)(v)(iii), 5.01(5)(i)(ix) <input type="checkbox"/> Document individual child performance/ progress during each lesson. 5.01(5)(i)(xxi), 5.05(1)(a)(iv) <input type="checkbox"/> Conduct group post-assessment (e.g., “L” of KWL) of progress related to unit goals. 5.01(5)(i)(xxi), 5.05(1)(a)(iv) <p><i>**See Preschool Curriculum Planning Form—Environmental Changes/Opportunities/Accommodations form in Appendix.</i></p> <p><i>*** Use lesson planning form in the Appendix or replicate TS GOLD activity form with added accommodations and/or modifications for specific children.</i></p> <p><i>**** See Appendix</i></p>	<p>photo. Make suggestions for additions/ improvements to the environment to better support literacy and math development.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the Indicators of High Quality Inclusion to guide your analysis, describe some recommendations you have to move towards more appropriate practice with respect to inclusion at your school. <input type="checkbox"/> Include an overall reflection/self evaluation, including but not limited to: <ul style="list-style-type: none"> • What you learned about enriching a Creative Curriculum Study/Project to differentiate for all learners and enhance cultural responsiveness • What you determined as your strengths and areas for growth. • What you would do the same or differently the next time you implement a Creative Curriculum Study/Project. Explain why you made these determinations
--	---

Option 3: Curriculum Planning for Differentiated Instruction PBA (instead of Curriculum PBA for practicing ECSE in preschool) (check boxes as you complete item) Submit all documentation to LiveText in one file.

Experiences:

- Participate collaboratively in co-planning for one curriculum unit in one of your assigned classrooms (the classroom attended by your two target children). 5.01(5)(i)(viii), 5.05(3)(c)(ii)
- As part of your collaboration, identify learning goals of your curriculum unit (big ideas—what children are expected to know and be able to do at the end of the unit, as well as individualized goals for target children) using either Colorado Academic Standards or Early Learning and Development Guidelines 5.05(3)(c)(ii)
- Complete the *Environmental Changes, Opportunities, and Accommodations* planning form** to propose ideas to enrich learning centers and adapt for target children and prepare appropriate materials to implement changes 5.01(3)(c), 5.01(2)(e)(iv), 5.01(3)(e)(i), 5.05(2)(b)(iii), 5.01(5)(i)(vii), 5.01(5)(i)(ix)
- Use on-going assessment information (e.g., TS GOLD, observations) to inform your planning. 5.01(5)(i)(xi), 5.01(5)(i)(xxi), 5.05(1)(a)(iv)
- Engage in teaching small groups of students or providing individualized support based on the learning environment, child’s abilities, and the cultural and linguistic factors of each child to support students within the general education classroom. 5.01(2)(e)(iv), 5.05(2)(b)(v), 5.01(3)(b), 5.01(5)(a)
- Evaluate the status of inclusive practices at this site: use the *Indicators of High Quality Inclusion* to guide your analysis (available on Canvas) 5.01(2)(a), 5.05(6)(b)(c)(v)

Portfolio Documentation:

- Describe the curriculum used in this classroom.
- Describe how you modeled the use of assessment data to inform the teacher’s curriculum planning (one-page typed summary with supporting documentation—any mediators/tools/visuals you provide the teacher).
- For one curriculum unit (or Creative Curriculum Study/Project week), describe how you were involved in planning and design.
 - How you support the teacher in curriculum planning for differentiated instruction implementing her selected (or prescribed) curriculum unit
 - Suggestions you made to classroom staff to support your two target children during this curriculum unit (adapting curriculum materials, teaching techniques)
 - How you assist the classroom teacher to embed IEP goals into curriculum planning
 - Include the weekly planning form for this curriculum unit and indicate the accommodations and modifications you suggested.
 - Include the planning/design documents for one week, *Environmental Changes, Opportunities and Accommodations* planning form, and ideas for additional instructional materials and experiences to address the linguistic and cultural backgrounds of children in this classroom.
 - Include an overall reflection/self-evaluation, including but not limited to:
 - What you learned about collaborating with a co-teacher to design and implement a curriculum unit.
 - What you determined as your strengths and areas for growth.

	<ul style="list-style-type: none">• What you would do the same or differently the next time you develop a curriculum unit and/or implement small group experiences. Explain why you made these determinations.<ul style="list-style-type: none"><input type="checkbox"/> Using the Special Link Child Care Inclusion Practices Profile to guide your analysis, describe some recommendations you have to move towards more appropriate practice with respect to inclusion at your school.
--	---

Rubric for Curriculum PBA

Assignment Expectations and CDE Standards	Exceeded all expectations (4)	Met all expectations (3)	Met most or some expectations (2)	Met few or no expectations (1)
<p>Develops, implements and evaluates integrated units of study that address the individual strengths, needs, interests, and cultural/linguistic diversity of the class.</p> <p>5.01(3)(b) 5.01(5)(a) 5.01(5)(i)(viii) 5.01(5)(i)(ix)</p>	<p>Students develop and implement integrated unit of study that include justification, contextual factors (including individual strengths, needs, interests, and cultural/linguistic diversity), accommodations and modifications, and relevant materials. Student critically reflects and evaluates the planning and implementation of the unit of study.</p>	<p>Student develops and implements integrated unit of study that includes justification, most contextual factors (including individual strengths, needs, interests, and cultural/linguistic diversity), accommodations and modifications, and relevant materials. Student's reflection does not include an evaluation of the planning and implementation of the unit of study.</p>	<p>Student develops and implements a basic unit of study that includes at least one contextual factor, includes minimal discussion of accommodations and modifications. Reflection and evaluation lacks intentionality.</p>	<p>Student creates learning experience that does not include contextual factors, accommodations/modifications or relevant materials to meet the needs of children in an inclusive learning environment.</p>
<p>Utilizes appropriate accommodations and modifications to instructional strategies and environment, materials, instructional and assistive technology to encourage individual student learning objectives and interests.</p> <p>5.01(3)(c); 5.01(5)(i)(vii); 5.05(2)(b)(iii); 5.01(2)(e)(iv); 5.01(3)(e)(i); 5.05(2)(b)(v) 5.01(2)(a)</p>	<p>Student creates four learning experiences within a unit of study that include comprehensive accommodations and modifications to instructional strategies and environment, materials, instructional and assistive technology for two targeted children.</p>	<p>Student creates four learning experiences within a unit of study that include some accommodations and modifications to instructional strategies, environment, and materials, instructional and assistive technology for two targeted children.</p>	<p>Student creates four learning experiences within a unit of study that includes minimal accommodations and modifications to instructional strategies and environment, materials, instructional and assistive technology for two targeted children.</p>	<p>Student creates four learning experiences within a unit of study that do not include appropriate accommodations and modifications to instructional strategies and environment, materials, instructional and assistive technology for two targeted children.</p>
<p>Plans and implements developmentally and individually appropriate curriculum unit including learning experiences that include literacy and language, math, science (includes health and safety), art, social emotional, and motor domains based on either the CO Early Learning and Development Guidelines OR the CO Academic Standards.</p> <p>5.01(5)(i)(viii) 5.09(3)(b)(iv) 5.05(3)(c)(ii)</p>	<p>Student plans and implements a developmentally and individually appropriate curriculum unit including learning experiences that include literacy and language, math, science (including health and safety), art, social emotional, and motor domains based on either the CO Early Learning and Development Guidelines or the CO Academic Standards.</p>	<p>Student plans and implements a non-differentiated, developmentally appropriate curriculum unit including learning experiences that include literacy and language, math, science (including health and safety), art, social-emotional, and motor domains based on either the CO Early Learning and Development Guidelines OR the CO Academic Standards.</p>	<p>Student plans and implements a curriculum unit including learning experiences that includes some of the following: literacy and language, math, science (including health and safety), art, social-emotional, and motor domains based on either the CO Early Learning and Development Guidelines OR the CO Academic Standards.</p>	<p>Student plans a curriculum unit without a foundation in developmentally or individually appropriate practice for young children. The unit does not take into consideration either the CO Early Learning and Development Guidelines OR the CO Academic Standards.</p>
<p>Student interprets and uses formal and informal assessment data to guide instructional planning and teaching based on the needs of individual students. 5.01(5)(i)(xi) 5.05(6)(b)(v) 5.01(5)(i)(xxi)</p>	<p>Student interprets and uses formal and informal assessment data to guide instructional planning and teaching based on individual students' needs.</p>	<p>Student interprets and uses formal and informal assessment data to guide instructional planning and teaching focusing on whole group instruction rather than individual students' needs.</p>	<p>Student includes formal and informal assessment data but does not use data to guide instructional planning and teaching.</p>	<p>Student does not demonstrate the interpretation or use of formal and informal data to guide instructional planning and teaching.</p>
<p>Uses methods to assess, document, and summarize child progress including visual and narrative summaries demonstrating the extent of student progress.</p> <p>5.09 (4); 5.09(4)(b)(xi); 5.05(1)(a)(iv); 5.01(5)(i)(xxi)</p>	<p>Student assesses, documents, and summarizes progress of children including visual and narrative artifacts that inform the levels of student progress.</p>	<p>Student assesses, documents, and summarizes progress of children including narrative artifacts that inform the levels of student progress.</p>	<p>Student assesses the progress of children including narrative artifacts that minimally inform the levels of student progress.</p>	<p>Student does not include assessments, documentation, or summarizations of children's progress.</p>

Intervention PBA

Developers

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

Description

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

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

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

Access the PTR-YC Behavior Rating Scale (Form 4) from one of the editions of the ECED 5070 textbook:

Dunlap, G., Wilson, K., Strain, P., & Lee, J. (2013). *Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support*. Baltimore, MD: Paul Brookes Publishing.

-----OR-----

Dunlap, G., Wilson, K.W., Strain, P.S., and Lee, J.K. (2022). *Prevent-teach-reinforce for young children:*

The early childhood model of individualized positive behavior support. Paul H. Brookes Publishing.

Intervention PBA (check boxes as you complete each item)

Submit all documentation to LiveText in one file.

Experiences:

- Intervention with a child with a disability. Direct service and collaboration with the teaching team.
- Observe and collect information on the child from the ECE/ECSE lead teacher
- Collect information on IFSP, IEP, medical history, and possible effects of medication (if applicable)
- Collect information on the particular type of disability (if applicable)
- Assess child's strengths, interests, and next developmental steps and summarize family's identified priorities and concerns
- Based on an outcome on the IFSP or one goal on the IEP, design an intervention plan* for a short-term objective related to the IFSP outcome or IEP goal. Collaborate with the ECE teacher, ECSE team and the family. Use evidence-based intervention strategies.
- Describe why the particular strategies were chosen based on the intellectual, emotional, social level, motor, adaptive and academic strengths and needs of the child
- Implement the intervention plan in collaboration with the ECE teacher/home visitor and family (For practicing ECSEs, support classroom teacher in implementing.)
- Collect baseline and intervention data on child progress using the PTR-YC Behavior Rating Scale (Form 4). Support ECE teacher or family in collecting data as appropriate.
- Reflect on your collaboration with the ECE general teacher, the ECSE team, and the family with references to research/writings on collaboration and teaming

*See format of forms to use in the Appendix

Portfolio Documentation:

- Include IFSP or IEP Summary Form.*
- Include an intervention plan.* Describe the evidence for your selection of intervention strategies (include references).
- Include baseline data (minimum of 3-5 days) and implementation data (minimum of 6-10 days) on the completed PTR-YC Behavior Rating Scale (Form 4)
- Analyze and interpret data in a narrative that evaluates the effectiveness of your plan.
- Describe any revisions, adaptations, and modifications to the plan based on the data collected.
- Include reflections on your collaboration with the ECE teacher, the ECSE team, and the family.
- Describe the evidence for your selection of intervention strategies (cite references in the text of your documentation and include a corresponding Reference list).
- For the infant/toddler practicum, describe how interventions were provided in natural environments.
- Include a reflection/self-evaluation, including but not limited to:
 - What you learned about planning and implementing an intervention plan (or supporting classroom staff in implementing)
 - What you learned about data collection and analysis
 - What you would recommend as changes/improvements to the way intervention plans are conducted at this practicum site based on DEC Recommended Practices
 - What you would do the same or differently the next time you developed an intervention plan and explain why you made these determinations

Rubric for Assessing Intervention PBA

Assignment Expectations and CDE Standards	Exceeded all expectations (4)	Met all expectations (3)	Met most or some expectations (2)	Met few or no expectations (1)
1. Access and summarize background information in relation to child's development which includes families identified priorities and concerns	Consistently applies knowledge of cultural and linguistic diversity and the significance of socio-cultural contexts for learning and development	<p>Accesses background information about child and family to plan intervention strategies that affirm and respect family, cultural, and linguistic diversity</p> <p>Accesses information from child's medical, health, birth, and educational history, and researches any relevant disability</p> <p>Ascertain family's concerns and priorities</p>	Description of child's background information includes a general summary but understanding of family's concerns and priorities is not sufficiently evident	Documentation is incomplete or missing.
2. Design and implement intervention plan addressing child's interests, strengths, and next developmental steps	<p>Intervention strategies are articulated in a manner that draws from a variety of data sources and represent logical interactions among those data</p> <p>Takes leadership role developing and explaining intervention plans</p>	<p>Selects, adapts, and uses intervention strategies individualized for child's learning needs</p> <p>Uses assessment data and incorporates child's interests, strengths, and next developmental steps into intervention plan</p> <p>Intervention plan addresses specific IFSP outcome or IEP goal</p> <p>Plans in collaboration with colleagues and family</p>	<p>Intervention plan does not fully integrate child's interests, strengths, and next developmental steps</p> <p>Intervention plan does not adequately address specific IFSP outcome or IEP goal</p> <p>Intervention planning may lack sufficient collaboration with colleagues and family members</p>	Documentation is incomplete or missing.
3. Collect, summarize and interpret data to inform and evaluate plan	<p>Intervention plan and data tracking system are effective</p> <p>Accurate and critically reflective analysis and interpretation of data</p>	<p>Implements intervention plan in collaboration with the teacher/early interventionist and family</p> <p>Develops and completes data tracking system to establish baseline data and monitor child progress and effectiveness of plan</p> <p>Makes revisions to intervention plan based upon data collected</p>	Data tracking system lacks adequate information to establish baseline and monitor child progress	Documentation is incomplete or missing.
4. Reflect on intervention process and collaboration with colleagues and family	<p>Critically evaluates own effectiveness in order to guide and improve intervention plans</p> <p>Reflections are grounded in personal conviction and theory/research</p>	<p>Summarizes and reflects on intervention process and collaboration with colleagues and family based on recommended practices (references to professional literature)</p>	Reflections are primarily grounded in personal conviction with few references to professional literature	Documentation is incomplete or missing.

Primary Special Educator PBA

Developers

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

Description:

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

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

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

Primary Special Educator PBA (check boxes as you complete each item)

Submit all documentation to LiveText in one file.

<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview staff and research demographics of school <input type="checkbox"/> Shadow the K-2 special education teacher <input type="checkbox"/> Interview Special education teacher 	<p>Documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Primary Practicum Descriptive Overview (p.14), using headers for each bullet point
<p>Experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completing experiences for this practicum requires students to gradually assume the role of the special educator to learn/practice responsibilities of that position. <input type="checkbox"/> Interview a special education teacher to familiarize yourself with the Response to Intervention process and inclusion practices at your practicum site school. <input type="checkbox"/> With input from your site supervisor, select a general education classroom (at least one of your two target children needs to be assigned to this classroom). Spend at least 8 hours observing to familiarize yourself with grade level expectations (especially as they relate to literacy, mathematics, and classroom behavior). <input type="checkbox"/> Review the assessments used at your practicum site school. This must include formal assessments (DIBELS, DRA, TERA, TEWL, Quick Phonics Screener) and informal assessments (teacher-made checklists, running records, math inventories) used for progress monitoring. <input type="checkbox"/> Select two “target students” from the special educator’s caseload. Complete a thorough review of their educational records. Review their IEPs and summarize each with an IEP summary form.* <input type="checkbox"/> Conduct at least one informal and one formal assessment of your two target students under the supervision of the special educator. <input type="checkbox"/> Plan and conduct lessons/interventions with individual students or small groups 	<p>Portfolio Documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe 1) the RtI process including progress monitoring and 2) how special education services are delivered at this school. Use a narrative summary and figures as appropriate to describe the RtI process and service delivery model for children with special needs. <input type="checkbox"/> Define the role of the special educator in each process. How does this compare to the role of the ECSE at the preschool level? <input type="checkbox"/> Critically assess current status of inclusive practices***. To what degree are students with disabilities educated alongside their general education peers? To what degree does the special educator participate in cooperative planning/co-teaching with the general education teacher? <input type="checkbox"/> Include IEP summaries for your two target children. <input type="checkbox"/> Describe the formal and informal assessments used at your practicum site school. Include examples of the assessments that you used (running records, reading inventories, analysis of writing samples, etc.) and a one-page summary on how you used each assessment to inform content of your lessons (objectives) and instructional strategies/ interventions. <input type="checkbox"/> List and summarize the curriculum guides/resources used by the special educator at your practicum site school and how you used them to plan your instruction/interventions. <input type="checkbox"/> Include at least four lesson plans (two for literacy and two for mathematics)

<p>using a gradual release of responsibility model:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe special educator conducting lessons/interventions with individuals and groups of students (that include your target students) <input type="checkbox"/> Co-teach using lesson plans you developed collaboratively with the special educator <input type="checkbox"/> Conduct lessons/interventions independently with support as needed from special educator <input type="checkbox"/> Write formal lesson plans**for at least two literacy and two math lessons <input type="checkbox"/> Participate in cooperative planning for accommodation/adaptation to be implemented by a general education teacher. <input type="checkbox"/> Observe an IEP staffing. Make notes about the participants, the roles they assumed in the meeting, and their level of participation. <input type="checkbox"/> If possible, conduct a short interview with the family after the IEP meeting regarding their assessment of the evaluation and IEP meeting. <input type="checkbox"/> If you are unable to conduct an interview with a family following an IEP meeting, create some interview questions you would ask if you had an opportunity. <p>*See Appendix.</p> <p>**Use the preschool/primary lesson planning form in the Appendix.</p> <p>*** See tool in Canvas</p>	<p>designed for your two target children.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicate how you documented individual child progress during each lesson (include captioned photographs of children (no faces or faces blocked out) participating in activities, observation records/anecdotes you made to assess child participation in activities, child work samples, and/or checklists for each lesson to illustrate and document child learning) <input type="checkbox"/> Include an overall reflection/self-evaluation about your primary practicum performance related to assessment/planning/teaching. <ul style="list-style-type: none"> <input type="checkbox"/> What were areas of strength for you? Why? <input type="checkbox"/> What are areas needing further development? Why? <input type="checkbox"/> How will you apply what you learned in this practicum to your future work? <input type="checkbox"/> Summarize the IEP meeting. What topics were discussed? Overall, did the meeting focus on the student's strengths or weaknesses? To what degree was the parent able to participate and voice opinions? How would you characterize the overall tone of the meeting? <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the staffing/meeting process and procedures you observed based on DEC Recommended Practices and IDEA laws. <input type="checkbox"/> Include family interview questions (and their responses if you conducted the interview).
--	--

Rubric for Assessing Primary Special Educator PBA

Assignment Expectations and CDE Standards	Exceeded all expectations (4)	Met all expectations (3)	Met most or some expectations (2)	Met few or no expectations (1)
1. Describe and critically assess RtI process and special education services at practicum site	Provides justification for critique of RtI process and special education services with reference to evidence based practices and special education law Articulates strengths, limitations in practices, and need for further development and presents strategies for improvement	Effectively describes RtI practices and special education services and the role of the special educator in each process Proficiently critiques the current status of special education services and inclusive practices in the school Effectively summarizes and critiques IEP meeting process and procedure	Description and evaluation of RtI practices lacks detail or critical reflection Summarizes but does not adequately critique IEP meeting observed	Documentation is incomplete or missing.
2. Use assessment information to inform and evaluate instructional strategies and interventions	Analyzes students assessment data from a variety of assessment sources and uses results to plan and adapt instructional strategies and interventions to facilitate maximum student growth Develops innovative methods to assess, document, and summarize student progress	Able to interpret and use formal and informal assessment data to guide instructional strategies and interventions based on the needs of individual students Uses progress monitoring data to determine rate of students' progress, effectiveness of instruction, and next steps	Needs assistance to analyze and use assessment data to plan instructional strategies and interventions	Documentation is incomplete or missing.
3. Plan and implement instruction to address district and/or state standards in literacy and math and objectives/procedures of curriculum guides utilized by school	Critically reflects and evaluates own effectiveness in order to guide subsequent language and literacy planning and instruction Selection of literacy materials and activities is guided by an evidence-based rationale Methods are authentic and engaging for students Consistently utilizes Colorado Academic Standards as guidelines for improvement of instruction	Utilizes prescribed curriculum guide lessons and supplemental learning opportunities to develop student proficiency related to reading comprehension, word recognition, phonemic awareness, phonics, vocabulary, fluency, and writing skills Utilizes prescribed curriculum guide lessons and supplemental learning opportunities to develop student proficiency related to: number systems and counting; computation; patterns; geometry; data analysis and graphing; and measurement Instruction designed to meet Colorado Academic Standards	Literacy and/or math planning and instruction does not follow prescribed curriculum guides or adequately address district and/or state standards in literacy and math	Documentation is incomplete or missing.

<p>4. Make appropriate adaptations and modifications for individual students</p>	<p>Provides effective and individualized instruction for all learners in creative ways</p> <p>Purposefully develops and consistently utilizes a wide range of appropriate instructional strategies and interventions to address the individual needs of each student within various educational settings</p>	<p>Uses instructional strategies and materials to address individual needs of students (in general education classroom and with individuals and/or small groups in resource room)</p> <p>Plans differentiated adaptations and modifications to meet needs of diverse students</p>	<p>Needs improvement to sufficiently address individual learning needs</p>	
<p>5. Reflection on and evaluation of primary practicum performance</p>	<p>Reflects on own performance as a special education teacher focusing on the impact of the experiences on student learning.</p> <p>Current research findings/ evidence-based practices are incorporated as supportive documentation for successes and suggested modifications to improve student learning</p>	<p>Identifies successful and unsuccessful teaching activities and assessments and provides plausible reasons based on evidence-based practices for their success of lack thereof</p> <p>Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning</p>	<p>Identifies successful and unsuccessful teaching activities or assessments and superficially explores reasons for their success of lack thereof (no reference to evidence-based practices)</p> <p>Provides ideas for redesigning learning objectives, instruction, or assessment but offers no rationale for why these changes would improve student learning</p>	

Professional Practice PBA

Developers

Suzanne Adams, Ph.D. and Donna Wittmer, Ph.D. former faculty University of Colorado Denver
Andrea Laser, Ed.D., faculty University of Colorado Denver

Description

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

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

Requirements for Professional Practice PBA are fulfilled by your site supervisor completing the the **Observation of ECSE Practicum Student Practice** form, completing professional learning plan (parts 1 and 2), submitting supervision videos, professional communication with university faculty, and attending seminar.

Professional Practice PBA

Required for ALL levels, 2 and 3 credit hours

Professional Practice PBA (check boxes as you complete each item) Submit all documentation to LiveText in one file.	
<p>Experiences:</p> <p><input type="checkbox"/> Professional Growth Plan Complete Professional Growth Plans- Part 1 (beginning of the semester), Part 2 (end of the semester)</p>	<p>Documentation:</p> <p><input type="checkbox"/> Using the rubric below, complete the experience as described. Be thorough and specific in your goals. Part 1 is due early in the semester, part 2 is due toward the end.</p>
<p><input type="checkbox"/> Observation of ECSE Practicum Student Practice Form Ask your Site Supervisor to complete this form (mid-semester check in—professional conduct section plus 1 other section), for final, all sections completed by site supervisor.</p>	<p><input type="checkbox"/> Upload completed final ECSE Practicum Student Practice Form at end</p>

Part One- Professional Growth Plan

Within the first two weeks of practicum (ideally before your begin), please complete one checklist (<https://ectacenter.org/decrp/type-checklists.asp>) from each strand of the DEC Recommended practices (Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, Transition). After completing each one, please reflect and evaluate one area that you would consider a strength as a professional, and one area that you would consider an area for growth. For each strand, you will then create a goal that you hope to complete this semester focused on the corresponding strand.

The chart below will be available within Canvas for you to complete:

DEC Recommended Practice Strand choose one checklist from each strand	Strengths	Areas for Growth	Goals for this Semester
Leadership			
Assessment			
Environment			
Family			
Instruction			
Interaction			
Teaming and Collaboration			
Transition			

Part Two- Professional Growth Plan

Towards the end of your practicum please complete the same checklist (<https://ectacenter.org/decrp/typechecklists.asp>) from each strand of the DEC Recommended practices (Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, Transition). After completing each one for the second time, please reflect on your growth over the semester, and identify future additional areas of growth.

The table below will be available within Canvas for you to complete:

DEC Recommended Practice Strand-choose one checklist from each strand	Describe your growth this semester in this strand, experiences, skills, and resources that aided in your growth over the course of the semester.	Describe additional areas for ongoing growth and potential resources available.
Leadership		
Assessment		
Environment		
Family		
Instruction		
Interaction		
Teaming & Collaboration		
Transition		

Awareness and Commitment to Profession's Code of Ethical Conduct

Site supervisors will use adherence to the following performance indicators to rate the observed practice of ECSE student while interacting with children, families, and colleagues during practicum:

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

Rubric for Assessing Professional Practice PBA

Assignment Expectations and CDE Standards	Exceeded all expectations (4)	Met all expectations (3)	Met most or some expectations (2)	Met few or no expectations (1)
<p>Students use professional organizations' resources as guidance to determine relevant professional competencies in professional practice.</p> <p>5.09 (6)(b)(iv) 5.01 (6)(h)(ii) 5.05(6) 5.01(6)(h)(xii)</p>	<p>Student use at least one checklist from each Division for Early Childhood/Early Childhood Technical Assistance Checklist strand and summarizes key strengths and areas for growth for each strand.</p>	<p>Student use at least one checklist from each Division for Early Childhood/Early Childhood Technical Assistance Checklists and does not clearly link strengths and areas for growth to checklists.</p>	<p>Student is missing checklists from one or more strand or submits checklists that are incomplete. Student does not clearly identify strengths and areas for growth.</p>	<p>Student is missing multiple checklists or submits several checklists that are incomplete. Student does not use checklists to identify strengths and areas for growth.</p>
<p>Students develop personal growth plans that are reflective of current capacities and plan for future growth opportunities.</p> <p>5.05(5)(b)(vi) 5.01(6)(h)(vii)</p>	<p>Student is reflective of current capacities, growth over the course of the practicum, and is articulate about relevant next steps in professional growth with relevant resources included for each strand.</p>	<p>Student summarizes some growth over the course of the semester and includes some next steps. The professional growth plan lacks depth, resources, and/or direct links to relevant checklists.</p>	<p>Student includes a plan that is disconnected from relevant checklists, does not include resources to support their growth and/or is missing several strands within the growth plan.</p>	<p>Student includes little to no evidence of reflection about personal growth and/or is missing multiple strands within the growth plan.</p>
<p>Based on observation of practicum student practice form, completed by site supervisor:</p> <p>Students demonstrate an awareness and commitment to the profession's code of ethical conduct.</p>	<p>Student takes a leadership role in professional organizations</p> <p>Provides leadership for best practice and equity through professional practice in urban and diverse communities</p>	<p>Student applies research and knowledge of early childhood profession to guide professional practice.</p> <p>Practices within the CEC Code of Ethics, NAEYC Code of Ethical Conduct, and other standards of the profession. Conducts professional activities in compliance with applicable laws and policies.</p>	<p>Student uses vocabulary related to professional and ethical practice and collaboration. Works collaboratively with specialists and related service personnel</p>	<p>Student demonstrates minimal work standards, initiative, collaboration, and lacks sound decision making over ethical issues.</p>
<p>Participation in seminar, clear proactive communication throughout semester with university faculty. Video submissions demonstrate ongoing dispositions of improvement and learning, and are submitted on time throughout the semester.</p>	<p>Student consistently is proactive in their communication (in a professional manner) with university faculty. Student attends seminars and actively participates throughout each seminar. Video submissions are completed with thoughtful annotation on time.</p>	<p>Student is mostly proactive in communication with university faculty. Students attends seminars, though participation is not always evident. Video submissions are completed, with some annotation.</p>	<p>Student has inconsistent communication with university faculty. Seminar attendance or participation is inconsistent. Little thought or effort is put into video submissions.</p>	<p>Student minimally communicates with university faculty. Seminar attendance is minimal. Several videos are missing.</p>

1-Credit Practicum Experiences

Infant/Toddler Practicum Classroom Based

Log of hours- 80 total hours needed

Assessment PBA:

- Experience 1 **required**—observe a Child Find evaluation for child 0-3
- Experience 2 strongly suggested—observe an IFSP staffing

Compare and contrast paper:

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

Internet investigation paper:

Complete a 3-4 page double spaced paper describing the following resources. Within this paper, ***cite 4-5 resources that you used to gather your information and include a reference list.***

Structure this paper in any way you choose that conveys the information you learned. Feel free to include essay portions, bullets, tables, etc.

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

1-Credit Infant Toddler Practicum Non Classroom Based

Required experiences for this practicum:

1. Documentation of **VIRTUAL OBSERVATIONS** related to Early Intervention/Home Visits
2. Documentation of **VIRTUAL OBSERVATIONS** related to Evaluation and IFSP Development described in detail below.
3. Internet Investigation Paper 1 described in detail below.
4. Internet Investigation Paper 2 described in detail below.

Ideal supplementary experiences (practicum students must make the appropriate contacts and arrange these experiences independently).

1. Observe a Child Find evaluation for child 0-3
2. Observe an IFSP staffing.

Virtual Observations- Infant/Toddler

Early Intervention—Home Visits

Watch: <http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html>

1. A Home Visit with Esaia's Family
2. Dream Big—A FIT Family Story

Watch at least two of these [videos](#) related to early intervention home visits:

Written Documentation (4-6 double-spaced pages):

Critique these home visits based on the following DEC Recommended Practices:

- A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.
- A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.
- F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.
- F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.
- F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.
- F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and

concerns and the child's strengths and needs.

F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences. INS1.

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

Evaluation and IFSP Development

Watch: [Lily's Assessment and IFSP Development](#)

(Scroll down on the webpage to find this particular video.)

Read: Lily's Assessment and IFSP Development Video Reflection Guide (link in Canvas)

Written Documentation:

Select two questions under each section of the video guide to answer (1-2 paragraphs each answer):

1. Lily's Assessment
2. Summarizing Lily's Eligibility
3. Reporting Assessment Findings
4. Developing Outcomes and Goals for Lily's IFSP
5. Determination of Early Intervention Services

INTERNET INVESTIGATION PAPERS

Paper 1- Early Intervention Resources

Investigate services in Colorado designed to support the development of infants and toddlers and the needs of the family to assist in their child's development

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

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

Paper 2- Families and Early Intervention

Describe how early intervention services are designed to be family centered and align with the DEC Recommended Practice about Families.

Review the [Early Intervention Colorado website](#), as well as at least 3 videos from [this site](#). Complete a 2-3 page, double spaced paper that describes evidence of alignment to DEC Recommended Practices below. The paper can be formatted in a table, bulleted, or list each recommended practice and then describe evidence. Be sure to be thorough and descriptive throughout- if there are areas that could be improved, describe those as well.

- F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.
- F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.
- F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.
- F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.
- F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.
- F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.
- F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.
- F8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning multiple languages for the child's growth and development.
- F9. Practitioners help families know and understand their rights.
- F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.

1-Credit Preschool Practicum Classroom Based

Log of hours- 80 total hours needed

1. Assessment PBA:

- Experience 1 required—observe a Child Find evaluation for a child, ages 3-5
- Experience 2 strongly suggested—observe an IEP staffing

2. Compare and contrast paper:

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

3. Internet investigation paper:

Investigate [***Preschool Special Education Resources on the Colorado Department of Education website.***](#)

Complete a 3-4 page, double spaced paper describing:

- 1) Two or three of these resources, and
- 2) Your plans for using the information in your future practice with young children, teachers, or families.

1-Credit Preschool Practicum Non Classroom Based

Required experiences for this practicum, written documentation of **VIRTUAL OBSERVATIONS** related to:

1. Screening and evaluation
2. IEP meeting
3. MTSS/RTI/PBIS Preschool
4. Internet Investigation Paper on Preschool Special Education Resources

VIRTUAL OBSERVATIONS

Experience 1:

Screening and Evaluation

Watch: [Early Childhood Screening](#)

[ECAT/Child Find](#)

Written Documentation (3-4 double-spaced pages):

Try to imagine yourself as a family member experiencing screening/evaluation for the first time. Then, imagine yourself as a professional member of these screening/evaluation teams.

Analyze and critique these videos from the perspective of families and professionals. Using the DEC's Recommended Practices as well as resources from other courses will help guide your reflection. Include comprehensive reflections based on the following questions, as well as a reference list

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

Experience 2:

IEP meeting

Watch: [Transition from Early Intervention to Preschool Model Meeting](#)

Written Documentation (4-6 double-spaced pages):

Critique and analyze this IEP meeting based on the following DEC Recommended Practices. What are strengths and areas of growth for each? Be specific with evidence from the video and how you would specifically approach improving family centered practice for each and include references to justify your strengths and areas of growth. Include an introduction, conclusion and reference list.

A2. Practitioners work as a team with the family and other professionals to gather assessment information.

A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests. A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.

A11. Practitioners report assessment results so that they are understandable and useful to families.

F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.

F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.

F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.

TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement support and services to meet the unique needs of each child and family.

Experience 3:

MTSS/RTI/PBIS in Preschool

Watch: [Implementing Response to Intervention—Prairie Children Preschool](#)

Written Documentation: (3-4 double-spaced pages)

Compare the RtI procedures utilized in this video with the following *Essential Components of Pre-K Response to Intervention*:

- Collaborative problem-solving
- High quality classroom instruction
- Tiered instruction and intervention
- Screening, assessment, and progress monitoring
- Family engagement and involvement

[This resource](#) may be helpful to consider-- as may some other resources, such as the [RtI Network](#).

Experience 4:

Internet Investigation Paper on Preschool Special Education Resources:

Investigate [Preschool Special Education Resources on the Colorado Department of Education website](#).

Complete a 3-4 page, double spaced paper describing:

- 1) Two or three of these resources, and
- 2) Your plans for using the information in your future practice with young children, teachers, or families.

1-Credit Primary Practicum Classroom Based

Required experiences:

- 1) Interview of Special Educator
- 2) Analysis and reflection paper
- 3) Select two topics for investigation and complete a 4-5 page paper on each topic.
- 4) *Log of hours- 80 total hours needed*

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

Required: Interview special educator (document responses as close to verbatim as possible) and complete analysis and reflection indicated below.

For summer primary practicum, the required experiences can be supplemented with participating in an ESY program. This can be contact time with students at the K-2 level (observation and interaction with students under the direction of an ESY teacher), or you may also elect to add portions of the Primary Special Educator PBA (assessment and lesson plans) if you have the necessary cooperation of the ESY teaching staff.

1) Interview of Special Educator

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

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

Short bio of person interviewing:

How many special educators are at your school?

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

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

Self-contained classroom teaching only students with special needs _____

Resource room working with students with special educational needs (pull-out groups) _____ General education classrooms working with small groups or providing individualized help to students within the classroom (push-in services) _____

Assisting general education teachers to adapt curriculum materials and teaching techniques to meet the needs of students with disabilities _____

Co-teacher with general education teacher in inclusive classroom _____

Communicating and coordinating with parents, social workers, speech and language therapists, occupational and physical therapists, school psychologists, school administrators, and other teachers _____

Planning for and facilitation of IEP meetings _____

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

What is the most challenging aspect of your job?

What is the most rewarding aspect of your job?

Describe the RtI process in your school and your role in that process. If needed, follow-up with questions related to:

- Screening and assessment of students at-risk of or identified with exceptional learning needs—what assessments are used?
- Intervention at various tiers
- Progress monitoring process—what assessments are used?
- RtI team—what is it called, who are members, how often does it meet?

Describe the PBIS process in your school and your role in that process.

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

2) Analysis and Reflection Paper

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

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

<http://www.cde.state.co.us/rti/>

<http://www.cde.state.co.us/pbis/>

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

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

3) Investigation Papers (Choose 2)

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

Explore **two** of the concepts below in depth, comprehensively, and based on a variety of perspectives. Complete a 4-5 double spaced page paper on each of the concepts. Within this paper, ***cite resources that you used to gather your information and include a reference list (APA style)***. This paper can be structured in any way you choose that conveys the information you learned. Feel free to include essay portions, bullets, tables, etc.

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

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

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

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

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

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

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

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

Write a reflection paper based on your discoveries.

1-Credit Primary Practicum Non-Classroom Based

Required experiences for this practicum:

1. Documentation of **VIRTUAL OBSERVATIONS** related to MTSS/RTI in Elementary Settings
2. Documentation of **VIRTUAL OBSERVATIONS** related to Roles of the Special Educator as described in detail below, including comparison to Interview of a Special Educator
3. **INVESTIGATION PAPER 1** described in detail below.
4. **INVESTIGATION PAPER 2** described in detail below.

Virtual Observations

MTSS/RTI in Elementary Settings

Watch:

[Boulevard Elementary School, Gloversville, New York](#)
[MTSS Overview](#)

Written Documentation: (4-5 double-spaced pages)

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

- Team-Driven Shared Leadership

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

- Data-Based Problem Solving and Decision-Making

A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

- Family, School, and Community Partnering

The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

- Layered Continuum of Supports

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

- Evidence-Based Practices

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

Roles of the Special Educator Part 1:

[Watch: A Day in the Life of a Special Educator](#)

[Virtual Tour of an Early Childhood Special Education Classroom](#)
[Mrs. Kelley's Special Education Classroom](#)

Written Documentation: (4-5 double-spaced pages)

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

Resource Room Teacher

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

Team Teacher

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

Administrative Duties

The special education teacher serves on the IEP team, along with parents, administrators and other teachers, to see that the IEP goals are met.

Communicating and coordinating with parents and other school personnel (social workers, speech and language therapists, physical and occupational therapist, school psychologists, school administrators, other teachers)

Part 2:

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

Description of school: grade levels (Preschool-8, K-5), student demographics, programs (Title I, DLL, etc.), traditional calendar/year round, other information pertinent to your selected school.

Short bio of person interviewing:

How many special educators are at your school?

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

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

_____ Self-contained classroom teaching only students with special needs

_____ Resource room working with students with special educational needs (pull-out groups) _____

General education classrooms working with small groups or providing individualized help to students within

the classroom (push-in services)

_____ Assisting general education teachers to adapt curriculum materials and teaching techniques to meet the needs of students with disabilities

_____ Co-teacher with general education teacher in inclusive classroom

_____ Communicating and coordinating with parents, social workers, speech and language therapists, occupational and physical therapists, school psychologists, school administrators, and other teachers

_____ Planning for and facilitation of IEP meetings

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

What is the most challenging aspect of your job?

What is the most rewarding aspect of your job?

Documentation to submit:

Include Part one, along with your interview questions and answers for part two. For part two, describe in a paragraph or two how the video clips compare to the role of the special educator you interviewed.

INVESTIGATION PAPERS- COMPLETE READ Act and then choose one

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

First required assignment:

READ Act exploration

Explore **one** of the concepts below in depth, comprehensively, and based on a variety of perspectives. Complete a **4-5 double-spaced page paper** on each of the concepts. Within each paper, ***cite resources that you used to gather your information and include a reference list (APA style)***. This paper can be structured in any way you choose that conveys the information you learned. Feel free to include essay portions, bullets, tables, etc.

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

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

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

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

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

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

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

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

Appendix

1. Example Practicum Timelines

[Example 1](#)

[Example 2](#)

2. [Report of Child Find Evaluation](#)

3. [IFSP Summary Form](#)

4. [IEP Summary Form](#)

5. [Intervention Plan Format](#)

6. [Indicators of High Quality Inclusion](#)

7. [Preschool Curriculum Planning Forms Week Overview](#)

8. [Preschool Curriculum Planning Form Environmental Changes/ Opportunities/ Adaptations](#)

9. [Preschool/ Primary Lesson Planning Forms](#)

10. [ECSE Practicum Supervision Agreement](#)

11. [Panopto Information](#)

12. [Student Privacy and Confidentiality Agreement](#)

13. Forms for Video Recording (all families receive)

[English](#)

[Spanish](#)

14. Personally Identifiable Information (PII) Forms (use when documenting specific info about a child/family)

[English](#)

[Spanish](#)

15. [Observation of Practicum Student Practice](#)

16. [ECE/Teacher Ed Program Professional Dispositions](#)