

Practica Guide

Department of Special Education

2017

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[Abstract](#)

Practica in the University of Kansas, Department of Special Education adhere to the principles and procedures in this guide. KU faculty and stakeholders who are invested in preparing high quality teachers who will successfully teach in inclusive settings are important audiences for this document.)

Department of Special Education Mission

The Special Education faculty integrates research with practice, serves as social advocates, and advances education, social policies, public service, community building, and research to enhance the quality of life of persons with (dis)abilities¹ and their families.

We recognize the evolving nature of our field with its roots in medicalized notions of (dis)ability that have historically ignored a range of social constructions of ability and diversity. We acknowledge the ways in which disability has served as a proxy for other kinds of diversity and how other forms of diversity have been used as a code to mean (dis)ability.

We trouble these notions because we are a faculty actively engaged in a range of epistemological, theoretical, policy, and empirical scholarship. This reflexivity about the field and our collective identity, as well as scholarship deeply grounded in practice, provides international leadership in pursuit of equity in educational and social outcomes that enhance the quality of life of persons with (dis)abilities and their families.

Further, we commit to excellence in research, teaching, and service built on a foundation of mutual trust, active engagement in the pursuit of equity and social justice, and respect for ALL people. Faculty and staff invest their talents, creativity, scholarship, and energy to prepare civic professionals who pursue these ends in support of persons with (dis)abilities and their families in the following ways:

- Value persons with (dis)abilities and their families
- Respect diverse views, contributions and achievements
- Promote education as a fundamental human endeavor and social right
- Participate in emancipatory policies, practices, and research
- Influence professional and civic communities
- Enhance quality of life
- Engage educational, social, political, and institutional interests
- Employ cutting edge technologies and methods in the pursuit of meaningful solutions
- Contribute to relevant knowledge bases through integrating research and practice
- Collaborate on micro, meso, and macro levels to address complex challenges

¹ The use of (dis)ability signals the construction of ability and ability differences

Table of Contents

Department of Special Education Mission	2
Welcome	5
Handbook Purpose	5
Foundation of Practice	5
Mastering Teaching/Learning in Inclusive Settings	7
Universal Design for Learning (UDL).....	8
Tools for Learning	8
Content Knowledge	8
Professional Development Schools (PDS) and Communities	9
Systems to Support Academic, Social and Behavioral Learning	9
Evidence-based Practice (EBP)	10
A Time to Reflect.....	10
Getting the Work Done	11
Course Sequence	11
SPED 775	11
SPED 875	11
Personnel	12
Co-Directors.....	12
University Supervisor	12
Mentor Teacher	12
Placement and Routines	13
Placement	13
Routines	13
Tools and Technologies	13
Tools	13
Technologies	13
Preparation	14
University Supervisor Preparation	14
Mentor Teacher Preparation	14
Evaluation	14
Program Evaluation	14
Coaching Pillars	15
Final Thoughts	16
Appendix A: Practicum Placement Settings.....	17
Appendix B: High Leverage Practices.....	19
Appendix C: Reading List	22
SPED 775 and SPED 875 on campus courses	22

SPED 775 online course	22
SPED 875 online course	23
Appendix D: Roles and Responsibilities	24
Appendix E: Practicum Placement Process	26
Appendix F: Coaching Conversation Recording Form	27
Appendix G: LI Letter of Agreement	28
Appendix H: References.....	29

Welcome

We welcome the interest of faculty, local-, state-educational agencies and other stakeholders in the University of Kansas (KU) Department of Special Education Practica. Through practica, we extend the collective vision of the Department programs. It is through the practice that teacher candidates are able to demonstrate the knowledge they have gained via coursework in a supportive experience.

Researchers and career educators tell us that teacher candidates should be able to blend their reflections on practice, their knowledge of practice, their emotional intelligence, and evidence of what works into a practice that honors and respects the individual capacities and strengths of their students while addressing the equity issues that disadvantage many children in the US educational system (Cochran-Smith et al., 2016). This occurs through formal study of disciplined knowledge, research-based pedagogy to teach and re-mediate content, and ongoing, mediated opportunities for guided practice allowing teacher candidates the time and structure to develop effective practices for teaching and inquiry in the classroom (Cochran-Smith, et al., 2016).

This practice must be responsive to the students, school and community cultures (Nasir, Scott, Trujillo, & Hernandez, 2016). This tall order also considers and requires that teachers be lifelong learners striving to learn about new research, pedagogy, and the context of their teaching, school and communities. The foundation of this life-long quest for becoming a master teacher begins in the practicum setting. It is in practice with other teachers that apprenticeship into the profession occurs. What is said, encouraged, modeled, and coached is indelible. As a result, practica is of critical importance in launching a new teacher's career. It is both a formative experience (first practica) as well as the capstone of the teacher candidates' program of study.

Handbook Purpose

This guide offers information about our practica that includes KU undergraduate and graduate teacher candidates. We want to share with you the valuable place that the practicum experience has in the preparation of teachers. This guide includes information about the teacher candidates' path to mastery of teaching learners in inclusive settings. The principles, routines, program evaluation, tools and methods for the various components of the practica are explained. The critical components of preparing teacher candidates are depicted in Figure 1. We hope that you will find this information valuable.

Foundation of Practice

The foundation of the KU Department of Special Education's practica is grounded in our mission to increase quality of life and foster enviable outcomes for students with diverse abilities. The goal for our teacher candidates is their mastery of teaching in inclusive classrooms demonstrating skills, knowledge and pedagogy in applied settings. Our expectations for teacher candidates are to demonstrate competencies as researchers, collaborators, advocates, content and instructional experts, systems leaders and understand the impact of culture and identity. We address these outcomes through the practica experience using foundational elements. See Figure 1.

eq·ui·ty *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

Teaching is not a skill set that teachers are born with nor does it necessarily develop out of routine classroom experience. We cannot trust that children and youth will learn well from teachers who are



learning on the job in a trial-and-error manner (Ball & Forzani, 2010). Rather, it is incumbent upon teacher education programs to provide well-designed activities and experiences that prepare teachers in a systematic and intentional fashion (Forzani, 2014; Leko, Brownell, Sindelar & Kalberg, 2015). Special educators come to their practica with *knowledge of theory and research*. What they need is mediated practice in settings that provide coaching to draw on their

knowledge as they observe and work with students and student groups. Thus coaching is not only a technical task of refining the performance of a particular instructional procedure but also a process of connecting research about learning to practice. In this way, teacher candidates learn *how, why, and under what conditions*. Later, when they practice in their own classrooms they can draw on deep knowledge to solve the many challenges they will face. Special educators must be highly skilled in understanding and designing the conditions and processes for learning, as well as those practices that allow them to recognize the individual ways that students with disabilities know, understand, and use information and skills (Kozleski & Siuty, 2016). All teachers manage multiple variables in the classroom. The ability to be conscious of these variables, manage a number of decisions quickly with evidence-based principles of learning in the content areas and the cultural and learning histories of students takes a highly skilled person. Consider what Ball and Forzani (2009) describe. Teachers manage time during lessons; observe students while teaching, manage behavior, pose questions, respond to student needs, and interpret their work to reteach where needed. Now, more than ever special education teachers are expected to be highly competent in curricula content, strategies and interventions, progress evaluation (assessment) as well as technology (Lignugaris-Kraft, Sindelar, McCray, & Kimerling, 2014). Special education teachers need deep knowledge and proficiency in order to teach effectively especially in systems of practice such as Multi-Tiered Systems of Support (MTSS). Adequate practice founded in research that includes collaboration with general education

colleagues is more important than ever (Leko, Brownell, Sindelar & Kiely, 2015). This is what all educators must be able to do each day.

Education offers a vehicle to address the equity issues that continue to separate and sort children and families. We need teachers who understand these values and can incorporate them into their classrooms by examining their own identities and values and making the needed shifts to teach in a way that is truly inclusive, just, and equitable. Education expands our understanding of ourselves, the worlds in which we live, and the possibilities and dreams of what we can become (Kozleski & Waitoller, 2010). All students have a right to high quality learning opportunities in which their cultures, language, and experiences are valued and used to guide their instruction and their learning. All students should feel that they belong, are included and empowered. Universal equity cannot be achieved without creating educational systems, including classrooms, which embody the principles of everyday justice.

The diagram above reflects these ideas and processes by which effective teachers develop. At the University of Kansas Department of Special Education, teacher candidates may learn in three possible program tracks: (1) face to face, (2) online, or (3) professional development school. See Appendix A for details about each program track. In the following seven sections, we describe how our practica supports teaching and learning in all of the tracks.

Mastering Teaching/Learning in Inclusive Settings

The Department of Special Education is committed to promoting equitable opportunities for all learners. Equity-based inclusive education is about creating schools where all students, including those with extensive needs, are fully valued, welcomed, well supported, and engaged in learning (SWIFT, n.d.). We understand that inclusive education is a continuous journey toward the

...redistribution of quality opportunities to learn and participate in educational programs; the recognition and value of differences as reflected in content, pedagogy, and assessment tools; and the opportunities for marginalized groups to represent themselves in decision-making processes that advance and define claims of exclusion and the respective solutions that affect their children's educational futures (Waitoller & Kozleski, 2013, p. 35).

We recognize that inclusive schools deliver supports and services to their students in a variety of ways. We expect that while schools are inclusive, teacher candidates/residents develop their skills in tiered systems within inclusive schools to support students with disabilities. Teacher candidates teach according to the tiered instructional needs of their students. Therefore, our teacher residents will provide instructional support in a variety of contexts that include general education classrooms and pullout arrangements. Our graduates implement all tiers of instruction to all students.

Shogren, McCart, Lyon, and Sailor (2015) emphasize that inclusive education benefits students with and without disabilities when high-quality instruction, assessment and progress monitoring are in place along with systems that support academic, social, and behavioral learning. They highlighted the importance collaborative school cultures focused on in improving outcomes for students along with leadership for sustaining innovative, evidence-based practice. Morningstar, Shogren, Lee, and Born (2015) describe supports for learning, including individualized accommodations, modifications, and adaptations as well as universal design for learning, co-teaching, and positive behavioral supports. Systems of support such as the Comprehensive, Integrated, Three-Tier Model of Prevention (Ci3T) are developed with the intent of inclusion of all students with adequate and comprehensive supports in the general education setting (Lane, Oakes & Menzies, 2014). With effective teaching and well-designed organizational structures that support collaborative teaching

models and tiered systems of support, all students can access the scaffolds that are appropriate for their individual needs (Sailor, 2014).

Universal Design for Learning (UDL)

UDL, a foundation for preparing lessons and delivering instruction creates a mindset in teacher candidates that promotes inclusion. They must be prepared to include and support a wide variety of learners including students with disabilities especially in modern technology-rich educational settings (Smith & Kennedy, 2014). Universal Design for Learning is built on principles promoting multiple and varied presentation of information, allowing all students to express their learning through different modalities thus invoking student engagement and motivation (CAST, 2014). UDL fosters use of engaging materials, instructional methods and assessments to maximize achievement (National Center on Universal Design for Learning, 2014). Most importantly, students with disabilities do not typically pursue post-secondary education or employment in STEM (science, technology, engineering and mathematics) related fields. This paucity of engagement directly relates to the inability of teachers to understand how to meet their students' unique learning needs in these areas. UDL is the method in which to make this content accessible to all students (Basham & Marino, 2013).

Tools for Learning Special educators need strong knowledge bases in the development of literacy and math skills. These two knowledge areas underpin much of what needs to be learned in school. We refer to them as tools for learning since through literacy, students learn in the content areas and learn to describe the relationships among the natural and physical sciences through the language of mathematics. We expect our teachers to have strong and effective strategies in both areas. Among the many skills that support reading acquisition is phonemic awareness, phonics, fluency, vocabulary, word study. Word study is key to students' independence in reading and increased achievement in the content areas by decoding, encoding and learning new vocabulary (Leko, 2016). Teacher candidates must be aware of the academic needs of students who are at-risk, are English language learners, and/or have learning disabilities who struggle with math, specifically word problem solving. Strategies such as Dynamic Strategic Math (DSM) are crucial (Orosco, Swanson, O'Connor & Lussier, 2011). Intensive-explicit (IE) instruction is effective in conveying content across subject areas to all learners. Explicit instruction, guided practice, corrective feedback, and progress monitoring data are elements in high-leverage practices in special education (Leko, Brownell, Sindelar & Kelly, 2015). These strategies are just a few tools through which teacher candidates' gain competency.

Content Knowledge

In order to support learning in the content areas, special educators need to understand the processes of learning and how they are activated, tapped, and reinforced through strategic learning routines. Deshler (2005) promotes five essential elements for ideal instructional conditions. These are: 1) motivation/positive behavior supports; 2) engaging and diverse materials; 3) continuum of literacy instruction; 4) intensive-explicit instruction, and 5) formative and summative assessments. The importance of connecting content to students' lives, interests and families cannot be understated. The curriculum has profound impact on students' perception of power and privilege including political and social contexts within schools (Nasir et al., 2016). Our teacher candidates must be able to recognize the abilities their students bring and design learning experiences that build on what students know and are able to do. Leko and colleagues (2015) posit that special education teachers must be able to generalize high-leverage practices across content areas making adjustments to fit the discipline and assess those adjustments by tracking student progress. Pre-service special education teachers must learn high-leverage practices (Leko, Brownell, Sindelar & Keily, 2015).

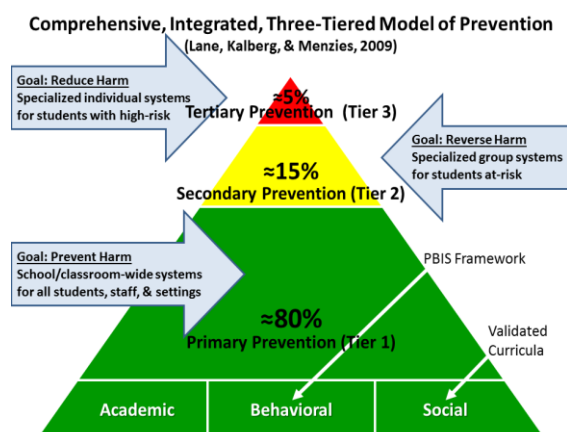
Students who have challenges in academics need strategies in order to succeed in math, social studies, science, art and health content areas (Fagella-Luby & Wardwell, 2011). Without explicit instruction in content-specific literacy and math, students with disabilities can continue to struggle and delay their progress towards graduation.

Professional Development Schools (PDS) and Communities

Some of local teacher candidates work as residents in Professional Development Schools (PDS). Professional Development Schools (PDS) engage families, practitioners, teacher candidates, school leaders and researchers in induction, mentoring, learning, and inquiry. PDSs specifically emphasize the skills needed to work effectively to improve student outcomes in underachieving schools located in low income, predominantly minoritized settings (Kozleski, et al., 2013). The educational opportunity gap continues to be linked to race, ethnicity, immigrant status, poverty, and the educational status of mothers (Skiba et al, 2016). Opportunities to work full-time in PDS afford teacher candidates the opportunity to learn a number of non-classroom skills including understanding families and children who live in situations where access to safe homes, healthcare, and sufficient food is unpredictable. Teachers learn to engage across disciplines in support of the needs of their students' families. A key feature of PDS is the reciprocal relationship that university and school-based faculties enjoy. The faculties engage jointly in action research as well as connecting pedagogical practices with units of study. According to Paufler and Amrein-Beardsley, (2016) teacher preparation programs that partner with schools and families are critical for preparing effective teachers. The Council for the Accreditation of Educator Preparation (2015) strongly emphasizes the value added of partnership between teacher preparation programs and schools (Standard 2).

Systems to Support Academic, Social and Behavioral Learning

Effective learners engage fully in learning. They have the social and emotional self-awareness to regulate their emotions while challenged to learn. They develop the skills to work effectively with peers to strengthen their understanding of core concepts and become active members of learning teams across the content areas. Learners develop at differing rates. Not all learners are effective learners. Systems that support learners such as Multi-Tiered Systems of Support (MTSS) is an outgrowth of Response to Intervention (RTI). These systems of student support bolster students in



achieving academic attainment and behavioral success by organizing the instructional faculty to work across tiers to support increasingly intensive instruction for students who need it (Sailor, 2014). The MTSS model includes high quality instruction in the general education classroom in schools where all faculty and school personnel invest their expertise collectively and collaboratively for the success of their students (Lane, Kalberg, & Menzies, 2009). When needed, evidence-based interventions for reading, math, social and behavior development match the needs of the student. The results of instruction monitored frequently so that teachers can change their instructional strategies to help students learn more effectively. *Tier 1* is

grounded in well-designed classrooms that draw on evidence based curriculum and pedagogy to help students develop both academically and socially and emotionally. *Tier 2* focuses on behavioral and academic interventions for students who are not responsive to core instruction. *Tier 3* targets more individualized academic and behavior supports intended to support those students whose learning needs

are more intensive. Lane and colleagues (2009) developed The Comprehensive, Integrated, Three-Tier Model of Prevention (Ci3T) as a systematic approach to academic, social and behavioral learning.

Evidence-based Practice (EBP)

Evidence based practice (EBP) is a term that is used across disciplines to describe decision-making based on the current evidence available (Sackett, Straus, Richardson, Rosenberg, & Haynes, 2000). The notion is that the best, available research, clinical expertise, and person-centered values converge to create evidence-based practice (Sackett et al., 2000). EBP empowers practitioners and families to draw on research that offers insight into the specific issue being addressed, connect it to craft knowledge built over time through experience, and address family beliefs and expectations to make the best possible decisions given the context and what is known (Buysse, Winton, Rous, Epstein, & Lim, 2012). In 2014, seven highly respected researchers in the field of Special Education defined new standards for determining EBP as both an intervention practice (noun) and a method (verb) for the selection of scientifically based interventions. The Council for Exceptional Children's (CEC's) goal is that the standards will be applied to better understand the effectiveness of a range of practices for learners with disabilities. These standards for EBPs are classified in the following way: 1) Evidence-based practice; 2) Potentially evidence-based practice 3) Having mixed effect; 4) Having negative effect; 5) Having insufficient evidence to categorize their effectiveness (CEC, 2014).

Teacher education researchers began to develop High Leverage Practices (HLP; Forzani & Ball, 2010) in teacher education in response to the same pressures that precipitated EBPs. HLPs are teaching strategies that produce high quality outcomes for learners. The Department of Special Education focuses on helping our teacher candidates to mastering EBPs and HLPs. This means that the sites that welcome our teacher candidates must also have the conditions for instruction in which the teacher candidates can develop both EBPs and HLPs. See Appendix B for High Leverage Practices.

Educators of students with significant support needs recognize systematic instruction in inclusive settings as an evidence based practice. In particular, the use of time delay, task analytic procedures, systematic prompting and feedback, and stimulus shaping and fading are recognized as EBP for learners with significant support needs (Spooner, Knight, Browder, & Smith, 2012). Consequently, teacher candidates must have the conditions and opportunities to practice systematic instruction in inclusive, age appropriate settings as part of their fieldwork experience.

A Time to Reflect

To move teacher candidates toward mastery requires commitment from the student, the faculty, and the personnel at the practicum location. Practica is where theory, knowledge, and practice meet. The knowledge and content that students are exposed to in their courses should be demonstrated in the act of their teaching in inclusive settings. As faculty, the expertise you contribute through your line of research and the courses you teach provides the foundational knowledge students must have to understand what it means to deliver quality content in inclusive settings. Practica is where they demonstrate whether the meanings they have constructed will serve the students they instruct. By giving opportunities to do the work and apply these theories, we can assess not only their ability and obtainment of the outcomes, but through this process, evaluate our own content and methods of teacher preparation. This is the evidence that we are teaching the crucial elements of practice. Contemplate your contribution to the formation of these teacher candidates. Of these seven areas, which ones are strengths of yours? Which areas do you want to contribute to or learn more about? Collaboratively contributions to the continuous improvement of the practica can only strengthen the

preparation of teacher candidates. Reciprocal conversations insure that the linkage between course work, existing research and practice in the field remains up-to-date. In this way, we can protect the important, shared bond between research and practice.

Here are some references and ideas about how you can brush up on your skills and continue to refer to the best sources of what counts in classrooms so that you can be the best support for our teacher candidates/residents, mentor teachers or university supervisors. You will find references and readings in our Blackboard site and in Canvas (<https://kuconnect.ku.edu>) where you can locate the online practica courses, SPED 775 and SPED 875.

See Appendix C for a list of all readings included in the practicum courses, both on campus and online.

Getting the Work Done

Now that you know what we expect practice in classrooms to address, this next section describes how this will happen and with whom. Read this section to understand the course sequence, the personnel, placement and routines, tools and technologies we use to coach and support our teacher candidates, and how we evaluate the program. Discover what your role is in the process so that our teacher candidates gain competency as researchers, collaborators, advocates, content and instructional experts, and systems leaders.

All experiences facilitate the development and maturation of teacher candidates. The practice-based learning opportunities defined in the course work require teacher candidates to implement high-leverage teaching practices (see Appendix B) as they work in inclusive settings. Course requirements include completing a Functional Behavioral Assessment and Behavior Intervention Plan, analyzing an IEP, and teaching lessons that they have created using UDL.

Course Sequence

In the KU Department of Special Education, there are two levels of practica, SPED 775 & 875. The first level is at the early part of the masters/endorsement program and is a novice experience. The second level is at or near the end of the program when students are ready to assume full teaching responsibilities.

SPED 775

The first practicum (SPED 775) requires the student to implement information obtained during the first courses. In the High Incidence program these courses are SPED 730, SPED 741 and often SPED 743.

In the Low Incidence program prerequisite courses include SPED 735 and SPED 742. This is a time for students to implement and experience teaching under the supervision of a highly qualified mentor teacher. In the Low-Incidence program SPED 775 will not be offered during the Summer semester. Students will complete two practica at the 775 level. A letter of agreement from the school principal, (see Appendix G) is required for the SPED 775 LI placement.

SPED 875

The second practicum occurs near the end of the degree/endorsement program. At this point the teacher candidate is ready to teach with all assignments and experiences designed to reflect this expectation. The prerequisites for this course in the High Incidence Program are SPED 841, SPED 843, SPED 854 and all SPED 700 level courses.

In the Low Incidence Program, prerequisites are SPED 842, SPED 844, and SPED 854. Students will complete two practica at the 875 level. A letter of agreement from the school principal (See Appendix G), is required for the 875 LI placement.

Teacher candidates learn and practice a variety of instructional methods to support students who require Tier 1, 2 and Tier 3 interventions. Additionally, teacher candidates learn to collect data based on student work to make instructional decisions. Collaboration with other building professionals is required as teacher candidates complete many of the assignments in both practicum courses. Teacher candidates' video tape their instruction and receive feedback from their university supervisor. Throughout these experiences, teacher candidates meet regularly with their mentor teacher and the university supervisor to receive coaching and feedback on their progress. The syllabi for the practicum courses are available from the practica faculty upon request.

Personnel

Personnel who are involved in practica are faculty who serve as co-directors, university supervisors, and mentor teachers. These individuals form a key and essential partnership with the Department of Special Education to develop the knowledge and skill of teacher candidates. Appendix D describes the roles and responsibilities of each member of this partnership.

Co-Directors

The co-directors partner with districts, schools and mentor teachers to create an apprenticeship that serves as the pathway for the teacher candidate/resident into the profession. Co-directors also serve as university supervisors. The co-directors 1) develop course syllabi, 2) prepare and supervise university supervisors, 3) review and evaluate practicum placements, 4) teach practica courses, 5) observe teacher candidates, 6) serve as intermediary in problem situations, 7) develop improvement protocol for struggling teacher candidates, 8) collect and maintain program evaluative data, and 9) collaborate with advisors, as needed.

University Supervisor

The role of the university supervisor is multifaceted. The supervisor serves as 1) liaison between the university and school (district), 2) partners with the mentor teacher and teacher candidate, 3) visits the teacher candidate in the school setting, 4) mediates concerns of the mentor and candidate, 5) conducts formal observations, 6) guide and assist the candidate in understanding assignment requirements and experiences. For more information about university supervisors read the *University Supervisor Guide*.

Mentor Teacher

The mentoring relationship between the mentor and the teacher candidate fosters the technical and critical thinking frameworks that novice teachers need. Critical frameworks enable candidates to attend to the social validity of their work, ensuring that what they do fosters equity and opportunity for all students. Mentor teachers can provide guidance and assistance that will enable their candidate to learn how, why, and under what conditions learning needs to occur, so the candidate can draw on deep knowledge to solve the many challenges they will face. Mentor teachers must have current teaching endorsement that matches the one teacher candidates are earning and at least three years teaching experience. Mentor teachers should also agree to a) support teacher candidates in delivering inclusive instruction, b) agree to share documents with candidate, and c) allow them to attend meetings (collaboration and planning meetings, IEP meetings parent conferences etc.) Inclusive settings are the preferred setting. If not possible faculty advisors must determine if the placement is acceptable. For more information about mentor teachers and their roles read the *Mentor Teacher Guide*.

Faculty

The involvement of faculty members in practica is essential. Practica content and expectations mirrors the course content in the program of study. This “match” is needed so that teacher candidates practice what they have been taught. Thus the faculty members’ input is needed as instructors, advisors and curricula developers.

Placement and Routines

Placement

Schools that qualify for practicum hold state accreditation and offer an inclusive setting. There may be situations where inclusive settings are not possible. Individual situations will be considered through negotiation with the director of practicum and the program coordinator. Placement in Parochial/private schools are an option as long as they meet state accreditation standards. The number of students with (dis)abilities in an inclusive classroom should include a mix of students with high- and low-incidence disabilities. These students may have (dis)abilities i.e. learning, social, behavioral challenges. Final placement approval is contingent on a signed agreement between the KU Department of Special Education and the school. See Appendix E for the practicum placement process.

Routines

Routines that are in place for practica are administrative procedures. Practicum placement requires several steps by the teacher candidate, the placement site and the mentor teacher. The application for practicum placement includes completion of a program of study, submitting *requisite* documents including the practicum request form. This processing of the application occurs **15 weeks prior** to the beginning of the first practicum course. Confirmation from school sites is required before student may enroll in the appropriate course. See Appendix E for details regarding practicum placement routines.

Tools and Technologies

Tools

A variety of tools helps to facilitate coaching and mentoring. Coaching conversations are enhanced when the mentor teacher and university supervisor considers purpose of the conversation. A series of question stems are provided in the Mentor Teacher Guide that focus on three specific areas: (1) technical, (2) contextual, and (critical). The Coaching Conversation Form (Appendix F) provides a method for the coach to record key questions and make notes about the conversation. Other tools include the mid-semester evaluation form, also located in the Mentor Teacher and University Supervisor Guides, and the Adapted Danielson Framework (https://kansasedu.qualtrics.com/jfe/form/SV_0IkXYmR7qKtgBG5). These tools, along with the suggestions for how to use them enable mentor teachers and university supervisors to provide structured and meaningful feedback to teacher candidates in a systematic way.

Technologies

The web-based video platform, Edthena™, permits university supervisors to observe, provide feedback, and coach teacher candidates who may be teaching in classrooms across the United States. Teacher candidates upload their teaching videos each week to Edthena™. University supervisors leave feedback comments for the teacher candidates to view. The university supervisor’s comments are placed at the specific place (time stamped) in the video where the feedback benefits the most. A dropdown menu offers five possible types of feedback: (1) Comments; (2) Questions; (3) Suggestions; (4) Strengths and (5) Notes. Depending on what the supervisor sees in each teacher candidates’ video, any one or more of these kinds of comments may be used. During scheduled

online videoconferences, the teacher candidate and university supervisor discuss the video, the feedback, and any other questions or concerns the teacher candidate may have. Plans for success in the next session are made.

Preparation

In order to be an effective University Supervisor or Mentor Teacher many crucial skills are required. University Supervisors must be able to liaison between university faculty, mentor teachers and the teacher candidate. They also guide, support, assess and provide feedback to teacher candidates and mentor teachers (Griswold & Elford, 2016). Mentor teachers provide guidance and assistance that will enable their candidate to learn *how*, *why*, and *under what conditions learning needs to occur*, so the candidate can draw on deep knowledge to solve the many challenges they will face (Elford & Griswold, 2016).

University Supervisor Preparation

To be a University Supervisor, a person must have a minimum of two years teaching experience and recommended by the Chair of the Department of Special Education and by doctoral faculty.

University Supervisors will prepare for the role by completing a training protocol. The training protocol includes the following: (1) reviewing the MS program and the practica course syllabi; (2) reviewing and developing proficiency on the course assignments; (3) completing the steps for observation and feedback; (4) developing coaching techniques based on partnership principles and ThirdSpace dialogue; (5) practicing the use of rubrics for grading assignments.

Mentor Teacher Preparation

Mentor teachers receive the mentor teacher guide and a link to the mentor teacher webinar that highlights the key components of the guide. Mentor teachers for the online practica are invited to watch a teaching video in Edthena™ that includes feedback in order to become familiar with the observation and feedback process. The mentor teacher guide describes in depth how to engage in coaching conversation and provides the necessary forms for observation and evaluation. Mentor teachers in the face-to-face program attend an orientation with their teacher candidate prior to the start of the practicum semester. Mentor teachers meet with the University Supervisor and the teacher candidate prior to, or at the beginning of the course to begin developing a relationship, to open the lines of communication, and to address any lingering questions.

Evaluation

Practica evaluation occurs in three different areas: (1) program; (2) teacher candidate and (3) mentor teacher. Evaluation of the teacher candidate is critical for him/her to grow in their teaching effectiveness by implementing the formative feedback they receive. The mentor teacher, as the expert who is present at the practica site has the responsibility to provide daily guidance and support as well as contributing to the ongoing improvement of the teacher candidate's instruction practice. Forms, surveys and assignments exist to facilitate the evaluative process. The mentor teacher guide contains forms and surveys are located in Qualtrics.

Program Evaluation

The KU Special Education is evaluated and accredited by Council for Accreditation of Educator Preparation (CAEP) and the Kansas State Department of Education (KSDE). This evaluative process is partially completed through the data collected from a Qualtrics survey completed by mentor teachers and/or University Supervisors to evaluate individual teacher candidates. Data collected from student course evaluation is also considered.

Teacher Candidate Evaluation

Teacher candidate evaluation is comprised of three domains: (1) disposition; (2) academic performance and (3) teaching observation. Disposition is about professional practice. Faculty usually completes the standard disposition form prior to practica; however, occasions may arise when an additional disposition form is completed. Academic performance demonstrates that the teacher candidate has mastered the content related to classroom management and instruction. Evaluation of academic performance is based on assignment completion and participation in class. Teaching involves developing, delivering and assessing the effectiveness of the content for each lesson. The mentor teacher and university supervisor complete an observation form based on Danielson's Teacher Observation Framework to evaluate teacher Candidates.

Mentor Teacher Evaluation

University Supervisors and Teacher candidates complete an online survey, Qualtrics, to evaluate mentor teachers. Likert scale and open-ended questions are included in the survey.

Coaching Pillars

The KU Department of Special Education, defines coaching as creating a space for supportive, professional interactions between the mentor teacher and the teacher candidate where the dialogue occurs to: (1) improve specific, evidence-based professional practice; (2) to sustain continuous improvement in pedagogy and the design of curriculum; and (3) to continuously co-construct understanding and self-reflection on practice (Van Nieuwerburgh, 2014; Mulligan & Kozleski, 2009).

The coaching pillars that support the tenants of coaching are formed by honoring adult learning theory (Knowles, 1984), humble inquiry (Schein, 2011), and narrative identity (Drake 2006). First, Knowles (1984) makes five assumptions about adult learners. One, adult learners are mature individuals who are self-directed. Two, adult learners operate from an accumulated and growing reservoir of experiences that can be drawn upon as they continue to learn. Three, adult learners are more ready to learn new concepts and skills as they relate to the developmental tasks of their professional and social roles. Four, adult learners are most interested in knowledge that can be immediately applied to a problem they are interested in solving. Five, as adult learners mature, their motivation to learn is internal. Andragogy compels coaches to position themselves as partners with adults and treat them as professionals who can draw on prior and new knowledge to make professional decisions. Second, mentoring and coaching adult learners requires good communication. Schein (2011) posits that good communication requires *Humble Inquiry*. *Humble Inquiry* is a method of building relationship, solving problems and moving things forward based on asking the right questions. "Complex interdependent tasks will require building positive, trusting relationships with subordinates to facilitate good upward communication" (p.5). This trust is built when both people in the relationship feel safe. Safety is realized when humility exists by the person with power granting a higher status (even temporarily) to the person with less power. To extend the notion of humility for coaching, we should explore how genuine inquiry promotes relationship. Inquiry derived from an attitude of interest and curiosity suggests a desire to build a relationship that will lead to open communication and trust (Schein, 2011). Finally, narrative identity (Drake, 2006) is the story we tell ourselves about who are, how we fit in our place in the world, and how we behave to perpetuate our identity. Teaching is a very personal and sensitive component of narrative identity. Mentors and coaches should create an environment of psychological safety by creating a space for conversation and feedback that is rich in opportunity for growth, not judgment. These three tenants, adult learning theory, humble inquiry and narrative identity intersect to create pillars of coaching demonstrated through partnership (Knight 2011) and ThirdSpace (Kozleski, 2011).

Final Thoughts

This guide is a living document. It will advance with changes in the field and innovative practices. Now that you have an understanding of the foundation of practica, we invite you to consider how you can contribute to this evolving part of teacher preparation. As we go forward, it will be essential that we modify practica to meet the changes in coursework and to mirror the research conducted at the University of Kansas. This will require ongoing conversation and reflection to maintain the high quality experiences that teacher candidates receive.

Appendix A: Practicum Placement Settings

	Face to Face	Online	Professional Development Schools
Expectations			
Teacher Candidate	<ul style="list-style-type: none"> Attend Seminar Complete Assignments Spend full days in Practicum setting Participate in discussion Video tape lesson during the semester Journaling Self-reflection on lessons 	<ul style="list-style-type: none"> Participate in discussions and online conferences Complete assignments Spend full days in Practicum setting Video tape lessons each week and post in Edthena 	<ul style="list-style-type: none"> Face to Face plus immersion in school community Additional Assignments Identity and cultural exploration Inquiry Autobiographical essay Identity Survey Videotape 5 consecutive lessons 5 to 10 lesson units Co-teaching Community and school demographic study
University Supervisor	<ul style="list-style-type: none"> Complete 3 formal lesson observations Observe and reflect on lessons and videotape recordings Post lesson feedback and coaching Grade assignment, provide feedback 	<ul style="list-style-type: none"> Observe all video recorded lessons and provide time-stamped feedback in Edthena Schedule and hold online conferences with students Grade all assignments and provide feedback 	<ul style="list-style-type: none"> Site professors on site 1 day per week On-going communication with mentor teachers Involvement with grade-level team meetings
Mentor Teacher	<ul style="list-style-type: none"> Ongoing coaching, observation and 3 formal observations; complete Danielson Rubric, and CAEP evaluation online at the end of practicum 	<ul style="list-style-type: none"> Ongoing coaching, observation and 3 formal observations; complete Danielson Rubric, and CAEP evaluation online at the end of practicum 	<ul style="list-style-type: none"> Same as Face to Face Provide tour of community Schedules and coordinates teacher candidate's responsibilities
Procedures			
Placement	<ul style="list-style-type: none"> Undergraduate placements are made in coordination with the SOE placement officer Graduate placements are made with coordinator and district 	<ul style="list-style-type: none"> Practicum Gateway Course District Approval Permission Number Enroll in Practicum Course (SPED 775) 	<ul style="list-style-type: none"> Placements will be made in one of the KU PDS partnership schools District approval Permit to enroll number Enrollment at the appropriate level
Supervision	<ul style="list-style-type: none"> University Supervisor's Guide 	<ul style="list-style-type: none"> University Supervisor's Guide 	<ul style="list-style-type: none"> University Supervisor's Guide
Mentor Teacher Training	<ul style="list-style-type: none"> Orientation to prepare mentor teachers and teacher candidates together 	<ul style="list-style-type: none"> Mentor Teacher Guide Mentor Teacher Webinar 	<ul style="list-style-type: none"> Orientation to prepare mentor teachers and teacher candidates PDS Guide

	Face to Face	Online	Professional Development Schools
	<ul style="list-style-type: none"> • Mentor Teacher Guide • Mentor Teacher Webinar • (Mentor Teacher Modules) 	<ul style="list-style-type: none"> • (Mentor Teacher Modules) 	
Technology	<ul style="list-style-type: none"> • Blackboard • Inter Video Conferencing for seminars when support is available 	<ul style="list-style-type: none"> • Online Modules in Canvas (KUconnect) • Edthena for video upload (remote observation and feedback) • Microsoft Skype for Business (Lync) for online video conference 	<ul style="list-style-type: none"> • Blackboard • Access to District technology

Appendix B: High Leverage Practices

TeachingWorks (2015). *High-leverage practices*. Retrieved from <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices."

A "high-leverage practice" is an action or task central to teaching. Carried out skillfully, these practices increase the likelihood that teaching will be effective for students' learning. They are useful across a broad range of subject areas, grade levels, and teaching contexts, and are helpful in using and managing differences among pupils. The list here is a set of "best bets," warranted by research evidence, wisdom of practice, and logic. Over time, and in collaboration with our partners, TeachingWorks will improve the set of high-leverage practices by studying their effects on students' learning of basic and complex academic content and skills. The set of high-leverage practices is a common framework for the practice of teaching that will provide the basis for a core curriculum for the professional training of teachers. Such a core curriculum would make possible collective development of materials and tools for training teachers, common assessments of performance, and agreement about standards for independent practice.

1. Making content explicit through explanation, modeling, representations, and examples

Making content explicit is essential to providing all students with access to fundamental ideas and practices in a given subject. Effective efforts to do this attend both to the integrity of the subject and to students' likely interpretations of it. They include strategically choosing and using representations and examples to build understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making one's own thinking visible while modeling and demonstrating.

2. Leading a whole-class discussion

In a whole-class discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Establishing norms and routines for classroom discourse central to the subject-matter domain

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

5. Recognizing particular common patterns of student thinking in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.

6. Identifying and implementing an instructional response to common patterns of student thinking

Specific instructional strategies are known to be effective in response to particular common patterns of student thinking. Teachers who are familiar with them can choose among them appropriately and use them to support, extend, or begin to change student thinking.

7. Teaching a lesson or segment of instruction

During a lesson or segment of instruction, the teacher sequences instructional opportunities toward specific learning goals and represents academic content in ways that connect to students' prior knowledge and extends their learning. In a skillfully enacted lesson, the teacher fosters student engagement, provides access to new material and opportunities for student practice, adapts instruction in response to what students do or say, and assesses what students know and can do as a result of instruction.

8. Implementing organizational routines, procedures, and strategies to support a learning environment

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Engaging in strategic relationship-building conversations with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Brief, one-on-one conversations with students are a fundamental way of doing this, as they help teachers learn about students and demonstrate care and interest. They are most effective when teachers are strategic about when to have them and what to talk about and use what they learn to address academic and social needs.

11. Setting long- and short-term learning goals for students referenced to external benchmarks

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

12. Appraising, choosing, and modifying tasks and texts for a specific learning goal

Teachers appraise and modify curriculum materials to determine their appropriateness for helping particular students work toward specific learning goals. This involves considering students' needs and assessing what questions and ideas particular materials will raise and the ways in which they are likely to challenge students. Teachers choose and modify material accordingly, sometimes deciding to use parts of a text or activity and not others, for example, or to combine material from more than one source.

13. Designing a sequence of lessons toward a specific learning goal

Carefully sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

14. Selecting and using particular methods to check understanding and monitor student learning

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

15. Composing, selecting, interpreting, and using information from methods of summative assessment

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction. Teachers analyze the

results of assessments carefully, looking for patterns that will guide efforts to assist specific students and inform future instruction.

16. Providing oral and written feedback to students on their work

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

17. Communicating about a student with a parent or guardian

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students' academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child's success in and out of school.

18. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

19. Communicating with other professionals

Teachers routinely communicate with fellow teachers, administrators, and other professionals in order to plan teaching, discuss student needs, secure special services for students, and manage school policies. They do this orally, in meetings and presentations, and in writing, in letters, emails, newsletters, and other documents. Skillful communication is succinct, respectful, and focused on specific professional topics. It uses clear, accessible language, generally in standard English, and is attentive to its specific audience.

- See more at: <http://www.teachingworks.org/work-of-teaching/high-leverage-practices#sthash.Ozbs6UYR.dpuf>

Appendix C: Reading List

SPED 775 and SPED 875 on campus courses

- Jorgensen, C. M., Schuh, M. C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, MD: Paul H. Brookes, Inc.
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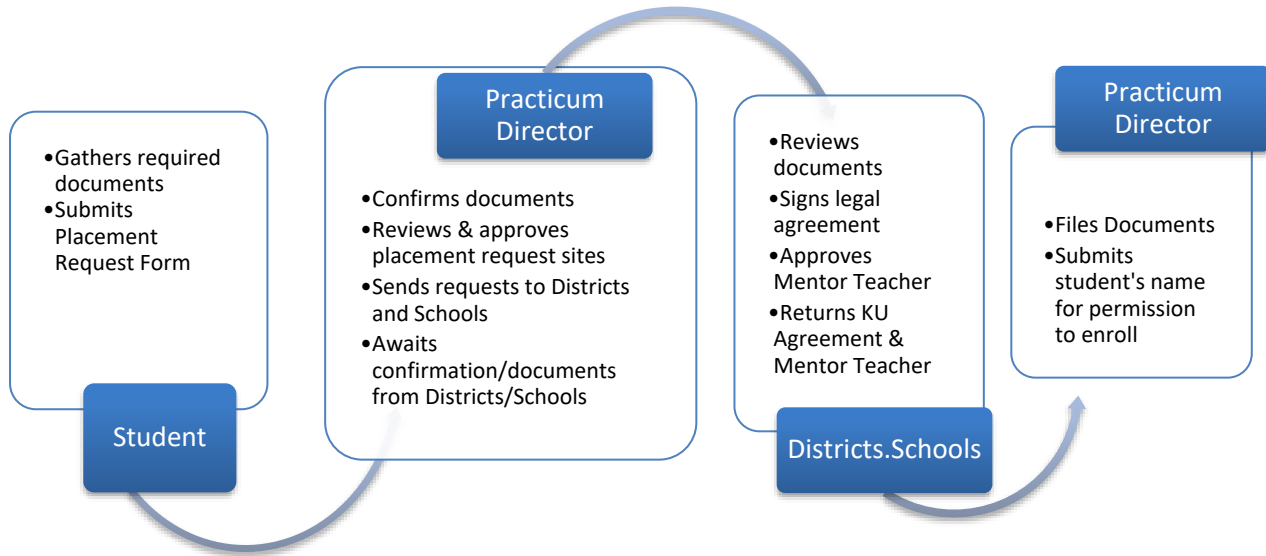
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Appendix D: Roles and Responsibilities

	Mentor Teacher	Teacher Candidate	University Supervisor
First Week	<ul style="list-style-type: none"> Meet with candidate daily Introduce candidate to the school Take Mentor Teacher Module or read Mentor Teacher Guide <ul style="list-style-type: none"> Prepare for coaching Attend Practicum Orientation Share IEPs with candidate 	<ul style="list-style-type: none"> Meet/learn about students Explore the building Meet administrators, faculty, staff Read Faculty, Student Handbook Take Teacher Candidate Module or read Teacher Candidate Guide <ul style="list-style-type: none"> Prepare for coaching Be familiar with district, school and university policies Learn classroom routines Read IEPs, learn about special student needs Attend Practicum Orientation 	<ul style="list-style-type: none"> Prior to practicum contact mentor and candidate Provide materials/resources for mentor and candidate in preparation for the practicum Organize, invite, carryout Practicum Orientation (webinar) Check with mentor and candidate for questions about Edthena, if being used for observations.
Daily	<ul style="list-style-type: none"> Engage in ongoing dialogue with candidate Discuss video recordings or observations of lessons, specific assigned strategies Daily systematic feedback Observation of candidate Assist candidate with contacts to help them engage in interviews for their assignments Complete Two Week Evaluation Form (by link) Complete Mid Practicum Evaluation form (by link) at the halfway point 	<ul style="list-style-type: none"> Ongoing dialogue with your mentor teacher Discussion of recordings, lessons, interactions, implementation of specific techniques and strategies Observe mentor teacher interactions with students, staff Be actively involved with students throughout the day Plan completion of your practicum assignments Create lesson plans in the manner in which your mentor teacher approves Reflect upon your day's activities and analyze the successes or challenges you may have 	<ul style="list-style-type: none"> Be available and responsive to mentor teacher and teacher candidate Prepare for seminars Establish and adjust observation schedule as needed Grade incoming assignments
Plan Ahead	<ul style="list-style-type: none"> Time set aside for development of lessons and units with candidate Schedule formal lesson observations with University supervisor and candidate 	<ul style="list-style-type: none"> Work with your mentor to determine a set time to plan, confer about lessons and units. 	<ul style="list-style-type: none"> Plan and coordinate observations Plan for seminars
Early in Practica	<ul style="list-style-type: none"> Explain behavior, grading, record keeping systems Begin to ease candidate into assumption of teaching responsibilities Determine responsibility of the candidate 	<ul style="list-style-type: none"> Confer with mentor teacher to determine a plan for a gradual increase in responsibilities Schedule, plan and prepare formal lesson plans for your first observation by 	<ul style="list-style-type: none"> 1st visits should be scheduled and carried out at this time Time to conference with the teacher candidate about lesson should be established

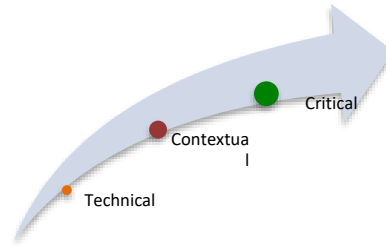
	Mentor Teacher	Teacher Candidate	University Supervisor
	<ul style="list-style-type: none"> Specify tasks/associated instructional responsibility First week candidate begins instruction complete 1st Adapted Danielson Assessment <ul style="list-style-type: none"> Link to the assessment will be emailed to you Results will be emailed Discuss findings of Danielson Assessment with candidate 	University supervisor <ul style="list-style-type: none"> Begin your assignments Familiarize yourself with behavior management, grading and record keeping including data collection methods used in the classroom. Join your mentor teacher in discussion of findings of the Danielson Assessment. <ul style="list-style-type: none"> Results will be emailed to you and the mentor teacher 	<ul style="list-style-type: none"> Ongoing grading and feedback to students begins Periodic communication with mentor teacher Send Danielson Assessment link to mentor teachers for the first evaluation Send Danielson Assessment results to mentor teacher and candidate for discussion Be involved with discussions about Assessment results
Coach	<ul style="list-style-type: none"> Regularly scheduled coaching conversations with the candidate <ul style="list-style-type: none"> Coaching sessions occur 2-3 times a week 	<ul style="list-style-type: none"> Study and become familiar with the coaching model and process Engage in regularly scheduled conversations with your mentor teacher as part of the coaching experience 	
Final Weeks	<ul style="list-style-type: none"> Candidate is responsible for all or majority of planning, instruction, management, assessment During the 8th-10th week of practicum complete 2nd Adapted Danielson Assessment CAEP/NCATE Evaluation link will be emailed to you Survey results compiled across all candidates, used as an accountability measure for program 	<ul style="list-style-type: none"> Coordinate with mentor and University supervisor to arrange for your 2nd and 3rd observations. Arrange to have a video recording of your teaching completed 	<ul style="list-style-type: none"> Final lesson observations are occurring during this time During week 8 -10 link to the Adapted Danielson is sent to mentors for final assessment Link to the CAEP/NCATE Evaluation Survey is sent week 8 to 10. Final communications, wrap up with both mentor and candidate takes place Grading completed after week 10 Individual student conferences are scheduled after week 10

Appendix E: Practicum Placement Process



Appendix F: Coaching Conversation Recording Form

Coaching Conversation Record Form



Mentor Teacher:	Teacher Candidate:	Date:
Items Discussed	Status/Progress	Next Steps
Hot Topic:		
Focus Topic:		
Prompts (Plan questions to lead dialogue):	Access Points (Circle one):	
	Technical:	
	Focus	Learn
	Target	Co-construct plan
	Monitor progress	Refine
	Contextual	
	Focus	Learn
	Target	Co-construct plan
	Monitor progress	Refine
	Critical	
	Focus	Learn
	Target	Co-construct plan
	Monitor progress	Refine

Appendix G: LI Letter of Agreement

Date

Jennifer A. Kurth Ph.D. and Mary E. Morningstar, Ph.D.
University of Kansas
1122 West Campus Road
Joseph R. Pearson Hall
Lawrence, KS 66045

Dear Drs. Kurth and Morningstar:

I am writing this letter of agreement for **Student Name** to participate in a practicum experience at my school site (or under my supervision).

As **Title**, I am willing to support **Scholar's Name** in working to expand inclusive experiences for students with low-incidence disabilities. I agree to support my practicum scholar with opportunities to:

- Teach students with significant disabilities in core academic classes (e.g., algebra, science, ELA),
- Co-plan and co-teach in general education classes,
- Support students with significant disabilities in accessing daily activities and school events and environments using inclusive approaches, and
- Commitment to expanding systems-level supports for all students thereby reducing (and eventually eliminating) separate special education classes and activities exclusively for students with disabilities.
- **[Feel free to provide examples of how you will support a move towards fully inclusive educational opportunities for K-12 students].**

Sincerely,

Name

Title

Address

Phone Number

Email Address

Appendix H: References

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