



University of Wisconsin-Eau Claire

Department of Special Education

Gate #2 – Application for Student Teaching

Gates

Gate 1: Application to program in special education that consists of artifacts from Wisconsin Teaching Standards 1, 3, 9 & 10.

Gate 2: Application to your professional semester or application for student teaching.

Gate 3: Completion of student teaching experience.

Who?

Students who are majors in LD/MCEA, CD/MCEA, LD/CD, LD only, CD only, and ECSE follow the Gate 2 requirements of the Department of Special Education. LD Minors follow the Gate 2 requirements of the Department of Curriculum & Instruction.

Contents

1. Artifacts from Gate 1 (Standards 1, 3, 9 and 10).
2. Checklist of professional courses that you have completed (P).
3. One piece of graded evidence (artifact) for each of the teaching standards (P). Standards 1, 3, 9 and 10 will have two artifacts (Gate 1 + Gate 2).
4. Reflection for each standard (except Standard 9). For one of the standards you will need to reflect on your development from different points in your education. This means that you will need two artifacts to illustrate this development.
5. Professional Development Plan

Reflection

The reflection for each standard should explain:

- When the artifact was completed and for what course.
- What was the nature of the assignment.
- How the artifact demonstrates growth under the selected standard.
- Why you selected this artifact to show your growth.
- What you still need to learn or how you will use the knowledge or skill in the future.
- Remember for one of the standards to discuss your development which should be illustrated by two artifacts.

Professional Development Plan (PDP)

This is a holistic reflection on your professional development and a tool for beginning your PDP. As a beginning educator you will need to create a PDP for your licensure process. You will be asked to reflect (1st year) and determine a 3-5 year goal (2nd year). This PDP for your portfolio (Standard 9) provides you with the opportunity to practice this skill.

Your portfolio PDP should include:

1. A narrative to synthesize your previous reflections and describe your growth as a prospective teacher since Gate 1. This should include:
 - Refer specifically to knowledge, skills, and disposition (P)
 - A discussion of your strengths (k, s, d)
 - A discussion of areas to improve (k, s, d)
 - Identified standards and artifacts that demonstrate development or illustrate conclusions
2. Personal objectives with activities and evidence.
 - Objectives: List three areas for professional development based on your narrative. Indicate standard.
 - Activities: List 2-3 tasks for each goal you will complete to meet goal.
 - Evidence (Evaluation): Describe what evidence will be used to demonstrate that goal was accomplished.

P=see plan and rubric

Checklist of Professional Courses

Cognitive Dis	Learning Dis	Cognitive & Learning Dis	Early Childhood: Special Ed
___ SPED 200	___ SPED 200	___ SPED 200	___ SPED 200
___ SPED 205	___ SPED 205	___ SPED 205	___ SPED 205
___ SPED 210	___ SPED 301	___ SPED 210	___ SPED 210/330/350
___ SPED 301	___ SPED 306	___ SPED 301	___ SPED 220
___ SPED 306	___ SPED 330	___ SPED 306	___ SPED 301
___ SPED 331	___ SPED 331	___ SPED 330	___ SPED 306
___ SPED 401	___ SPED 401	___ SPED 331	___ SPED 324
___ SPED 402	___ SPED 402	___ SPED 401	___ SPED 331
___ SPED 404	___ SPED 404	___ SPED 402	___ SPED 402
___ SPED 416	___ SPED 416	___ SPED 404	___ SPED 403
___ SPED 417	___ SPED 431	___ SPED 416	___ SPED 421
___ SPED 431	___ SPED 434	___ SPED 417	___ SPED 425
___ SPED 434		___ SPED 431	___ SPED 426
		___ SPED 434	___ SPED 431
CD/MCEA	LD/MCEA		
___ CI 203	___ CI 203		
___ Block	___ Block		

Dispositions

The following list was compiled by looking for themes among a variety of dispositions listed for classes and field experiences in the College of Education and Human Sciences at UW-Eau Claire. We believe that dispositions are visible through actions. They are the catalyst by which knowledge and skills are demonstrated. The bulleted items do not represent an all inclusive description of the disposition. They are examples to provide insight.

<p>1. Candidate believes that all human beings have worth.</p> <ul style="list-style-type: none"> • recognizes strengths, as well as weaknesses • displays positive attitude toward children, co-workers, faculty, and families • establishes rapport easily • accepts human diversity • appears to be nonjudgmental and accepting • appears to be comfortable with a wide range of individual differences 	<p>2. Candidate possesses a commitment to the teaching profession.</p> <ul style="list-style-type: none"> • displays initiative • experiments with teaching and learning materials • seeks to find positive solutions and actions • recognizes the need to advocate for children and adolescents • displays dedication and resourcefulness • provides incremental and obtainable goals for successful accomplishments
<p>3. Candidate displays professional behavior.</p> <ul style="list-style-type: none"> • attends regularly and is punctual • respects privacy and confidentiality • expresses a desire to create a positive learning environment • expresses desire to adapt instruction for diverse learners • displays flexibility so that one can respond to changing circumstances 	<p>4. Candidate is collaborative and cooperative.</p> <ul style="list-style-type: none"> • consults and works well with others • communicates clearly • advocates effectively • reads situations well • interacts cooperatively • enjoys problem solving
<p>5. Candidate is reflective.</p> <ul style="list-style-type: none"> • displays a desire to learn new things • recognizes own strengths, weaknesses, and dispositions • shows a willingness to learn and grow • accepts positive and negative feedback 	

Contents of the Portfolio for Special Education Majors at Gate #2

1 subject matter	Abstract of a research article or summary of an article from the popular press (SPED 200, 210, 220, 306, or 330)
2 broad ranges of ability	Evidence from PSYC 261 (cases study analysis, presentation, journal article analysis, writing and analyzing sample lesson plans, CD ROM assignment, or journal article analysis)
3 adapt instruction for diverse learners	IEP or IFSP or transition plan (SPED 416, 331, 421, 426, or 431) Artifact from FED 385 that shows how to adapt instruction for diverse learners SPED 205 evaluation and SPED 335 or 404 evaluation if available
4 instructional strategies	Lesson plans that show use of instructional strategies (CI 203, 304, 305, 306, 307, 308, 309; EDMT 285, 380; SPED 331, 324, 301, 416, 335, 404, 421, or 426)
5 individual and group motivation	Behavior change project (SPED 306 or 404)
6 verbal and nonverbal communication including technology	Lesson plan or artifact that show use of technology (CI 203, 304, 305, 306, 307, 308, 309; EDMT 285, 380; SPED 331, 324, 301, 416, 335, 404, 421, 426) Charts and graphs developed to communicate progress (SPED 306, 331)
7 organizes and plans instruction	Lesson plan that emphasize organizational skills (CI 203, 304, 305, 306, 307, 308, 309; EDMT 285, 380; SPED 331, 324, 301, 416, 335, 421, 426, or 404)
8 formal and informal assessment	Progress monitoring (SPED 331, 404) or assessment report (SPED 335, 401, 403, or 431)
9 reflective practitioner	Professional Development Plan
10 fosters relationships and acts with integrity	Description of involvement in a professional organization, volunteer activity, or community service; letters of recommendation; project from SPED 402

Example of Professional Development Plan

Reflection

I have grown professionally since I was admitted to the program in Special Education. When I was admitted in Spring 2002, I had a little general knowledge about the characteristics of individuals with disabilities from Introduction to Special Education [knowledge] and some limited teaching skills based on my experiences in a multi-categorical classroom at Campus School with Mrs. Snotblower and with Special Olympics [skill]. Although I knew that I believed in “developing the highest educational and quality of life potential of individuals with exceptionalities” (CEC Code of Ethics) [disposition], I did not yet possess the skills that would help me do that. I think I had a rather simplistic notion of the teaching profession. I thought of teaching more like child care than a professional job. I can see this perspective in my early lesson plans where the emphasis was clearly on having fun rather than on achieving meaningful objectives or designing an integrated scope and sequence [knowledge, skill]. One of the big ideas that I have acquired from my classes in special education is that teaching is difficult and complex [disposition].

My strengths are in conducting assessment [knowledge, skill] and teaching beginning reading [knowledge, skill]. Assessment is important because it enables teachers to base their professional decisions on data. The assessment project that I completed in SPED 401, which I have included in my portfolio under standard 8, indicates that I have the skills to assess, interpret, and communicate the results of a formal assessment. When I did this project, I had the opportunity to explain the results to my students’ parents and they seemed relieved to have greater understanding of their son’s problems. I am also proud of the informal assessment inventory that I completed for SPED 431. I have also included this in my portfolio under Standard 8. This demonstrates that I have the skills to interpret informal assessments in order to make judgments about how and what to teach in reading. Although I have included this informal assessment under Standard 8, individual reading checkouts for progress monitoring would actually be a good way demonstrated my competence under Standard 4, teachers use a variety of instructional strategies to encourage development of performance skills, since the true test of teacher effectiveness is student progress [knowledge]. Having completed three courses related to teaching reading, and understanding the recommendations of the National Reading Panel, I feel confident [disposition] that I can help all at-risk students and students with mild disabilities,

regardless of their age, circumstances or environment, reach functional literacy. I have a passion for teaching students how to read [disposition] because everything depends on literacy.

Two areas for improvement include improving my behavior management skills [knowledge, skill] and understanding how to identify students with learning disabilities [knowledge, skill]. Despite my grade of A on the behavior change project from SPED 306, I still lacked confidence in handling difficult classroom situations during my SPED 404, pre-student teaching experience. I found that I was more likely to use punishment or reductive measures instead of proactive measures. My cooperating teacher always seemed to handle the classroom better than me. Perhaps that is because she has more experience. I am still confused about exactly how to identify children with learning disabilities during the initial referral, and I am uncomfortable exercising professional judgment because I lack experience. I'm still not sure exactly how to determine if the discrepancy is due to a learning disabilities or how to provide empirical evidence of an information processing deficit as required by the Wisconsin criteria. In general, I believe that I need to increase my understanding of laws, regulations, and policies that govern the delivery of special education and related services [knowledge]. When I am a practicing teacher, this is an area where I will seek professional development. [disposition].

Objectives	Activities	Evidence
1. Increase use of proactive measures to manage behavior (WTS 5)	Self-monitor to collect data Ask cooperating teacher to observe and count Audiotape once/week	Positive interactions exceed negative by more than 3:1 Use of punishment is rare
2. Become comfortable with the criteria for learning disabilities, cognitive disabilities, and emotional/behavior disorders (WTS 1)	Find readings on websites Sit in on as many team meetings as possible and lead one meeting for initial referral Talk to cooperating teacher about how criteria is applied in the district	Can state, federal, and Wisconsin criteria for CD, LD, and E/BD when asked
3. Increase knowledge of policies, laws, and regulations related to special education (WTS 1)	Stay abreast of current events in special education	Engage in conversation about IDEA with a university professor

**Department of Special Education
Gate 2 Rubric**

Student _____ Initial Reviewer _____ Feedback Meeting Date _____ Feedback Reviewer _____	The specific artifact and the rationale for including it indicate that the student understands the meaning of the standard	The student's reflection indicates that he or she has insight into their personal growth and professional development	Comparison
WTS #1	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.			
WTS #2	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development			
WTS #3	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils , including those with disabilities and exceptionalities			
WTS #4	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher understands and uses a variety of instructional strategies , including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.			
WTS #5	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.			
WTS #6	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.			
WTS #7	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.			
WTS #8	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			
WTS #9	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.			
WTS #10	1-Awareness 2-Application 3-Management	1-Awareness 2-Application 3-Management	
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.			

- 1 - Awareness = The student is at a level expected before entry to the program. Needs improvement.
- 2 - Application = The student is at a level expected at this point in their development. Meets expectations.
- 3 - Management = The student is at a level expected during student teaching. Exceeds expectations.