



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

SPECIAL EDUCATION PROGRAM HANDBOOK

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CHAPTER 1

GENERAL INFORMATION ABOUT THE SPECIAL EDUCATION PROGRAM

Special Education Program Vision and Problem-Solving Model

Mission of the UMN Special Education Program: The special education program aims to improve outcomes for individuals who require specialized support to experience success across the lifespan. We are committed to engaging in meaningful research—and to bridging research and practice—to improve the lives of children and families in diverse contexts, and to have a lasting impact on teacher education, leadership, and policy.

Vision of UMN Special Education Teacher Candidate Program: Graduates of the University of Minnesota learn through the Special Education Teacher licensure program that instructors are student-centered, collaborative professionals who deliver robust, high-quality, and specialized educational services, adding value to the learning and development of infants, children, and adults with disabilities and/or DHH from diverse cultural backgrounds. Our graduates are knowledgeable in the following areas:

- *Engaging in collaborative problem solving* with families and professionals to meet the academic, social, behavioral, and life skill needs of individuals with disabilities and/or Deaf and Hard of Hearing.
- Implementing and supporting others' implementation of *evidence-based instruction and intervention with fidelity* to improve student outcomes.
- *Using reliable and valid assessment data* to make individualized educational decisions.
- *Systematically selecting and adapting instructional supports* to meet individual needs, based on data and knowledge of individual learning, developmental, linguistic, and cultural differences.
- *Maximizing expectations and learning opportunities* for individuals with disabilities in the Least Restrictive Environment using the full continuum of services.
- Upholding principles of *professionalism* and *ethics* in their practice.

To fulfill this vision, U of M Special Education Teacher Candidates use the **IDEAL Problem-Solving Model** to:

- Identify the problem
- Define the problem
- Explore alternative solutions
- Apply solutions
- Look at the effects of solutions

The [*Special Education Program*](#) is part of the [*Department of Educational Psychology*](#) within the [*College of Education and Human Development*](#).

Department of Educational Psychology (EPSY) Mission

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

College of Education and Human Development (CEHD) Mission

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

The mission of CEHD professional education programs is to provide leadership for:

- Promoting inquiry, research, and reflection;
- Honoring the diversity of our communities and learners; and
- Fostering a commitment to lifelong learning and professional development.

Diversity, Equity, And Inclusion Statement

In the Special Education Program, we are committed to being active learners who seek to be informed and take actions to bring about a truly diverse, equitable, and inclusive environment. We recognize positionality, roles, and privileges while embracing diverse perspectives and we acknowledge that it is our individual and collective responsibilities to be informed and take action. As we strive to make sure our working and learning environment is one in which all members of our community feel they belong, are respected, and have the support they need to succeed, we encourage open communication and seek feedback that informs continual improvement and ensures our individual and collective accountability.

The diversity represented in the special education program is reflected by differences in race, culture, language, age, religion, gender identity, sexual orientation, socioeconomic background, hearing level, abilities, professional goals, and various social identities and life experiences. Establishing a learning community that is inclusive and respectful is of the utmost importance. A dedication to inclusiveness requires respecting and thoughtfully considering what others say, think, and feel, as well as their right to say, think, and feel it. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an

inclusive, collaborative, and generative learning community. Promoting inclusivity also includes challenging oppressive or otherwise problematic content, procedures, and systems.

Overrepresentation of minoritized students in special education has been and continues to be significant in American public schools. It is important to understand the history of systemic racism within the field particularly in referral, placement, discipline, and programming for students with disabilities and Deaf and Hard of Hearing students. Your instructors commit to challenging and dismantling the systemically racist practices that have become embedded in the field of special education. We commit to working on our own anti-racist thoughts and behaviors in a safe environment and we acknowledge we are lifelong learners. We commit to listening, sharing, and evolving in the development of antiracist, culturally responsive practices to best serve children and young adults with disabilities and those who are Deaf or Hard of Hearing.

We commit to fostering a learning environment that supports a diversity of thoughts, perspectives, and experiences, while at the same time honoring each of our individual identities. If you have a name and/or set of pronouns that differ from those that appear in your official University records, please let us know! If you feel like your performance in class is being impacted by your experiences outside of class, please discuss your concerns with your advisor, your instructor(s), or another person you trust. If something is said by anyone in or out of class that makes you feel uncomfortable, please inform your advisor or a faculty member in the special education program. You can always submit anonymous feedback via the [Department's Process for Grievances website](#) if you believe you have been witness to or have personally experienced racism or another form of discrimination.

We recognize that we are still in the process of unpacking our own individual privilege and lived experiences, and we are continuing to uncover the best ways to align with an antiracist lens. We appreciate any and all feedback! We also acknowledge the limitations of the research, literature, and materials influenced by anti-BIPOC racism and white-body supremacy in the field of education and in special education more specifically. We always welcome dialogue that challenges and deconstructs these limitations.

Special Education Licensure and Degree Programs

Undergraduate Degrees and Licensure Options	
Bachelor of Science (BS) with Academic Behavior Strategist (ABS) Licensure	Website Sample Program Plan
Bachelor of Science (BS) with Early Childhood Special Education (ECSE) Licensure	Website Sample Program Plan
Bachelor of Science (BS) for Foundations of Special Education for Schools and Society	Website Program Planning
Graduate Degree and Licensure Options	
Master of Education (MEd) with or without Special Ed Licensure	Website
- <i>Academic Behavioral Strategist (ABS) License</i>	Website Sample Program Plan
- <i>Deaf and Hard of Hearing (DHH) License</i>	Website Sample Program Plan
- <i>Early Childhood Special Education (ECSE) License</i>	Website Sample Program Plan
- <i>Emotional/Behavioral Disorders (EBD) License</i>	Website Sample Program Plan
Professional Certificate	
Autism Spectrum Disorder (ASD) Certificate - <i>Available at undergraduate and post-bac (graduate) level</i> - <i>This certificate does NOT lead to licensure</i>	Website Sample Program Plan

Who's Who in the Special Education Program?

[M.Y. Savana Bak](#), autism spectrum disorders
[Sara Burrington](#), special education & school psychology program assistant
[Breanne Byiers](#), assistant research professor
[Sam Choo](#), assistant professor
[Debbie Golos](#), Deaf/Hard of Hearing licensure program lead and associate professor
[Robert Henery](#), emotional behavioral disorders licensure program lead
[LeAnne Johnson](#), special education program coordinator
[Rebecca Kolb](#), board certified behavior analyst program
[Amy Kunkel](#), licensure coordinator, academic behavior strategist licensure program lead
[Jennifer McComas](#), professor
[Anne Foegen](#) professor, department chair
[Charissa O'Neill](#), clinical experiences coordinator
[Laura Paczkowski](#), special education academic advisor
[Brynn Kraning](#), Deaf/Hard of Hearing lecturer
[Brenna Rudolph](#), early childhood special education licensure program lead
[Kathy Seifert](#), director of undergraduate studies
[Frank Symons](#), associate dean for research
[Jason Wolff](#), director of graduate studies, autism spectrum disorders certificate coordinator

Special Education Program Acronyms

ABS – Academic and Behavioral Strategist
APAS – Academic Progress Audit System
APLUS – Academic Partnership Lead Us to Success
ASD – Autism Spectrum Disorders
CEHD – College of Education and Human Development
CORE – course within the program taken by most teacher candidates/central content to program
CT – Cooperating Teacher
DCD – Developmental Cognitive Disabilities
DHH – Deaf/Hard of Hearing
EBD – Emotional/Behavioral Disorders
ECSE – Early Childhood Special Education
EPSY – Educational Psychology
GPAS – Graduate Progress Audit System
ILP – Initial Licensure Program
LPL - Licensure Program Lead
OTE – Office of Teacher Education
PELSB – Professional Educator Licensing and Standards Board
SEP – Standard(s) of Effective Practice
SLD – Specific Learning Disabilities
TC – Teacher Candidate, a University student in a teacher licensure program
CS – Clinical Supervisor

Teaching Formats and Terms

The Special Education Program offers teaching and learning modalities that maximize flexibility, accessibility, and, most importantly, quality. All students, regardless of the [learning modality](#) (delivery method), will achieve the same learning objectives. Graduate students will receive all of their coursework online, remote, or in hybrid formats (see definitions below). Undergraduate students can check their class schedules and see the format of each of their classes. Students taking online, remote, or hybrid courses should read this [Guide to Being an Online Student](#).

In Person <i>(On Campus)</i>	Students and instructors meet in person for class at regularly scheduled days and times in an assigned room on UMN-TC campus.
Remote <i>(Synchronous and Asynchronous)</i>	Students and instructors must be online at the same time (synchronous meeting), at scheduled days and times (via Zoom). There are no in-person meetings, and exams are online. Remote courses often consist of both synchronous and asynchronous instruction/activities.
Hybrid <i>(Combination of Remote and In Person)</i>	Students can expect a combination of delivery methods: in person, online, or remote (via Zoom). Your instructor will notify you of the dates, times, and location of any in person meetings.
Fully Online <i>(Asynchronous Instruction)</i>	Instructors provide materials and assignments that students access online within a given time frame. There are no synchronous or in person meetings. Exams are online.
Synchronous <i>(Scheduled Meetings via Zoom)</i>	Courses are taught online in real-time via Zoom. Students are required to participate at the same time as their instructor and classmates from either their home, a remote location, or on campus. Students must ensure they are joining from a location with stable internet and limited distractions.
Asynchronous <i>(Online, Self-Paced Coursework)</i>	Coursework delivered online in a self-paced format. Students have the flexibility to complete all assignments, quizzes/tests, projects, instructional videos, and discussions within a set period each week.

CHAPTER 2

PROGRESSING THROUGH THE SPECIAL EDUCATION MAJOR

The Special Education program includes both undergraduate and graduate (post-baccalaureate) students. Special Education undergraduate majors include individuals pursuing teacher licensure as well as Special Education Foundations majors seeking knowledge about the field. Graduate students majoring in special education include students seeking teacher licensure, a masters of education (M.Ed.), or both licensure and M.Ed. Within our program, students seeking licensure are referred to as *Teacher Candidates (TCs)* and students seeking a degree without licensure will be referred to as *Special Education Foundations Majors*. In this section, the processes, policies, and procedures that TCs and special education foundations majors will experience throughout the program will be explained.

Grade Requirements

Teacher Candidates (Licensure Students, Graduate and Undergraduate Students)

All TCs (licensure students) must attain a B (3.0) average across all licensure coursework (prior to the semester of student teaching for TCs) and a minimum grade of B- in each of these individual courses. According to [University Policy](#), UMN TC students may repeat a course only once.

Undergraduate Special Education Foundations Majors (Non-Licensure Students)

An undergraduate Foundations of Special Education for Schools and Society major must receive a C- or higher in all of their major coursework. According to [University Policy](#), UMN TC students may repeat a course only once.

Progress Review (TCs Only)

Professional Disposition Assessment

CEHD requires that the [Dispositions Assessment](#) be completed a minimum of two times; at least once prior to student teaching and again toward the conclusion of the student teaching experience. *The Special Education program completes the dispositions assessment for each TC on a more frequent basis.* Every semester, program faculty and staff gather to discuss specific concerns related to the current semester, repeated concerns over time, and/or extreme concerns that violate other CEHD or University policies. When patterns of concern are noted across courses and instructors, program faculty and staff develop a course of action, which may result in a written progress report to be included in the TC's student file. If a TC receives a written progress report, their LPL and/or program advisor will contact them to provide individualized support toward professional dispositions progress. If concerns persist, or if concerns are more extreme, an Individual Development Plan (IDP) may be developed and implemented.

Rating of Teaching Performance

In addition to the professional dispositions assessment, faculty and staff from the Special Education program meet each semester to discuss each TC's progress related to the skills of teaching using the [Rating of Teaching Performance](#). The specific teaching skills discussed and evaluated each semester fall under the following categories: (a) due process, (b) instructional planning, (c) instructional environment, (d) instructional strategies, (e) professionalism, and (f) DHH language standards (for DHH TCs only). When patterns of concern are noted across courses and instructors, program faculty and staff develop a course of action, which may result in a written progress report to be included in TC's student file. If a TC receives a written progress report, their LPL and/or program advisor will contact them to provide individualized support toward teaching progress. If concerns persist, or if concerns are more extreme, an Individual Development Plan (IDP) may be developed and implemented.

Individual Development Plans

Consistent with the CEHD policy for the pre-student teaching review, if a TC does not meet the performance expectations related to their coursework, professional disposition, or teaching performance, an Individual Development Plan (IDP) may be required. An IDP will be developed with the TC, the licensure program lead (LPL), and the program advisor to address specific competencies that must be demonstrated prior to receiving a student teaching placement. An IDP may require, but is not limited to, additional coursework, independent study, or field experiences. Specific expectations with criteria for satisfactory performance will be established for each IDP. In many cases, the requirement of an IDP will extend a candidate's time in the program and delay access to the final student teaching experience. If satisfactory performance is demonstrated, the candidate will be placed for student teaching the following semester. If satisfactory performance is not demonstrated, the candidate may be exited from the teacher licensure program.

CHAPTER 3

OVERVIEW OF STUDENT TEACHING (TCs ONLY)

During student teaching, the teacher candidate (TC) moves from the role of “student” to the role of “teacher.” The TC’s transfer of theoretical knowledge to practical application will be developed and evaluated. Understanding and effectively implementing all roles and responsibilities of a special education teacher is essential.

Requirements

During student teaching, TCs will be expected to demonstrate their competencies related to each licensure standard. Competencies will be evaluated through completion of the following:

- Goal work & student teaching checklist
- Four observations & at least three post-observation triad meetings
- Midterm & final teaching evaluations and disposition assessments
- Attendance & participation in the classroom and student teaching seminar

NOTE: During the final student teaching semester, TC’s seeking an *initial* MN teaching license are required to enroll in ESPY 5699 (Experimental Teaching Seminar; edTPA). TC’s seeking an *additional* MN teaching license and their MEd are required to enroll in EPSY 5991 (Master's Capstone Project).

Student Teaching Mentors

The student teaching experience is a culmination of the TCs’ field experiences and coursework. The special education licensure team provides extensive support and mentoring during the student teaching experience. The following mentors will be available in your final semester:

- **Cooperating Teacher (CT):** An on-site licensed teacher who supports and mentors the TC on a daily basis, with the ultimate goal of facilitating the TC’s ability to demonstrate all required competencies. The CT serves as the TC’s first point of contact for most things including scheduling questions/conflicts; student, school, or district-specific questions; general questions; job search support; etc.
- **Clinical Supervisor (CS):** A University employee who is responsible for communicating requirements to each CT–TC pair. The CS conducts ongoing observations of the TC and facilitates subsequent post-observation triad meetings. The CS is also responsible for the review and grading of all student teaching goal work submitted in Canvas. The CS should be the TC’s first point of contact for concerns regarding placement, goal work, and observation feedback. The TC should copy the CS on any communication about late arrivals, early departures, or absences.
- **Student Teaching Lead:** A University faculty member who oversees the student teaching experience (including the training and support of all clinical supervisors) and leads the student teaching seminar. The student teaching lead serves as the TC’s first

point of contact for all seminar questions. The student teaching lead should also be contacted about any student teaching issues that have not been adequately addressed.

- **Clinical Experiences Coordinator:** A University faculty member who coordinates the placement of TCs in our community partners' classrooms, both for pre-student teaching field experience courses and student teaching. The clinical experiences coordinator should be contacted about any ongoing placement issues that have not been adequately addressed by the CS and student teaching lead.
- **Licensure Program Lead (LPL):** A University faculty member who coordinates TCs' area of licensure (e.g., ABS, ECSE, DHH, EBD). The LPL supports the licensure process and is involved in semester progress reviews. The LPL will be alerted by the Student Teaching Lead or Clinical Experiences Coordinator when ongoing issues have not been adequately addressed.
- **Program Advisor:** A University employee that provides ongoing support to TCs in the areas of program planning, applying for licensure, maintaining overall wellbeing, accessing University resources, etc. TCs should contact their Program Advisor for any issues related to registration or overall support with program completion.

Attendance & Participation

Classroom Experience Attendance and Participation

In accordance with each state-approved licensure program, **all student teaching experiences require full-time, in-person participation for a set number of continuous weeks (based on licensure area) with a consistent group of students.** Regular attendance and participation in the assigned classroom is required. While student teaching, TCs are required to document dates and reasons for both absences and tardies. **Absences in excess of three days may result in extension or even failure of the student teaching experience. Repeated late arrivals or early departures based on school reporting times may also result in extension or failure of the student teaching experience.** Therefore, TCs are encouraged to carefully consider their program plan and readiness to fully engage in the student teaching experience prior to registering for their final semester.

Student teaching is a full-time commitment and your schedule is based on the contracted hours in the CT's building. TCs will follow the calendar of the school district (not the U of M - Twin Cities academic calendar) during this time. Please keep this in mind when planning breaks, events, vacations, and outside work schedules during student teaching semester.

Student Teaching Seminar Attendance and Participation

The student teaching seminar accompanies your enrollment in student teaching. It is NOT a separate course for which candidates are required to enroll, but it is a required component of the overall student teaching experience. All TCs, from all special education licensure programs, are expected to participate together and learn from each other's varied experiences. Seminars take place in the evenings and are offered in a fully remote format (i.e., synchronous Zoom sessions).

Sessions are distributed across the semester and typically occur 4-5 times in total. Attendance and participation in these seminar sessions is mandatory for all TCs.

Student Teaching Placement Process

Pre-Student Teaching Progress Review

CEHD's policy for pre-student teaching progress review states that records for each TC will be reviewed prior to approval being given for a candidate to begin their final student teaching placement. The following requirements must be met prior to application for student teaching:

- A TC must (a) attain a B (3.0) average across all licensure coursework completed prior to the semester of student teaching and (b) attain a minimum grade of B- in each of these individual courses.
- All candidates are assessed using the [Dispositions Assessment](#) and the [Rating of Teaching Performance](#) in the semester prior to student teaching. If the licensure team has significant concerns regarding a TC's professional dispositions and/or teaching performance, the creation of an IDP will be discussed and the student teaching experience will likely be postponed until necessary progress has been demonstrated.
- Field Experience Hours: TCs are required to complete at least 105 hours in pre-student teaching field placements that meet the scope of the license and diversity thresholds

Application for Student Teaching Placement

Student teaching applications are used to inform placement requests to schools. Applications will be emailed to TCs well in advance of the student teaching semester to give the clinical experiences coordinator adequate time to secure an appropriate placement. **It is the responsibility of the TC to complete the application process by the deadline.** If a TC does not respond or requests a change after the deadline has passed, placement may not be made for the expected semester.

To ensure that all program requirements have been met, Special Education TCs are required to review their APAS with the program advisor prior to applying for a student teaching placement. All required coursework must be completed prior to the semester of their student teaching experience. Registration of any additional courses is not permitted during student teaching. Exceptions to non-core coursework requires a written request to their Licensure Program Lead (LPL) and the Special Education Program advisor. Approval is not guaranteed, and will be contingent on the TC's progress in the program. A current resume and [autobiography](#) need to be uploaded to the application. Both of these documents are forwarded to districts when requesting placements. For resume writing assistance, please contact [Career & Internship Services](#) for individualized resume writing help.

Placement Process

The Clinical Experiences Coordinator requests student teaching placements with CTs in partner schools across the metro area. All student teaching locations are approximately a one hour drive/bus/train ride from Dinkytown or an approved place of residence (contingent on a number of factors, including supervisor availability). TCs are responsible for their own transportation to and from student teaching locations. University of Minnesota - Twin Cities does not provide transportation to schools or guarantee that a specific location request can be accommodated.

Note: Based on feedback from TCs and clinical supervisors, schools and CTs are monitored and evaluated on an ongoing basis by the special education licensure team.

On-the-Job Placements

A traditional student teaching placement (not as the teacher of record) is recommended for all TCs, as it results in the richest learning experience. If a TC is currently working as a Tier 2 teacher in special education, it is possible to request an on-the-job placement on the student teaching application. Requests for on-the-job placements will be reviewed and approved by the licensure team on an individual basis. TCs on an Individualized Development Plans (IDP) will not be permitted to student teach on-the-job. In order to be considered for approval, TCs must be a student in good standing, all coursework must be completed, and the placement must be appropriate for the scope of the TC's licensure area.

If it is determined, at any point during the placement, that the TC is no longer receiving the support agreed to by all parties in the on-the-job contract, then the on-the-job student teaching agreement will be suspended and the student teaching placement will be terminated. As a result, the TC will have to repeat student teaching in a placement identified by the clinical experiences coordinator.

CHAPTER 4

ROLES & RESPONSIBILITIES DURING SPECIAL EDUCATION STUDENT TEACHING

To ensure a successful student teaching experience, it is imperative that all individuals are fully aware of their roles and responsibilities as well as the roles and responsibilities of others. This section of the handbook highlights the roles and responsibilities of a special education teacher, the teacher candidate (TC), cooperating teacher (CT), and clinical supervisor (CS).

Essential Functions of a Special Education Teacher

Just as the U of MN is committed to facilitating the success of adults pursuing a special education teaching license, we are equally committed to ensuring that all students with delays/disabilities receive the highest quality, individualized services and support under the Individuals with Disabilities Education Act (IDEA). Therefore, performance expectations throughout the program reflect the needs of students with delays/disabilities as the first and most important priority.

Essential functions, as defined under the Americans with Disabilities Act (ADA), may include any of the following duties, knowledge, and skills. This is not an exhaustive list and should not be viewed as a comprehensive summary of all functions and duties performed by those with a teaching license in special education; rather, this should serve as an overview of the most essential functions commonly required of special education teachers..

Teachers are required to be in regular attendance and prepared to begin work at their assigned work location on the specified days and hours. Regular attendance and other building policies/procedures are not routinely listed in job descriptions, but are also considered essential functions. TCs will have opportunities to learn more about these essential functions, practice and demonstrate skills related to each function, reflect on teaching experiences, and develop any needed skills in the semesters prior to student teaching.

Essential duties and responsibilities may include, but are not limited to, the following:

- Obtain and demonstrate knowledge of general education curriculum, including grade level expectations and state standards.
- Consult and/or collaborate with general education teachers in the areas of assessment, curriculum adaptation, behavior management, and monitoring of student progress of students with disabilities.
- Engage in all required child find/referral activities.
- Complete all special education due process requirements including special education referral and evaluation, determination of special education eligibility, development of IFSP/IEPs, and case management.
- Meet all due process timelines.

- Participate in team planning of IFSP/IEPs for students with disabilities and/or DHH, including the development of appropriate, measurable, behavioral and instructional objectives.
- Report student progress toward IFSP/IEP goals to parents and educational personnel a minimum of three times per year.
- Develop, implement, and monitor behavior management programs for students who exhibit challenging behaviors.
- Develop, implement, and monitor specialized, research-based academic and social/emotional interventions to meet students' unique needs.
- Create culturally responsive learning environments that are safe, respectful, and engaging.
- Develop and implement, in collaboration with the transition IEP team, transition evaluations and IEPs prior to transition age (grade 9 or age 14, whichever is first).
- Continue professional development in evidence-based instructional practices through membership in professional organizations, reading of professional journals, and/or attendance at in-service trainings and professional conferences.
- Collaborate and communicate regularly with families in making educational decisions and use family and community resources to support learning.

Teacher Candidate Responsibilities

As the TC, you will begin your student teaching experience as a participating observer. During this time, talk to your CT about their thought process related to instructional planning and delivery, classroom management, teaming/collaboration, due process procedures, etc. Additionally, use this time to reflect on how your observations align with the content covered in your University coursework.

As you demonstrate the ability to assume teaching responsibilities, you should advocate for opportunities for designing and directing learning activities. It is recommended that you observe lessons taught in each area of the curriculum before you teach that topic independently. This transfer of teaching should be scheduled so you are fully lead teaching (i.e., assuming all roles and responsibilities of your CT) for at least 2-3 weeks during your placement (based on licensure area). Refer to the student teaching syllabus for a breakdown of the stages of student teaching from entry into the classroom at the beginning of the semester to lead teaching toward the end of the semester.

The student teaching experience is an opportunity for you to develop and demonstrate teaching, behavior management, due process, and other professional competencies acquired during your teacher preparation program. You are expected to adequately demonstrate these competencies. These responsibilities reflect many of the essential functions that special education teachers must be able to demonstrate. Please refer to additional responsibilities and dispositions expected of TCs in the [CEHD Teaching Handbook](#).

1. **Focus on student teaching.** The obligation to the education of students with disabilities cannot be taken lightly. Therefore, responsibilities other than student teaching should be kept to a minimum. As a TC who is student teaching, you are cautioned not to overload yourself with additional responsibilities, such as outside work, during the student teaching experience. The amount of other work you undertake during your student teaching experience will likely have a direct impact on your effectiveness as a teacher as well as your success in the licensure program.
2. **Focus on self-reflection and continual improvement.** Student teaching includes ongoing opportunities for TCs to self-reflect through informal consideration of what went well and what didn't on any given day as well as formal feedback through observations from others and required assessments. Learning to become a more effective teacher and a more collaborative colleague on special education teams requires you to openly reflect on your teaching skills and professional dispositions, consider the impact of your skills/behaviors on others (your students, classroom staff, etc.), identify changes that need to be made, and work with others to take action. This reflection is supported by each of the following ideas:
 - a. Stay aware of the importance of your work.
 - b. Utilize the Student Teaching Observation Form to guide your reflection.
 - c. Engage in the IDEAL problem-solving process when considering change.
 - d. Select one or two areas at a time for self-improvement.
 - e. Focus on the things that you can control.
 - f. Continually seek feedback and ask questions.
3. **Assist your CT in all duties expected of a licensed special educator.** The TC will be available, when appropriate, to assist the CT in the following tasks. (Please note: This is not an exhaustive list, rather a sampling of what you can expect to participate in.)
 - a. Planning and delivering instruction.
 - b. Facilitating home visits.
 - c. Managing due process timelines, facilitating due process meetings, and completing due process paperwork.
 - d. Creating and implementing plans for managing student behavior.
 - e. Creating and implementing plans for ongoing progress monitoring (including the grading of student work).
 - f. Communicating/collaborating with classroom staff including paraprofessionals, related service providers, peer tutors, volunteers, etc.
 - g. Communicating/collaborating with building staff including general educators, other teaching staff, administrators, etc.
 - h. Communicating/collaborating with parents/caregivers (under the supervision of your CT).
 - i. Facilitating informal and formal classroom team meetings.
 - j. Managing classroom, student, and staff schedules.
 - k. Tutoring students who need extra help.
 - l. Supervising playground, lunchroom, and bus loading/unloading.
 - m. Performing other work in the school building as assigned.

- n. Attending training and professional meetings (e.g., staff meetings, professional development sessions).
4. **Be professional.** As a TC during student teaching, you are not only representing the UMN's Special Education licensure programs, but you are also building your reputation in the (relatively small) field of special education. As such, it is expected that you remain professional at all times. Some examples of these professional behaviors are listed below.
- a. Comply with the regulations of the building to which you are assigned.
 - b. Consistently follow your assigned school district's calendar (not the University's calendar) and your CT's assigned schedule. Show up and be present!
 - c. Advise your CT and CS of any late arrivals, early departures, and/or absences from the classroom.
 - d. Respect the rights of others and maintain confidentiality at all times.
 - e. Maintain a positive attitude and help to develop a positive learning environment for the students within the classroom and school setting.
 - f. Be responsible, courteous, and dependable.
 - g. Dress professionally and maintain a neat, clean, and appropriate appearance.
 - h. Use good judgment and act professionally when interacting with students, school personnel, and parents.
5. **Complete your student teaching goal work.** Completion of goal work during student teaching is not the same as completion of required assignments during coursework leading up to your student teaching experience. Since student teaching is the final opportunity to demonstrate proficiency with licensing standards and professional conduct prior to being endorsed by the University of Minnesota for a teaching license, performance expectations are higher. It is your responsibility to thoroughly understand the expectations stated in the student teaching syllabus. The basis for all expectations and performance standards include the following:
- a. You are expected to be able to complete all goal work with only minimal support, as you will soon be employed by a school district and required to work independently and be accountable to the students and families you serve.
 - b. You are expected to be able to complete all goal work by the assigned deadlines, as you will soon be required to comply with state and federal rules that mandate the completion of specific activities on specific timelines as part of the delivery of special education services (i.e., due process).
 - c. You are expected to be able to complete all goal work at the expected level of quality, as you will soon be expected to provide effective services and support to vulnerable students and their families.
6. **Maintain communication with your clinical supervisor.** One of your responsibilities as a TC is to maintain an open line of communication with your CS. In addition to notifying them of any late arrivals, early departures, or absences in your assigned classroom, you should be keeping your supervisor up to date on your goal work progress.

It is imperative that you check your University email often and respond to emails from your supervisor in a timely manner. If a concern should arise, it is your responsibility to connect with your supervisors as soon as possible to access support in problem solving the situation.

7. **Demonstrate proficiency across identified competencies.** During the student teaching semester, you will be continually observed by your CT. Based on these ongoing observations, your CT will complete a mid-term and final [Rating of Teaching Performance](#) (or [Rating of Coaching Performance](#) if you are in a B-3 ECSE placement) that reflects your current skills and progress over time. You will be observed by your CS at least four times. Based on these observations, your CS will complete four observation summary forms that reflect your current skills and suggested areas of focus moving forward. By your final observation, you are expected to be “proficient” in all areas.

If your CT and/or CS identifies a concern regarding your performance that goes unresolved, the Special Education Student Teaching Lead will be contacted. On rare occasions, if the TC is not able to manage the classroom or provide sufficient instruction, even with intense mentoring by the CT and CS, the CT or building principal may recommend that the TC be removed from the assignment. (See [CEHD Teaching Handbook’s Withdrawal or Removal of a Teacher Candidate from a Placement.](#))

8. Applying for SpEd Minnesota teaching license
 - a. Refer to the [CEHD Teacher Licensure Process webpage](#)
 - b. Attend and participate in the **licensure workshop** that is typically held during your final Student Teaching seminar.
9. Access [CEHD Career Services](#) support, specifically: [Teacher Job Search Resources](#). On this webpage you will find resources, such as: job search information, resume writing, interview support, alternative careers in education, job search sites and logistics, career events, and more.

Accommodations for Teacher Candidates during Student Teaching

If TCs require accommodations to adequately address the required roles and responsibilities listed above, it is their responsibility to clearly express their needs and request specific accommodations in a timely manner. All requests for accommodations should be sent to the Student Teaching Lead, Clinical Supervisor (CS), and Cooperating Teacher (CT). The TC should request a meeting with these parties to outline reasonable and appropriate accommodations that will allow them to meet the essential functions and responsibilities of a full-time special educator. TCs with on-the-job student teaching placements should work within their building to secure appropriate accommodations in the workplace and communicate those accommodations with their CT, CS, and Student Teaching Lead.

Please note that flexible attendance and flexible assignment due dates – two commonly requested course-specific accommodations – will not be approved during student teaching. It is imperative that special education teachers limit their absences from the school, as disruptions in service delivery and student contact can be detrimental to student success. Additionally, Minnesota’s licensing board requires 12-15 weeks (depending on licensure area) of full time (i.e., 40 hours per week) student teaching in order to become licensed. Therefore, accommodations to the regular schedule of the CT are not allowed during student teaching. Similarly, due process timelines in special education must be followed by all special education case managers in order to provide timely, uninterrupted services for students with disabilities. Therefore, all TCs are required to submit student teaching goal work according to the schedule outlined in the syllabus and on the Canvas site, regardless of a previously granted course-specific accommodation for flexible due dates.

Cooperating Teacher Responsibilities

Cooperating teachers (CTs) are vital to the success of field-related experiences for pre-service teachers; therefore, it is critical that they offer TCs ongoing opportunities to experience all aspects of the job within the classroom, building, and community. CTs should provide continuous mentoring as the TC completes their student teaching requirements. It is expected that CTs regularly observe the TC’s instruction, behavior management, and dispositions to offer timely feedback intended to develop the TC’s skills. The Special Education program relies on CTs to give thorough and timely feedback to the clinical supervisor (CS) regarding the TC’s progress so that, if/when needed, extra support can be offered.

Cooperating Teacher Qualifications

To be a CT, a teacher must have the qualifications required by [Minnesota State requirements and CEHD/University requirements](#). Additional qualifications of the Special Education program include:

- Experience working as a special education teacher
- Extensive knowledge and experience in due process procedures
- Ability to serve as a mentor, be on site, available, and responsive to the TC on a daily basis

Cooperating Teacher Responsibilities

- **Complete honorarium information.** Please refer to the [CEHD Teaching Handbook](#) regarding payment of honoraria. Stipend Surveys are emailed to fall CTs early November and early April to spring CTs. In order for stipends to be processed, the survey must be submitted by the due date in the email. Stipends are mailed early January to fall CTs and end of May to spring CTs.
- **Review the Special Education Program Handbook and Student Teaching Syllabus.** Refer to these documents regularly throughout the semester.

- **Participate in an initial triad meeting and *at least 3 post-observation triad meetings with the CS and TC.*** Prior to the semester commencing, meet with the TC and their CS, either in person or remotely, to discuss requirements and expectations. Throughout the semester, meet with the TC and their CS during each post-observation triad meeting to discuss the TC's progress and provide actionable feedback based on your observations. Post-observation triad meetings will be centered on the overall evaluation of the TC's performance (including the TC's self-reflection), supporting the TC's application of the IDEAL problem solving model in order to make data-based instructional decisions, the provision of actionable feedback, and consideration of the TC's application of prior feedback.
- **Help the TC become a part of the school/program community.** Prepare your students and their parents for the anticipated arrival of the TC. Introduce the TC to the class and other staff members. Provide a desk or workspace for the TC, and share all bulletins and announcements pertaining to faculty meetings, school policies and procedures, and other school or district information. Discuss with the TC the extent of authority and scope of responsibility involved in student teaching. Help the TC become familiar with the curriculum and with the individual needs of the students and their families. At open houses, parent conferences, and due process meetings, introduce the TC to the parents and allow the TC to take an active role in these events.
- **Offer ongoing professional support and encouragement** to support the TC's ability to manage the natural ups and downs of becoming a teacher. We expect that you will:
 - Show care, concern, and commitment to TCs.
 - Share the thinking underlying your instructional and supervisory decisions.
 - Help TCs reflect on the reasons and purposes for their instructional decisions.
 - Encourage TCs to reflect on their performance, identifying both strengths and areas of needed improvement.
 - Use positive phrasing that helps TCs understand what they need to work towards.
 - Build on the strengths of TCs.
 - Share openly with TCs regarding positive reactions you have to their performance or your level of concern.
 - Build and maintain professional, confidential relationships with TCs.
 - Work with TCs step-by-step toward independent performance.
 - Be flexible and let TCs try new instructional approaches.
 - Help TCs feel they are a part of the school staff.
 - Continue or reflect on your own professional growth in your role as a CT.
- **Facilitate regularly scheduled meetings with the TC.** Keeping in close communication with the TC allows you to explain your decision-making process that prompted instructional decisions each day, planning lessons, modeling effective teaching, evaluating the TC's progress, etc. Guidance in helping the TC make data-based decisions about teaching is critical. Holding regularly scheduled meetings is a great way

to develop mutual understanding and foster a sense of trust between you and the TC. See more details below regarding scheduling and facilitating informal meetings.

- **Provide opportunities for the TC to observe.** The most critical part of student teaching is the opportunity to observe an exemplary teacher in action. That exemplary teacher is you! Please allow the TC to observe your teaching on a frequent basis. During your regular meetings, discuss what the TC has observed. Although a large part of the TC's responsibility is to teach students with disabilities and/or DHH students, blocks of time should be left for observing you and other teachers/professionals in the building.
- **Allow the TC to fulfill student teaching requirements.** At the beginning of the semester (during the initial triad meeting), the CS will describe the specific student teaching requirements the TC must complete to earn a passing grade and demonstrate competency in order to be recommended for licensure. Please plan with the TC cooperatively to ensure the opportunity to fulfill all of these requirements. Please allow the TC to experiment with effective teaching methods. Before any lesson is taught, however, the TC should submit a written lesson plan for approval. If the lesson is well conceived and the objectives align with the students' ISFP/IEP goals, allow the TC to try various methods. While student teaching is a time to practice what they have learned in their University courses and field experiences, it is also a learning experience where TCs experiment to find methods and strategies that work best for their students to obtain the skills being taught.
- **Allow the TC to assume lead teaching status.** TCs should assume total responsibility for planning, teaching, evaluating student progress, and managing the classroom (e.g., students, schedules, support staff) for at least 2 weeks (10 consecutive student-contact days) if in a 12-week placement and at least 3 weeks (15 consecutive student contact-days) if in a 15-week placement. Leading up to this time, you will be expected to slowly release all your responsibilities as the lead teacher onto the TC. During lead teaching, the TC will follow the schedule that you normally follow during those weeks.
- **Observe and provide feedback to the TC.** Your ongoing observations of the TC and subsequent feedback provided to the TC are an extremely important component of the student teaching experience. When possible, your observations of the TC should be summarized in writing in order to serve as the basis for future dialogues/meetings. Although you may leave the classroom occasionally when the TC is in charge of teaching, you should remain in the classroom to observe the TC the majority of the time. Additionally, there will be opportunities for you to provide more formal feedback to your TC in the form of the mid-term and final [Rating of Teaching Performance](#) (or the [Rating of Coaching Performance](#) for TCs in ECSE B-3).
- **Communicate with the clinical supervisor (CS).** You should find time to talk with the CS at each visit (if possible) to discuss the TC's progress. In addition, there will be one introductory triad meeting and three post-observation triad meetings with the CT, CS, and TC that you are expected to attend. Please allow adequate time for these discussions.

Finally, the CS will provide you with their contact information and you are encouraged to reach out to them at any time, especially if a concern should arise. *It is better to solve a small concern early than to allow it to grow into a major problem.*

- **Address concerns in a timely manner.** Concerns regarding a TC's professional dispositions (communication, timely submission of work, accepting responsibility, self-reflection, seeking/accepting feedback, etc.), teaching skills, and/or rate of progress can arise at any point in the student teaching semester. Since the CT and CS have different perspectives, sometimes one expresses more concern than the other. Below are some steps for the CT to follow to address concerns in a timely manner.
 - If a TC's professionalism and/or teaching skills are not satisfactory, discuss the specifics of your concern with the TC as soon as the situation becomes apparent. ***If you're uncertain whether you should be concerned about a specific behavior/skill observed or if you're uncomfortable discussing your concerns with the TC, please reach out to the CS for support and guidance.*
 - Work with the TC to develop strategies to overcome the problem, preferably using the IDEAL problem-solving model (identify the problem, define the problem, explore solutions, apply the selected solution, and look at the effects of the solution). Document your discussion and plan moving forward in an email sent to the TC and CS.
 - If the problem continues, the CS should be notified and a triad meeting should be arranged between the TC, CT, and CS. Decide on a course of action, using the IDEAL problem-solving model.
 - If the problem persists, the CT may contact the UMN Special Education Student Teaching Lead. On rare occasions, if the TC is not able to manage the classroom or provide sufficient instruction, even with intense mentoring by the CT and CS, the CT or building principal may recommend that the TC be removed from the assignment. (See [CEHD Teaching Handbook's Withdrawal or Removal of a Teacher Candidate from a Placement.](#))
- **Complete and submit TC evaluations.** You are expected to complete the [Rating of Student Teaching Performance](#) (or the [Rating of Coaching Performance](#)) during both the midterm and final assessment periods. In addition to sharing a copy of the completed assessment with the CS and TC, you are expected to have a dialogue with the TC about the ratings you provided, including strengths and opportunities for improvement. The CS will use data from these assessments, observations, interactions, goal work, and ongoing communication with the CT to inform their completion of the Skills of Teaching Observation Tool (STOT) and [Disposition Assessments](#) toward the end of the student teaching experience.

Often, CTs face significant apprehension when completing evaluations. Below are some suggestions you may find helpful in completing the [Rating of Teaching Performance](#):

- When assigning ratings, please think of the TC as a newly licensed teacher (not a student teacher, nor an experienced licensed teacher).
 - **Proficient:** If the TC is currently demonstrating all necessary skills related to a particular standard and are consistently and effectively facilitating the engagement and growth of ALL students with regard to the standard, a rating of 3 (*proficient*) is warranted.
 - **Developing:** If the TC's skills are emerging, such that they are inconsistently facilitating students' engagement and growth (only during certain activities/lessons, only with certain students, only when support is provided, etc.), a rating of 2 (*developing*) is warranted.
 - **Unsatisfactory:** If you have notable concerns regarding the TC's skills, please assign a rating of 1 (*unsatisfactory*) and include a brief summary of their skills specific to that standard.
- Provide honest and frank evaluations, particularly with TCs who may need intense mentoring or who have not demonstrated the knowledge, skills, and dispositions necessary to be an effective special educator. Two questions to ask yourself are: "If I had a child with a disability, would I want this person to be their teacher?" and "Would I willingly co-teach with this person as employees in the same school?"
- Provide written comments that are as objective and informative as possible to supplement your ratings. Generalities, inferences, and hidden meanings will likely be misinterpreted or missed altogether.

Communication with Teacher Candidate

Regular informal discussions between you and the TC are essential to a successful student teaching experience. Not only do they provide an opportunity to develop and enhance effective communication and collaboration skills, but they also help to establish a strong foundation of professional self-reflection/evaluation. A number of factors may make effective ongoing communication difficult, such as busy schedules that leave no time for conversations, feelings of insecurity, concerns about hurting the other person's feelings, defensive behaviors, or difficulty finding a place to talk in private. Good communication will only occur when both you and the TC work hard to overcome such obstacles. **Effective communication is so important that it cannot be left to chance.**

Short "on-the-fly" informal conversations between you and the TC will give attention to daily occurrences, such as sharing the decision-making process involved in adjusting plans, coordinating work schedules, identifying and solving daily problems, providing a "boost in morale," reflecting on instructional effectiveness, and keeping things functioning smoothly. The timing of such conversations may vary from day to day, but the flexibility of the times should not deemphasize the importance of these interactions. As a CT, you are expected to engage the TC in these brief "on-the-fly" conversations multiple times each day.

Lengthier scheduled informal meetings between you and the TC should also occur on a regular basis. It is recommended to reserve at least 45-60 minutes for these scheduled meetings at least one or twice each week. These meetings may be used for a variety of purposes, including but not limited to: instructional planning, discussion of due process requirements, goal work support, analysis of the CT's teaching procedures, discussion of the TC's performance, and development of classroom management plans.

The following guidelines are offered to support the dialogue that occurs during informal conversations and meetings:

- a. The time and place of lengthier scheduled meetings should be planned in advance in a setting where few interruptions are likely to occur. Regularly scheduled meetings will prevent the TC from thinking that these meetings are called only when there are criticisms to be offered.
- b. A free exchange of ideas should occur during all informal meetings, whether it's a short on-the-fly conversation or a lengthier meeting. It is helpful if many of the topics involve a process of seeking answers to methodological or curriculum problems. Alternative solutions should be analyzed with both you and the TC offering ideas.
- c. Try thinking out loud when in the presence of the TC. This allows them to experience your self-reflective process, which will not only help them to better understand your instructional decisions, but it will also strengthen their ability to self-reflect in the future.
- d. Analysis of the TC's performance or personal qualities should be characterized by an appropriate balance between strengths and weaknesses. Criticisms should be constructive, and falsely optimistic praise may be as unproductive as overt negativism. The TC should get regular feedback regarding what they are doing well AND what improvements could be made.
- e. Do not hesitate to offer suggestions and teaching ideas. TCs are eager to learn "tricks of the trade" and sources of useful teaching materials. Be as specific as possible, to the extent of showing materials, modeling instructional and management techniques, and so forth. Take note of the TC's response to feedback, as this should be noted on the Rating of Student Teaching Performance.
- f. Informal meetings should encourage the TC to become increasingly self-directed and self-evaluative. Ultimately, teachers will be essentially on their own in classroom situations, and many of the qualities and practices that result in continued professional growth begin during the student teaching semester.

Clinical Supervisor

As a clinical supervisor (CS), you serve a vital role in ensuring that our TCs fully understand and can effectively demonstrate a variety of competencies related to referral/screening/evaluation, program planning, evidence-based instruction, classroom management, progress monitoring, due process, collaboration, and self-reflection. Given your position as a University employee and your potential oversight of multiple TCs, you will have a deeper understanding of exactly what is expected of each TC and the expected level of performance. You will be responsible for ensuring that the TC and CT fully understand the requirements of student teaching. You play a key role in addressing any gaps in understanding and/or issues with skill application that are not adequately addressed by the CT. Given the varying experience and abilities of each TC-CT pair, the time you commit to each TC will vary; for some TCs, you will need to go above and beyond what is outlined below in order to best support them.

Clinical Supervisor Qualifications

To be a CS, a teacher must have the following qualifications, as per [Minnesota State requirements and CEHD/University requirements](#):

- Master's degree or higher in related field of study or a UMN-Twin Cities Phd graduate student who has the equivalent of a master's degree (minimum of 30 credits) in an education field
- Related experiences either as a teacher of record (3 or more years as a professionally licensed teacher of record) or experience in teacher evaluation as a current/former E-12 administrator
- Evidence of holding or having held a teaching license from a state-approved teacher preparation program aligned to the position's licensure area field or scope

Clinical Supervisor Responsibilities

1. **Read the Student Teaching Handbook and Student Teaching Syllabus** and refer to them regularly throughout the semester.
1. **Participate in the SpEd CS training/orientation.**
2. **Participate in Student Teaching Seminars**, if possible, on dates invited by UMN SpEd Student Teaching Lead. TCs value your insights and support during the seminars. Participation in seminars is optional.
3. **Arrange and conduct an introductory meeting with the CT and TC.** Prior to the semester commencing, contact the CT and TC via email to introduce yourself and to initiate the scheduling of the introductory meeting. This meeting can be conducted virtually or in person, and should occur *before* the student teaching placement officially begins, or by the end of the first week if that is not possible. Suggested language for this initial email contact along with other introductory meeting materials will be provided in

the Clinical Supervisor Training Guide. The introductory meeting is designed to enhance the professional development of the CT in the mentor role as well as provide the TC with a reminder of all student teaching requirements.

4. **Complete at least 4 observation rounds.** As the CS, you will complete at least 4 observations of the TC in action, each followed by a post-observation triad meeting. TCs are required to submit an observation lesson plan to their CT and CS at least 24 hours prior to each scheduled observation. Each observation should last approximately 30-60 minutes and can be completed in person or virtually, depending on the placement as well as the preferences of all involved. A post-observation triad meeting with the TC, CS, and CT will follow each observation. During this meeting, the CS and CT will provide specific oral feedback to the TC regarding instructional, managerial, organizational, and professional behavior. If there are any concerns, additional observations and/or suggested interventions may be required.

Following each post-observation triad meeting, you will send a copy of their completed Observation Summary Form to the TC and CT. A copy of this document will also be submitted to Canvas for review by the Student Teaching Lead. **The TC must receive a rating of “proficient” on all applicable sections of the Observation Summary Form during their final observation round in order to pass the student teaching experience.**

Please note: The CS and Student Teaching Lead reserve the right to observe TCs at any time throughout the semester.

5. **Maintain communication with the CT and TC.** One of your responsibilities as a CS is to maintain an open line of communication with each CT-TC pair. CSs should provide each pair with their University email address and remind them to reach out with questions, comments, and/or concerns at any time (the earlier the better!). Please plan to check your email at least three times each week in order to attend to questions and concerns in a timely manner.
6. **Address concerns promptly.** Concerns regarding a TC’s professional dispositions (communication, timely submission of work, accepting responsibility, self-reflection, seeking/accepting feedback, etc.), teaching skills, and/or rate of progress can arise at any point in the student teaching semester. Since the CT and CS have different experiences with the TC and different perspectives they are drawing from, sometimes one expresses more concern than the other. Below are some steps for the CS to follow to address concerns in a timely manner.
 - a. As soon as concerns arise (regardless of the size of the concern), there should be a discussion about the specifics of the concern with the TC. Using the IDEAL problem solving model (identify the problem, define the problem, explore solutions, apply the selected solution, and look at the effects of the solution), develop a plan for moving forward with suggested solutions. All discussions should be documented in the form of a follow-up email sent to the TC, their CT,

and the Student Teaching Lead. This email should include a summary of what was discussed, areas of focus moving forward, and any specific action items for the TC, CT, and/or CS.

- b. If the problem continues, the Student Teaching Lead should be notified and a triad meeting should be arranged between the TC, CT, and CS. During this meeting, ask the TC to reflect on the area of concern as well as their progress related to the action items discussed during the previous meeting. The CS and CT will share their perspective as well. Update the course of action as needed and remind the TC of the performance requirements that need to be met in order to be recommended for licensure at the end of the semester. Send another follow-up email that serves as documentation of all that was discussed.
 - c. If the problem persists, the CS should contact the Student Teaching Lead to discuss next steps.
7. **Offer ongoing professional support and encouragement** to support the TC's ability to manage the natural ups and downs of becoming a teacher. We expect that you will:
 - a. Show care, concern, and commitment to TCs.
 - b. Share the thinking underlying your instructional and supervisory decisions.
 - c. Help TCs reflect on the reasons and purposes for their instructional decisions.
 - d. Encourage TCs to reflect on their performance, identifying both strengths and areas of needed improvement.
 - e. Use positive phrasing that helps TCs understand what they need to work towards.
 - f. Build on the strengths of TCs.
 - g. Share openly with TCs regarding positive reactions you have to their performance or your level of concern.
 - h. Build and maintain professional, confidential relationships with TCs.
 - i. Work with TCs step-by-step toward independent performance.
 - j. Be flexible and let TCs try new instructional approaches.
 - k. Help TCs feel they are a part of the school staff.
 - l. Continue or reflect on their own dispositional growth in their role as teacher educators.
8. **Support the TC's progress with the student teaching goal work** as well as their progress toward any self-identified goals developed from their completion of the self-assessment at the beginning of the semester. Examine, critique, and evaluate the TC's goal work according to the agreed upon schedule using the rubrics.
 - a. The goal work, student teaching checklist, and all other requirements must be submitted in their final form at least one week prior to the last day of instruction for the semester, per the University calendar (see the Student Teaching syllabus for exact dates). Goal work, expectations for independent performance, and timely completion based on established deadlines reflect a combination of state licensing standards and essential functions of special education teachers.
 - b. With the completion deadline in mind, each TC is expected to create a written schedule for completion of their goal work and other requirements that is

developed in coordination with their CT by the end of their second week of student teaching. This written schedule will be shared with and approved by the CS. It will guide expectations for submission of any work for feedback. While TCs are strongly encouraged to adhere to this schedule, it goes without saying that the schedule is fluid due to variables that may arise within the classroom and school that are beyond the control of the CT or TC. The schedule exists so that the TC has the opportunity to submit their work to their CS to receive feedback and continue to make revisions to their goal work and other requirements. See the Student Teaching syllabus for the deadline for feedback.

- c. Given the expectation that the TC is able to demonstrate a high level of independent proficiency with their work, CSs will **only offer feedback on goalwork one time**. If the TC does not adhere to the agreed upon schedule for completion of goal work and assignments, they will lose the opportunity to receive feedback on their work prior to the final deadline for submitting their work. **TCs are required to receive ratings of “proficient” across all written assignments in order to pass the student teaching experience.**
 - d. All feedback on student teaching goal work should be provided in Canvas. Email and Google Drive are not an option for assignment submission and supervisor feedback.
9. **Complete and submit TC assessments in the Teacher Education Management System (TEMS).** During the midterm assessment period, CSs who have concerns about a TC's professional dispositions will need to complete the [Dispositions Assessment](#) in TEMS to document their concerns. If there are no concerns about the TC's dispositions at the midterm point, no assessments are necessary at that time. During the final assessment period, all CSs need to complete the Dispositions Assessment AND the Skills of Teaching Observation Tool (STOT) in TEMS, regardless of their level of concern. While the CT is involved in providing information for the Disposition Assessment and STOT, the CS will make the final determination about the TC's performance on both assessments. **For final submissions of the Disposition Assessment, TCs must demonstrate performance that earns a rating of “meets expected proficiency” on all indicators.**
10. **Recommend a Pass/Fail grade** for student teaching and submit to Student Teaching Lead by finals week.
11. **Assess the student teaching environment and provide feedback.** Please share any concerns you have regarding your TC's assigned school, classroom, and CT to the clinical experiences coordinator in order to help plan for future placements.

CHAPTER 5

STUDENT TEACHING POLICIES

TCs are expected to know and adhere to the policies described in the [CEHD Teaching Handbook](#) related to student teaching placements:

Student Teachers Serving as Teacher of Record

PELSB policy states that in cases where a student teacher holds a license aligned to the placement (i.e., a Tier 2 license), they can serve as both teacher of record and student teacher. However, our college policy is that a case by case analysis and approval of this arrangement must include the licensure program lead/program director, the school administrator, the clinical coordinator, and the candidate. University-District agreements, program requirements, and support must be examined, including identifying a CT to provide the student teacher with ongoing support, observations, and feedback. Due to PELSB required parameters for student teaching for licensure, Tier 2 teachers cannot serve as a substitute teacher in other classrooms during their student teaching period.

Use of Student Teachers as Substitutes

University of Minnesota – Twin Cities pre-service teachers are learning how to become successful teachers of record. The University-School partnership's priority is to provide quality clinical learning experiences supporting TC development. Occasionally, TCs may be asked by the school to consider serving as a substitute during student teaching. If asked, TCs should contact their CS and their Student Teaching Lead to identify if this opportunity would be beneficial to their learning. The following CEHD policy language for substituting while student teaching describes general parameters, but each licensure program determines candidate readiness on a case-by-case basis.

Due to Minnesota state law, undergraduate students without a completed bachelor's degree cannot serve as substitute teachers in schools. However, M.Ed and post-bac TCs are able to serve as substitutes for their CT when absent from school according to the following parameters:

- The TC, while completing their program-required student teaching weeks, may serve as a short-call substitute only in their own student teaching classroom. Time spent as a substitute in the student teaching classroom will count toward the required student teaching weeks. Note: [per PELSB rule](#), student teaching is with a continuous group of students, which precludes substitute teaching in another classroom.
- The TC must have received the appropriate PELSB license to serve as a substitute teacher in Minnesota.
- The candidate must desire and should not be pressured to serve in this capacity for the school partner. NOTE: The candidate may elect to notify the school partner that

they wish to stop serving as a substitute teacher and return to their role as student teacher in the placement for any reason.

- The candidate must be making appropriate academic and professional progress toward completion of the licensure program as identified by the LPL for their program in consultation with the CS and student teaching lead.
- Number of days, timing within student teaching placement, subbing situation, and any other factors must be approved by the LPL.
- The candidate must be paid for their substitute work according to the regular school/district practices.

Liability Coverage During Student Teaching

The Regents of the University of Minnesota Liability Program covers pre-student teaching and student teaching experiences as follows:

Included under the Schedule of Persons Insured are education students of the University while engaged in student teaching activities within the scope of their assigned duties as a TC. Coverage shall be in excess of any other valid or collectible insurance.

TCs placed in school districts that provide liability for their teachers also receive the same coverage. Under state law, TCs who have completed not less than two years of an approved teacher education program and who are placed under the supervision of a fully qualified teacher are deemed employees of the school district in which they are rendering services for the purposes of worker's compensation; liability insurance, if provided for other district employees; and legal assistance. Thus, if a district provides liability insurance for teachers, TCs placed in that district are also covered.

TCs can also receive liability coverage during student teaching by becoming a student member of Education Minnesota. Students interested in this coverage can get more information from Education Minnesota at 651-227-9541 or 1-800-652-9073.

Teacher Strikes

If a TC is placed in a school district in which there is a teacher strike or an impending teacher strike, the CT and TC should notify the CS as soon as possible. The CS will contact the program coordinator to discuss procedures for the TC to follow. This should be done early enough so that the TC can be adequately informed. The following guidelines, adopted by CEHD, will be followed in the event of a teacher strike:

- At all times CEHD will avoid taking sides or otherwise becoming involved in the labor dispute.
- University faculty and supervisors should advise TCs not to cross teacher picket lines.
- TCs will be contacted by their CS or program coordinator for instructions as to how they may complete their program requirements.

- In the event of a strike that occurs early in the semester, TCs will return to the University and participate in activities developed by their respective programs.
- CEHD will honor its contract with individual CTs and school districts. Likewise, CEHD will work with individuals and districts to develop alternative means for the fulfillment of their obligations to the College and its TCs.

Professional Conduct

At all times, TCs and CS shall act in a manner consistent with the [Code of Conduct](#), as well as other state and federal legal requirements. The University of Minnesota provides [equal access to and opportunity in its programs, facilities, and employment](#) without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Just as University TCs and supervisors are expected to demonstrate professional conduct that is aligned with these policies, we strive to select student teaching sites that promote and enforce similar professional conduct. Any concerns should be immediately discussed with the CS, Student Teaching Lead, and/or the Licensure Program Coordinator.

Informing Parents, Informed Consent, and Protecting Privacy

TCs have assignments that may intrude on the privacy of students and their families. These assignments include observations of student behavior in a variety of educational environments, studies of learning for individual students, video and audio recording of the candidate's teaching, interviews (with students, family members, and staff), and reviews of academic records including Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs). In every case, it is the TC's responsibility to review the assignment with their CT to ascertain who else must be informed about the assignment and to ensure that appropriate consent has been collected if needed. The TC is responsible for following all district and University policies regarding informed consent and data privacy. TCs will have access to standard consent templates, prepared by the University, to use in situations when University forms are preferable to district forms and processes.

Specific actions TCs should be aware of include, but are not limited to, the following:

- At a minimum, TCs are responsible for working with their CT to send a letter of introduction to all families to let them know that their child's teacher will be mentoring a TC who may be working directly with their child.
- TCs should be involved in observing the evaluation process and may shadow the administration of assessments or fully engage in the evaluation by directly administering an assessment. Depending on the level of involvement, the candidate may be included in the prior written notice and consent for evaluation, but any data gathered by the TC or development of instructional plans should never be included in a student's educational file, without first being thoroughly reviewed by the CT and modified as needed.

- TCs need to remove and/or change the names of any students that are included in any activity or assignment shared with the CS or anyone outside of the classroom setting.
- When discussing assignments or experiences with others, TCs must never use names of students or staff and should be aware of the need to limit specific identifying details.
- Any use of video recording or photographs involving children/students must be discussed with the CT to ensure shared understanding of existing or needed consent as well as acceptable procedures for gathering, storing, sharing, and deleting video or photographs.

CHAPTER 6

CEHD AND UNIVERSITY POLICIES

CEHD Teacher Candidate Handbook

The [CEHD Handbook](#) is available online. It contains policies, codes, assessment information, licensure information, university policies, clinical information, and other details. The Special Education Program Handbook is a complement to the CEHD Teacher Candidate Handbook; it does not replace that handbook. All TCs need to be familiar with the policies, responsibilities, and expectations included in both.

Code of Conduct

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to the Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

There may be occasions when a student believes their academic work or conduct has been unfairly or inadequately evaluated by the faculty. Usually such differences of opinion can be amicably resolved informally between the student and teacher. If not, there are procedures established to encourage a satisfactory resolution of academic grievances by a formal procedure. Please review information regarding the [academic student grievance policy](#).

Grades

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is above the minimum expectations in the course.
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the minimum expectations in the course.
C-	1.667	
D+	1.333	
D	1.000 -	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
S	0.00	Satisfactory (equivalent to a C- or better)
N	0.00	Not Satisfactory

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

****Successful demonstration of competencies as specified in state and national standards is essential for effective teaching. As such, the Special Education teacher licensure programs are designed on a competency-based model. To assist in determining that TCs have sufficient knowledge and skills for student teaching, TCs must meet minimum performance standards in licensure coursework. A student/TC must (a) attain a B (3.0) average across all licensure coursework completed prior to the semester of student teaching and (b) attain a minimum grade of B- in each of these individual courses.**

****Note:** *This is different from the CEHD minimum GPA expectations.*

Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - **626.1333**) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information:

Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu)

**See Special Education Program policy regarding [accommodations for Student Teaching](#)

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Mental Wellness and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning support and testing platforms; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Student Conduct Code:

(https://regents.umn.edu/sites/regents.umn.edu/files/2022-07/policy_student_conduct_code.pdf).

If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about

concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <https://policy.umn.edu/education/makeupwork>.

****NOTE:** If student teaching is interrupted due to unavoidable circumstances, the TC may be required to delay or repeat student teaching to adhere to state licensing requirements.

CEHD Enrollment Policies

- [Undergraduate Enrollment Policies](#)
- [Graduate Enrollment Policies](#)

CHAPTER 7

RESOURCES

CEHD Student Services

[CEHD Student Services](#) includes several support resources that help you meet undergraduate students' academic and career goals.

- [Academic advising](#)
- [CEHD Career Services](#)
- [Scholarships for current students](#)

CEHD Student Services partners with [TRIO educational opportunity programs](#) to support undergraduate students from disadvantaged and underrepresented backgrounds in the pursuit of a college degree.

[UMN Safe Campus](#) is available to all students & members of the campus community. There are several resources available.

- [Personal Wellbeing](#)
 - [Mental Health](#) resources
 - [Health Services](#)
 - [Pedestrian & Passenger Safety](#) resources

University Center for Writing

Free face-to-face and online writing support consultations for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process are found via University's [Center for Writing](#).

State Licensing Standards and Ethics

[Minnesota Core Skills for Teachers of Special Education](#)

[Minnesota Teachers of Special Education: Academic and Behavioral Strategist](#)

[Minnesota Teachers of Special Education: Autism Spectrum Disorder](#)

[Minnesota Teachers of Special Education: Deaf or Hard of Hearing](#)

[Minnesota Teachers of Special Education: Developmental Disabilities](#)

[Minnesota Teachers of Special Education: Early Childhood](#)

[Minnesota Teachers of Special Education: Emotional or Behavioral Disorders](#)

[Minnesota Teachers of Special Education: Learning Disabilities](#)

All teacher candidates are required to meet all Minnesota state licensing standards (see below) and adhere to Minnesota's [Code of Ethics](#).

Special Education Progress Review Assessments (TCs only)

[Rating of Teaching Performance](#)

[Dispositions Assessment](#)

Technology Help and Support

[Guide to Being an Online Student](#)

[Technology Help for Students](#)

[Course Help and Support](#)

[UMN Tech Support](#)