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Introduction

Many of the education courses in Special Education dual-major or single certification programs include required hours of field experience. The purpose of the field experience component is to give teacher candidates the opportunity to interact with students with diverse learning needs in a variety of educational settings. It complements theoretical course content with practical experience. The purpose of this handbook is to clarify policies, procedures and professional etiquette related to the completion of field experience. Due to the number of students at The College of Saint Rose, as well as other area colleges, who rely on partnerships with the K-12 schools in the area for field experience placements, it is essential that our approach to assigning and completing field experience is professional and well organized. Your cooperating in following the guidelines presented in this handbook is critical! This will benefit you, other students, the placement sites and the College in general. Remember, that you are preparing to become a professional in the field of education, and your behavior demonstrates your readiness to assume that role.

Undergraduate Program Requirements

In addition to coursework in general and special education, literacy and educational psychology, undergraduate candidates in <u>Early Childhood / Special Education</u> are required to complete a total of 96 hrs of course embedded field experience prior to student teaching. (Fig 1)

Undergraduate candidates in the <u>Childhood Education / Special Education</u> program are required to complete a total of 162 hours of field experience prior to student teaching. A unique feature of the undergraduate Childhood Education / Special Education program is a methods block (SEE 385/386) that includes a 70 hour field experience in classrooms of urban schools that serve pupils with diverse learning needs. Students are in the placement two full days per week during the semester prior to student teaching. Methods of teaching ELA, Social Studies, Math and Science are taught within this context. (Fig 1)

Graduate Program Requirements

Graduate candidates in the <u>Childhood Education / Special Education</u> program are required to complete a minimum of 88 hours of field experience within the 8 core courses. In addition, graduate students add another 5-33 hours of field experience prior to student teaching, depending upon their choice of courses in the area of Advanced Pedagogy. Field experiences are designed to engage students in both general education and special education settings. In addition, at least one experience during the program must provide experience in a high needs setting, experience with a student who is an English language learner, and contact with parents. Appendix A at the end of this handbook contains program specific checklists which students must use to maintain a record of the types of field experiences that they have completed. A copy of this form is to be submitted with the student teaching application as evidence that all required levels, populations and contact areas have been addressed over the course of required field experiences. (Appendix A)

Student Teaching

The final field experience in all dual major programs is a full semester of student teaching. Students in the dual programs complete two 7-week student teaching experiences, one in general education and one in special education. For those in the Early Childhood / Special Education program, one placement is at the preK-kdg level and one at the grade 1-2 level. For students in the Childhood / Special Education program, one placement is at the grade 1-3 level and one at the 4-6 grade level. For students in the Adolescence Education / Special Education program, one placement is at the middle school level and one at the high school level. The table below (Figure 1) is a summary of required course embedded field experiences.

Figure 1

Field Experience Requirements for Undergraduate Dual Major Programs								
Field Experience	Early Childhood/Spec	Childhood Education /						
	Ed. B-2	Special Ed. 1-6						
Level One	SED 146 (18 hrs)	SED 146 (18 hrs)						
Early Field Experience Observation	ECE 230 (5 hrs)	SEE 245 (15 hrs)						
<u>Level Two</u>	ECE 231 (10 hrs)	SEE 249 (18 hrs)						
Project Based Field	SED 260 (18 hrs)	SED 347 (21 hrs)						
Experiences	SEE 360 (10 hrs)	SEE 360 (10 hrs)						
Single Student Focus	ECE 253 (15 hrs)	SEE 380 (10 hrs)						
<u>Level Three</u>	ECE 385 (20 hrs)	SEE 385 (35 hrs)						
Final Field Experiences	SEE 492 (14 weeks / 6 hrs	SEE 386 (35 hrs)						
Whole Class Focus	per day)	SEE 495 (14 weeks/6 hrs						
Methods and Student		per day)						
Teaching								
Field Experience Requir	ements for Graduate Dua	al Major Programs						
Field Experience	Childhood Education /	Adolescence Education						
	Special Ed. 1-6	Special Ed. 7-12						
<u>Level One</u>	EDU 506 (5 hrs)	EDU 506 (5 hrs)						
Early Field Experience Observation	ELE 580 (10 hrs)	SEC 515 (20 hrs)						
Level Two	SED 512 (15 hrs)	SED 512 (15 hrs)						
Project Based Field	SED 517 (15 hrs)	SED 529 (8 hrs)						
Experiences	SED 566 (5 hrs)	SED 566 (5 hrs)						
Single Student Focus	SED 568 (15 hrs)	SED 568 (15 hrs)						
<u>Level Three</u>	SEE 585 (12 hrs)	SEC 520- 525 (20 hrs)						
Final Field Experiences	SEE 586 (12 hrs)	SEE 580 (14 weeks/6 hrs						
Whole Class Focus	SEE 504 (14 weeks/6 hrs	per day)						
Methods and Student	per day)							
Teaching								

General Requirements for Field Experiences

I. Who "sets up" a Field Experience?

All required field experience in the graduate and undergraduate Special Education programs at The College of Saint Rose is course-embedded. Each experience is connected to course outcomes and specific course assignments. For that reason, course instructors are instrumental in securing field experience placements.

Course instructors will:

- Clearly identify desired outcomes of field experience and communicate those outcomes to students.
- o Identify the type of placement required to meet course outcomes.
- o Contact potential sites to develop a list of possible placements.
- Develop a letter that students will take with them to the placement site to communicate course expectations related to the field experience.

In most cases, course instructors will assign students to specific placements. Occasionally, students will be allowed to find placements on their own, subject to instructor approval. The Field Placement and Advisement Office in the Dean's Suite of the Lally School of Education Building maintains a list of "closed districts", those that have requested that students <u>do not</u> contact them directly. All requests for placements in "closed districts" must go through the Field Placement and Advisement Office. Students should make their request to the course instructor, who will then pass that request on to the Field Placement and Advisement Office. Student requests must be made within the <u>first two weeks</u> of the semester.

2. Making the initial contact to the placement site.

Once the course instructor has made field assignments, the student should contact the cooperating teacher at the placement site at earliest convenience. In making the initial contact, it is important for the student to share the following information:

- Name
- College attending
- Course for which the field experience is required
- Name of course instructor
- o Number of hours of field experience required
- o Course requirements to be completed within the field experience

The student should ask to schedule an initial meeting at the placement site, to talk with the cooperating teacher about the field requirements, deliver all paperwork and set up a schedule of visits. Because the cooperating teachers are engaged with their own students for most of the day, it is often the case that the CSR student will make several calls to the placement site before actually having the opportunity to speak with the cooperating teacher. In this situation, it is important for students to remain patient and professional. Students should leave

a detailed message with the party who answers the phone or on voice mail. The message should include the information listed above, as well as a phone number and a timeframe when the student is available to take a return call.

3. Documentation of Completed Field Experience

Completion of the required field experience will be documented by submission of the following to the course instructor:

- Time Sheet
- Field Experience Evaluation
- Completed course assignments related to the field experience

The time sheet and evaluation form will be provided to the student by the course instructor. Copies of these forms are contained in Appendix B of this manual.

4. The Importance of Professionalism

Each field experience is a unique opportunity for a student to make a connection with children, teachers and administrators in PK – 12 schools. Students must keep in mind that they are guests in these classrooms. The manner in which they conduct themselves can have a bearing on the type of connections that they make which may influence their future employment in those schools. Furthermore, they are also creating a perception within the community of the College of Saint Rose and may influence teachers' decisions about accepting another student for a field experience opportunity in the future. Students should be sure to demonstrate high standards of professionalism by adhering to the following:

- Maintain a consistent schedule.
 - The staff of the placement site should know exactly when to expect the student. Students should arrive on time.
- o Notify the placement in the event that you are unable to keep scheduled hours.
 - The staff will anticipate the student's participation in the program. If a student cannot keep scheduled hours for some reason, the student should contact the school as early as possible to let the cooperating professional know of the absence.
- Dress appropriately for the setting.
 - Each student will complete field hours in a variety of different types of programs and placements. It is important that the student's manner of dress is consistent with that of other staff in the program.
- Maintain standards of confidentiality
 - In the course of completing field hours, the student may gain knowledge about children that is of a confidential nature. It is important that students maintain standards of confidentiality by not sharing such information with others outside of the classroom.

5. Evaluation of the Field Experience Requirement

The student's conduct within the field experience setting will be evaluated by the cooperating professional. (See evaluation form Appendix B) Course assignments related to the field experience will be evaluated by the course instructor. In order to receive the required course credit for the field experience, the student must:

- o Complete the required number of field hours, as documented by the time sheet.
- Achieve a favorable rating by the cooperating teacher, as documented by the evaluation form.
- Complete field-based course assignments.

All completed timesheets and evaluation forms will be stored in each student's individual file in the Field Placement and Advisement Office. This file will be reviewed when the student applies for student teaching. The student will not be approved for student teaching if he/she has not completed the required number of field hours for each course.

6. Contact Hours

In addition to the completion of required field hours, students must also make sure that during the course of their graduate or undergraduate program, they complete field experience in each of the required contact areas listed on the bottom of the Field Experience Evaluation Form. Forms that students can use to track these required contact areas are contained in Appendix A.

7. Ending your field experience

Just as it is important to begin the field experience in a professional manner, it is important to end the experience in the same way. A student should remind the cooperating teacher a week in advance of the last day in the placement. That would be a good time to give the cooperating teacher the evaluation form and ask that it be returned to the student on the last day in the placement.

Appendix A

Early Childhood Education / Special Education (B-2) Undergraduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Undergraduate students enrolled in the Early Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special Education PreK - K	Special Education Grade 1-2	Early Childhood Education PreK-K	Early Childhood Education 1-2	English Language Learners	High Needs School	Parent Contact
SED 146							
ECE 230							
ECE 231							
SED 260							
SEE 360							
ECE 253							
ECE 385							

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Undergraduate students should use this checklist to make sure that field experience has been completed in each category.

Childhood Education / Special Education (1-6) Undergraduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Undergraduate students enrolled in the Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special Education 1-3	Special Education 4-6	Childhood Education 1-3	Childhood Education 4-6	English Language Learners	High Needs School	Parent Contact
	1-3	4-0	1-3	4-0	Ecamers	3011001	
SED 146							
SEE 245							
SEE 249							
SED 347							
SEE 360							
SEE 380							
SEE 385							
3EE 303							
SEE 386							

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Undergraduate students should use this checklist to make sure that field experience has been completed in each category.

Field Experience Checklist

Childhood Education / Special Education (1-6) Graduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Graduate students enrolled in the Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special	Special	Childhood	Childhood	English	High	Parent
	Education 1-3	Education 4-6	Education 1-3	Education 4-6	Language Learners	Needs School	Contact
EDU 506							
ELE 580							
SED 512							
3EB 312							
SED 517							
SED 566							
022 000							
SED 568							
ELE 585							
ELE 586							
Other							
Other							

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Graduate students should use this checklist to make sure that field experience has been completed in each category.

Adolescence Education / Special Education (7-12) Graduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Graduate students enrolled in the Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special Education	Special Education	Adolescence Education	Adolescence Education	English Language	High Needs	Parental Contact
	7-12	7-12	7-12	7-12	Learners	School	
EDU 506							
SEC 515							
SED 512							
SED 529							
SED 566							
SED 568							
SEC 520-525							
Other							
Other							

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Graduate students should use this checklist to make sure that field experience has been completed in each category.

Special Education (B-2) Graduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Graduate students enrolled in the Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special	Special	English	High Needs	Parent
	Education	Education	Language	School	Contact
	Pre-K or Kdg	Grades 1-2	Learners		
SED 528 (10 hrs.)					
SED 549 (21 hrs.)					
SED 550 (5 hrs.)					
SED 504 - 6 to 7 weeks					

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Graduate students should use this checklist to make sure that field experience has been completed in each category. A copy of this form should be included with the student teaching application.

Special Education (1-6) Graduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Graduate students enrolled in the Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special Education	Special Education	English Language	High Needs School	Parent Contact
	1-3	4-6	Learners		
SED 512 (15 hrs.)					
SED 517 (15 hrs.)					
SED 518 (8 hrs.)					
SED 566 (5 hrs)					
SED 568 (15 hrs.)					
SED 504 - 6 to 7 weeks					

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Graduate students should use this checklist to make sure that field experience has been completed in each category. A copy of this form should be included with the student teaching application.

Special Education (7-12) Graduate Program

Over the course of their core coursework, coursework in advanced pedagogy, and their student teaching experience, Graduate students enrolled in the Childhood Education / Special Education initial certification program must complete field experience in <u>each</u> of the following areas:

	Special Education Middle School	Special Education High School	English Language Learners	High Needs School
SED 512 (15 hrs.)				
SED 519 (15 hrs.)				
SED 529 (8 hrs.)				
SED 566 (5 hrs)				
SED 568 (15 hrs.)				
SED 504 - 6 to 7 weeks				

The level and type of each field experience must be indicated at the bottom of each field experience evaluation form. Graduate students should use this checklist to make sure that field experience has been completed in each category. A copy of this form should be included with the student teaching application.

Appendix B

The College of Saint Rose Albany, New York 12203

Field Experience Time Sheet

Studen	Student									
Studen	t ID #:		Student Date of Birth:							
School	School/Agency			Phone						
Grade((s)			Teacher						
Date	Student Signature	Teacher Signature	# of Hours	Grade Level	Content Area					

Total # Hours:_____

The College of Saint Rose Teacher / Special Education Programs | STUDENT ID # (Required)

Year. Field Experience Evaluation by Host Teacher				, ,				
Section I. Completed by the Student:	_							
Student's Name: Student DOB:								
Course/Number: Course instructor:	Inst	ructor P	h#					
Program: Note Discipline/Concentration								
Section II. Completed by Host Teacher:								
School/Agency: Teacher Name:	_							
Professional Characteristics and Behaviors (CSR Student Learning Outcome 5): Please comment on the ability of the student in each of the following areas. Note whether this is an area of strength or if the student needs improvement. Any comments you can provide to clarify your information are appreciated. 1 = Needs Improvement 2 = Satisfactory 3 = Strong NA = Not Observed or Not Applicable								
Relationship and rapport with pupils	1	2	3	N/A				
Relationship with adults including faculty, staff, administrators, parents	1	2	3	N/A				
Professionalism and responsibility	1	2	3	N/A				
Instructional Planning and Delivery (CSR Student Learning The following areas are appropriate to the needs of the pupils and are consistent with a 1= Needs Improvement 2 = Satisfactory 3 = Strong NA = Not Observed or Not Applic	effec							
1. Planning lessons	1	2	3	N/A				
2. Implementing lessons	1	2	3	N/A				
3. Managing behavior and classroom activities	1	2	3	N/A				
4. Interacting with pupils	1	2	3	N/A				
5. Awareness of pupils' diverse needs	1	2	3	N/A				
Please comment on student's ability to Implement lesson(s) or work with pupils:								
Please comment on the teaching potential of the student:								
Please comment on student's skills or knowledge needing further development:								
Please initial the placement level and any categories of experience the st	uden	t had	in thi	s placement				
Placement Grade Level: Early Childhood Range Childhood Range Infant - Toddler Preschool/K Grades 1-2 or Grades 1-3 Grades 4-6	<u>or</u>	Δ	dolesc	ence Range Grades 10-12				
Categories:Students with DisabilitiesESL Student*Parental ContactHigh N *English is not the students first or primary language *50% or more of st			Sing recei	ve free or reduced lunch				
Signature: Date:	_							

Semester:

The College of Saint Rose Professional Education Programs Conceptual Framework

The College of Saint Rose professional education programs are committee to providing quality teacher preparation for candidates with intent upon meeting the teacher candidate learning outcomes listed below:

Teacher Candidate Learning Outcomes

Candidates in professional education programs at The College of Saint Rose will:

- 1) Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
 - a) structure pupils' learning of that content at levels appropriate to their development;
 - b) apply the content and skill knowledge; and
 - c) continue acquisition of related and new content.
- 2) Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
- 3) Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
- 4) Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills and dispositions of learners.
- 5) Develop and demonstrate personal and professional values that foster:
 - a) the highest ethical standards of the profession;
 - b) intellectual curiosity and open-mindedness;
 - c) understanding and responsiveness to multiple social and global perspectives; and
 - d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.
- 6) Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
 - a) those for whom English is not the primary language;
 - b) gifted and educationally disadvantaged students;
 - c) students with disabilities;
 - d) students with developmental and learning differences; and
 - e) those with different interests, ambitions, and sexual orientations.
- 7) Demonstrate in their practice that oral and written language is a functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.
- 8) Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

Ethics and Professionalism

While it is not the intent of the School of Education at The College of Saint Rose to endorse a specific national organization or the Code of Ethics of a specific organization, it is critical for our students to be aware of ethical principles as they relate to the teaching profession. The "Code of Ethics of the Education Profession" adopted by the National Education Association in 1975 (http://www.nea.org/aboutnea/code.html) and the "Code of Ethics for Educators" articulated by the New York State Department of Education

(http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm) are examples of widely recognized and accepted professional standards. These standards, along with the philosophy and purpose of The College of Saint Rose School of Education, inform the professional qualities expected of a teacher candidate at The College of Saint Rose. Specifically, teacher candidates must evidence professionalism as follows:

Communication Skills

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

Professional Responsibility/Accountability

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

Ethics

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate

- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations

Teacher candidates, their supervisors, and cooperating teachers should discuss the professional qualities required of the field and demonstrated by the teacher candidate. At various points in the student teaching experience, it may be necessary to conduct a formal evaluation of these professional qualities. In such cases, a Professional Qualities Assessment (PQA) Report will be completed in order to document, discuss, and remedy concerns about professionalism.

Professional Qualities Assessment

The Thelma P. Lally School of Education
The College of Saint Rose

Students at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Lally School of Education's Conceptual Framework. As students progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all students prior to completion of professional education programs.

The department faculty will rate students on a 3-point scale in each of the three categories. The scale is as follows:

- Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the student is suited for a professional role in education.
- Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.
- 3 Student's performance in this category is appropriate to the profession.

Each department will establish benchmark points in their programs at which time the faculty will review students in their programs for the performance in these areas. A student who is rated either 1 or 2 in *any* category at the first benchmark point will be notified by a faculty member (designated by the department), and at least two faculty members will meet together with the student to provide feedback and help the student to develop a plan to address the performance issues. Faculty will continue to monitor the student whose professional qualities performance is limited and to provide feedback, make suggestions about career options, and ultimately assess the student's ability to continue in the current program or any program within the School of Education. Thus, once a student has been identified as having performance issues, the professional qualities assessment plan will apply continuously or be adapted to the student's performance requirements within the School of Education, regardless of the program within which the student's performance initially became an issue.

If a student considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the student is enrolled. If the Chair has referred the student for review, then the student may request a review from the Dean.

Professional Qualities Assessment Report

St	tudent's Name		_ Date		
Fa	aculty Member				
	 Student demonstrates less than acceptable be performance and unless the student can dem behavior, faculty have concerns whether the education. Student's current performance is marginal; t level of performance with support and coacl Student's performance in this category is approximate. 	constrate in a student is su he student sh ning.	timely manned ited for a property ould be able to	er a significa fessional role to reach an ac	nt change in e in
	ommunication Skills effectively communicates orally in a constructive writes in a way that is clear, accurate, and profes is respectful in all communications uses appropriate tone, tact, and pragmatics for a demonstrates that s/he has heard what is being some responds to people, work, and challenges in an estimate is respectful in communicating with others solicits and gives feedback engages in collaborative interactions with others uses appropriate conflict resolution skills to ham participates in an open exchange of ideas	ssionally effe professional aid and pract emotionally r	situation ices reciproca nature manne	al listening sl er	3 kills
Pr	rofessional Responsibility/Accountability	Rating:	1	2	3
	attends to and completes academic and profession reflects on his/her own performance accepts, receives, and integrates feedback collaborates with colleagues and works as a tear displays an appearance that is consistent with pushares in the workload of the group or organization is accountable for his/her own work rather than works within the rules and expectations of the group or organization accountable for his/her own work rather than works within the rules and expectations of the group or organization of the group or organization works within the rules and expectations of the group or organization o	m member rofessional ex tion deflecting res roup or organ	spectations sponsibility e nization	lsewhere	
Et	thics Rating	g: 1	2		3
	values, models, and promotes respect for all ind demonstrates awareness and sensitivity to diver recognizes and works within role boundaries with demonstrates honesty and integrity in all situation gives credit where it is due displays professional behavior in terms of languages respects privacy and confidentiality where appromodels intellectual curiosity, open-mindedness, demonstrates a commitment to providing education.	se population thin the profe ons tage and dress opriate and critical a	essional conte s analysis		

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- 1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- 2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- 3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- 4. Special education professionals exercise objective professional judgment in the practice of their profession.
- 5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- 6. Special education professionals work within the standards and policies of their profession.
- 7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- 8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.