VITERBO UNIVERSITY

CROSS-CATEGORICAL SPECIAL EDUCATION

PRACTICUM HANDBOOK
2015-2016
Viterbo University’s School of Education prepares educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century.

Dear Practicum Educator:

On behalf of Viterbo University, we would like to welcome you to the Cross-Categorical Special Education practicum experience.

The practicum is a supervised field-experience opportunity for Cross-Categorical Special Education teacher candidates to observe and participate in diverse educational settings. It will offer you the opportunity to integrate theory and knowledge as you apply the principles, skills, and techniques that have been acquired throughout the sequence of courses that have been completed.

The practicum will bring to life the questions and challenges involved in learning to teach children with diverse needs, deepening your understanding of the methods, strategies, and practices involved with facilitating social, emotional, and cognitive development.

Upon conclusion of your practicum experience, you will have acquired the skills, knowledge, and dispositions that are the hallmark of successful Cross-Categorical Special Education teachers.

We thank you for representing Viterbo University in your service to students, staff, and community.

________________________________________

Dr. Ted Wilson, Dean
College of Education, Science, and Mathematics

__________________________

Ruth Badciong, Ed. D.
Program Specialist
Table of Contents

Welcome Letter .................................................................................................................. 1
Practicum Checklist .......................................................................................................... 3
Application for Admission to Practicum ......................................................................... 4
Practicum Log ..................................................................................................................... 6
Practicum Observation Form ............................................................................................... 9
Reflection ............................................................................................................................ 13
Appendices .......................................................................................................................... 14

Council for Exceptional Children Initial Level Educator Standards ......................... 15
Wisconsin Foundations of Reading Test Information ...................................................... 18
Praxis II Middle School Content Exam (5146) Information ........................................... 20

Return all materials to: Viterbo University, ATTN: Ruth Badciong, Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601

Questions: Call (608) 796-3388 or email Ruth Badciong at rebadciong@viterbo.edu
1. Students are responsible for obtaining a supervised practicum placement within the emphasis area (SLD, CD, EBD) and developmental level (MC-EA, EA-A) of the desired licensure.

2. Students are responsible for obtaining an appropriately licensed special education mentor teacher, school psychologist, or director of special education to provide on-site supervision of the practicum experience. Appropriate licensure requires the mentor teacher to meet the following requirements:
   - must possess the same special education license endorsement that the practicum teacher is seeking
   - a minimum of three years teaching under the licensure that the practicum teacher is seeking
   - a minimum of one year employment in the current position.

3. Register for class online via VitNet.
   - Application Deadlines: December 1st (for Spring); May 1st (for Summer); August 1st (for Fall)


5. Engage in weekly online discussion forums that allow you to reflect on the practicum experience. Discussions will be a weekly requirement throughout the duration of the practicum.

6. Consult with your mentor teacher to arrange for [1, 2, 3] observations. Within 2 days of the observation you must conference with your mentor teacher to discuss the strengths and areas of improvement that were present in your observation(s).

7. Contact your practicum instructor at Viterbo University to schedule [1, 2, 3] phone conferences(s) following mentor teacher observations. The phone conference must include the practicum educator, mentor teacher, and the instructor.

8. Log hours and activities that contribute to the practicum experience. Hours must total a minimum of [50, 100, 150].

9. Within two days of the conclusion of the practicum, return the practicum observation Form, Practicum Log, and Reflection to your instructor.
Application Deadlines:
December 1st (for Spring)
May 1st (for Summer)
August 1st (for Fall)

Viterbo Practicum Educator:
Name: ____________________________
Address: __________________________
City/State/Zip: ______________________
Phone: ___________________________
Email: ____________________________
Employer: __________________________

Student’s area of desired emphasis within the Cross-Categorical licensure (circle one):
Specific Learning Disabilities (811)
• 72- Middle Childhood (MC)-Early Adolescence (EA)
• 73- Early Adolescence (EA)- Adolescence (A)
Cognitive Disabilities (810)
• 72- Middle Childhood (MC)- Early Adolescence (EA)
• 73- Early Adolescence (EA)- Adolescence (A)
Emotional/Behavioral Disabilities (830)
• 72- Middle Childhood (MC)- Early Adolescence (EA)
• 73- Early Adolescence (EA)- Adolescence (A)

Semester of supervised practicum: Spring Fall Summer (Please circle)
Year: 2015 2016 2017 2018 (Please circle)

I have located an appropriately licensed teacher to be my mentor teacher for my add-on Cross-
categorical Special Education License*. 
Mentor teacher’s name is:

Name:____________________________________________________________
School District:_____________________________________________________
School Address:_____________________________________________________
City/State/Zip:_______________________________________________________
Phone:____________________________________________________________
Email:_____________________________________________________________
Number of years teaching:____________________________________________
Grade/age practicum teacher will be working with:________________________

It is required that all cross-categorical coursework be successfully completed before you will be permitted to participate in the practicum. It is recommended that the Praxis II exam and the Wisconsin Foundations of Reading Test be passed prior to registering for the practicum. You should provide your mentor teacher with copies of all relevant forms that are provided in the handbook. Your Viterbo University practicum course instructor will consult with you and your mentor teacher [1, 2, 3] times during the practicum. The Viterbo University program specialist will consult with you and your mentor teacher upon conclusion of the course.

The following is an outline of the practicum expectations:

1. Your supervised practicum will take place for [50, 100, 150] hours in a special education environment serving students with diagnosed disabilities that are in the area of licensure and developmental range that you are seeking licensure.
2. Practicum hours must take place in a classroom that is under the supervision of a mentor teacher, school psychologist, or director of special education.
3. Upon enrolling in the practicum you will be taught the process of logging hours.
4. Your mentor teacher must have the same license that you are earning.
5. Your mentor teacher must have at least three years of experience in the field and at least one year of experience at the current school.

We agree to work together and attest that the cooperating teacher does have appropriate licensure*:

__________________________________________  ___________________________
Practicum Teacher, Date                                 Mentor Teacher, Date

* Appropriate licensure requires the mentor teacher to meet the following requirements:
1. must possess the same special education license emphasis that the student is seeking
2. a minimum of three years teaching under the licensure that the student is seeking
3. a minimum of one year employment in the current position.
Log each day/time that teaching duties are performed within the expectations of the Cross-Categorical Special Education Practicum. The mentor teacher will be asked to verify these days/times upon completion of the practicum experience.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub Total:
<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub Total:

Duplicate page as necessary
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Total Hours of Practicum Experience</th>
</tr>
</thead>
</table>

Student: as a reminder, you will need to complete _____ hours to complete your practicum.

Signature of Mentor Teacher: ________________________________________________________________

(Signature indicates verification of hours and experience)

School/District: ________________________________________________________________

Indicate the area of disability that was the primary focus of the above practicum hours:  SLD  CD  EBD

Identify the developmental range of the students that were the primary focus of the above practicum hours:  MC-EA (age 6 ½- 12/13)  EA-A (age 10-21)

Return all materials to: Viterbo University, ATTN: Ruth Badciong, Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601
Mentor Teacher: Please circle D, P, B, M, or N/O and add comments (comments are required). Rate the educator as an initial Cross-Categorical educator, not as an experienced professional.

- **D** = Distinguished (Performs as a competent Cross-Categorical educator)
- **P** = Proficient (Performs as a beginning Cross-Categorical educator)
- **B** = Basic (Performs with basic competency; regular supervision is required)
- **M** = Minimal (Performs with minimal competency; more practice and/or education is recommended)
- **N/O** = Not observed

<table>
<thead>
<tr>
<th>Evidence</th>
<th>D</th>
<th>P</th>
<th>B</th>
<th>M</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>D</td>
<td>P</td>
<td>B</td>
<td>M</td>
<td>N/O</td>
</tr>
<tr>
<td>2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</strong></td>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>P</td>
<td>B</td>
<td>M</td>
<td>N/O</td>
<td></td>
</tr>
<tr>
<td><strong>4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions</strong></td>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>P</td>
<td>B</td>
<td>M</td>
<td>N/O</td>
<td></td>
</tr>
<tr>
<td><strong>5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</strong></td>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>P</td>
<td>B</td>
<td>M</td>
<td>N/O</td>
<td></td>
</tr>
<tr>
<td><strong>6. Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</strong></td>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>P</td>
<td>B</td>
<td>M</td>
<td>N/O</td>
<td></td>
</tr>
</tbody>
</table>
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

<table>
<thead>
<tr>
<th>D</th>
<th>P</th>
<th>B</th>
<th>M</th>
<th>N/O</th>
</tr>
</thead>
</table>

**Evidence**

**Viterbo Standard**

The student teacher demonstrated knowledge, skills, and dispositions which facilitated:

A. Use of reflection and evaluation of practice as a means for continuous improvement
B. Exhibits openness and is receptive to guidance
C. Exhibits joy in teaching
D. Demonstrates the Viterbo Core Values of hospitality, service, integrity, contemplation, and stewardship.

<table>
<thead>
<tr>
<th>D</th>
<th>P</th>
<th>B</th>
<th>M</th>
<th>N/O</th>
</tr>
</thead>
</table>

**Evidence**

Comments: Please provide additional comments below and feel free to add an additional page if necessary. Thank you for sharing your expertise with the practicum educator.
Indicate the area of disability that was the primary focus during this observation:  SLD  CD  EBD

Identify the developmental range of the students that were the primary focus during this observation:
MC-EA (age 6 ½ - 12/13)  EA-A (age 10-21)

<table>
<thead>
<tr>
<th>Date</th>
<th>Mentor Teacher Signature</th>
<th>Total Hours</th>
<th>Recommended Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Signature implies this evaluation has been discussed, and is in agreement)

<table>
<thead>
<tr>
<th>Date</th>
<th>Viterbo Practicum Educator Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Signature implies this evaluation has been discussed, and is in agreement)

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructor /Program Specialist Signature</th>
<th>Letter Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return to: Return all materials to:  Viterbo University, ATTN: Ruth Badciong, Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601

Questions:  Call (608) 796-3388 or email Ruth Badciong at rebadciong@viterbo.edu
Indicate the area of disability that was the primary focus of the practicum: SLD  CD  EBD

Identify the developmental range of the students that were the primary focus of the practicum:
MC-EA (age 6 ½- 12/13)  EA-A (age 10-21)

Based upon your practicum experiences, reflect upon the following questions/statements.
Provide a response to each question. Please type your responses on a separate sheet of paper.

1. How did this experience contribute to formulating my beliefs about how students learn?
2. How did I create a positive learning environment for all students?
3. How did I customize learning to meet the needs of all students?
4. What informed my instructional decisions?
5. How did I give feedback to my students about how well they were doing or how they could improve?
6. What was special or unique about my teaching?
7. How will I continue to improve my teaching?
8. Explain your experiences participating/observing in IEP meetings?
9. Describe the significance your most memorable moment that occurred during the practicum.
10. Describe how the students and staff will remember you.

Return all materials to: Viterbo University, ATTN: Ruth Badciong, Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601
APPENDICES

FSPA, Franciscan Sisters of Perpetual Adoration, The Founding Community
Council for Exceptional Children  
Initial Level Special Educator Preparation Standards

Standard 1: Learner Development and Individual Learning Differences.
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
   1.1 understand how language, culture, and family background influence the learning of individuals with exceptionalities.
   1.2 use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
   2.1 through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
   2.2 use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
   2.3 know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
   3.1 understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities Transformative Scholar-Practitioners Habits of Mind Advocacy Democracy and Community
   3.2 understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
   3.3 modify general and specialized curricula to make them accessible to individuals
Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 select and use technically sound formal and informal assessments that minimize bias.

4.2 use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1 consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 teach to mastery and promote generalization of learning.

5.7 teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 understand how foundational knowledge and current issues influence professional practice.
6.3 understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 advance the profession by engaging in activities such as advocacy and mentoring.
6.6 provide guidance and direction to para-educators, tutors, and volunteers.

Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 use the theory and elements of effective collaboration.
7.2 serve as a collaborative resource to colleagues.
7.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Viterbo University Core Values:

In keeping with the tradition of our Franciscan founders, we hold the following core values:

- Contemplation, reflecting upon the presence of God in our lives and work
- Hospitality, welcoming everyone we encounter as an honored guest
- Integrity, striving for honesty in everything we say and do
- Stewardship, practicing responsible use of all resources in our trust
- Service, working for the common good in the spirit of humility and joy
Wisconsin Foundations of Reading Test

Educators applying for the Cross-categorical (801) license are required to pass the Foundations of Reading Test.

The http://www.wi.nesinc.com/ website includes all the practice testing materials, registration information, and policies for the Foundations of Reading Test.

Quick Facts About the Foundations of Reading

Test: Format .......................................................... Computer-based test (CBT); 100 multiple-choice questions, 2 written assignments

Time............................................................... 4 hours

Test Dates.......................................................... By appointment, year round. Test appointments are available on a first-come, first served basis.

Test Sites.......................................................... CBT sites are located nationwide.

Passing Score...................................................... 240

Test Fee............................................................ $155 ($125 test fee, $30 registration fee)

Score Reporting.................................................. Your score report will be released within five (5) weeks of testing.

Testing Policies................................................... When you register you must agree to abide by all rules. All policies are shared on the website.

Retake Policy...................................................... Examinees may retake the test. If you wish to retake a test, you must complete the registration process again. You must wait 30 days before retaking a test.
Score Reporting........................................ Your test scores are reported to you, to the state through which you registered, and to any other state(s) and/or institution(s) that you indicated as a score recipient when you registered.

Getting score reports................................... Your score report will be e-mailed to you, if you requested this service when you registered. Score reports are also posted to your account for 45 days as PDF documents, which you may view, print, and save for your records. Your account also contains your complete testing history, including each test you’ve taken and the test date.

Preparation............................................... The website includes resources to assist with test preparation.

Reporting Passing Scores
To Viterbo University.................................. Send a copy of your score report to the Program Specialist, Ruth Badciong, at the address below.

Return all materials to: Viterbo University, ATTN: Ruth Badciong, Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601

Questions: Call (608) 796-3388 or email Ruth Badciong at rebadciong@viterbo.edu
Students will need to earn a passing score on the Praxis II Middle School Content Knowledge Exam. It is designed to measure knowledge and higher-order thinking skills of prospective middle school teachers.

The 120 multiple-choice test questions focus on the four subject areas that are considered central to all education: literature and language studies, mathematics, history/social studies, and science. Test questions are arranged in the test book by subject area; an index on the back page of the test book lists the subject order and page locations.

The Wisconsin Department of Public Instruction has selected this test for educators seeking a Cross-categorical Special Education License. Students will need to have their scores sent directly to Viterbo University by selecting the Viterbo recipient code RA 1878. The link to the Educational Testing Service is www.ets.org/praxis. ETS is the only company that provides this exam, and they offer it on a frequent basis.

Students are able to register for the Praxis II on ETS's website or by calling them directly at 1-800-772-9476. Students must pass the Praxis II before being recommended for licensure.

Send a copy of your passing score report to the Viterbo University Cross-Categorical Program Specialist, at the address below.

Return all materials to: Viterbo University, ATTN: Ruth Badciong, Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601

Questions: Call (608) 796-3388 or email Ruth Badciong at rebadciong@viterbo.edu
FSPA, Franciscan Sisters of Perpetual Adoration, The Founding Community