Field Experience and Demonstration Teaching Handbook

Teacher Preparation Program With a Master of Arts in Teaching (MAT) Special Education
Walden University
The Richard W. Riley College of Education and Leadership
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401


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Section 1. Introduction

Teacher candidates (hereafter referred to as “candidates”) in Walden University’s Teacher Preparation Program With a Master of Arts in Teaching (MAT) in Special Education have four types of field experience within the program: Virtual Field Experiences (VFE®s), classroom-based Early Field Experiences (EFEs), Intensive Field Experiences (IFEs), and Demonstration Teaching.

This handbook describes the structure and timing of the classroom-based field and Demonstration Teaching experiences, and the related policies that candidates must follow to be successful. For more information about VFE, candidates should refer to the Teacher Preparation Program With a Master of Arts in Teaching (MAT) Candidate Guidebook.

Please note: Walden University reserves the right to make program changes as needed in order to offer the highest quality program.

The Richard W. Riley College of Education and Leadership

The following vision and mission statements represent the commitment of The Richard W. Riley College of Education and Leadership at Walden University to pursue academic excellence, embrace rich diversity, value all stakeholders, and encourage civic responsibility through the promotion of positive social change. For graduates to cultivate habits of lifelong learning and continuous advancement of their knowledge, Walden considers it essential that these statements guide the university to seek to help ensure the quality and synergy of Walden programs.

Vision

The Richard W. Riley College of Education and Leadership fosters a dynamic and diverse network of educational leaders who seek to support learners globally by leveraging the power of teaching and technology and who are committed to the pursuit of positive social change through education.

Mission

The Richard W. Riley College of Education and Leadership provides access to high-caliber programs that prepare learners as scholar-practitioners and leaders who can inspire, influence, and impact their diverse communities by helping to meet the challenges and opportunities of education worldwide.
Conceptual Framework

In collaboration with the professional community, Walden University has developed a conceptual framework in collaboration with the professional community that articulates the shared vision of the educator preparation provider’s (EPP) efforts to prepare educators to work in PreK–12 schools. The conceptual framework provides a philosophical foundation and serves as a guide for decision making within the EPP.

Critical Components

Eight critical components were identified to serve as EPP outcomes or institutional standards based on professional standards, the guiding philosophy, and the vision and mission at the EPP and institutional levels. The university believes these critical components distinguish Walden candidates from those who graduate from other institutions.

- Teaching and Lifelong Learning
- Research With Application
- Reflective and Analytic Thought
- Leadership
- Collaboration
- Communication
- Diversity
- Social Change
**Educator Preparation Provider Outcomes**

The Educator Preparation Provider Outcomes include the eight critical components identified in the conceptual framework and three additional EPP outcomes that address professional disposition and proficiencies in diversity and technology.

The college expects candidates to successfully demonstrate each of these eight critical components upon completion of the programs:

1. **Teaching and Lifelong Learning.** Demonstrate current knowledge and skills with the understanding that educators are lifelong learners who continually add to their knowledge and skills.

2. **Research With Application.** Analyze educational issues in light of current research and best practice through Walden University’s scholar-practitioner model.

3. **Reflective and Analytic Thought.** Reflect on and analyze educational issues in light of current research to inform best practice in PreK–12 classrooms.

4. **Leadership.** Demonstrate leadership to build a shared vision for effective teaching and learning that positively impacts all stakeholders within a given educational community.

5. **Collaboration.** Demonstrate collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning environment.

6. **Communication.** Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.

7. **Diversity.** Act in ways that honor multiple perspectives and affirm the dignity and respect of all individuals internal and external to the learning environment.

8. **Social Change.** Demonstrate the skills and professional dispositions that advocate for social change to make a positive impact where the educator works and lives.

Candidates are also expected to demonstrate the following additional EPP outcomes addressing professional dispositions:

9. **Diversity Proficiencies.** Create educational opportunities that are adapted to diverse learners and remove barriers that inhibit learning.

10. **Professional Dispositions.** Build meaningful relationships to improve student learning by effective planning, communication, use of assessment data, and high-caliber delivery of instruction.

11. **Technology Proficiencies.** Design and develop learning environments that integrate various technology tools and applications, connect technology usage to content areas, and embed technology into assessment strategies.
Program Goals and Outcomes

The paramount goal of The Richard W. Riley College of Education and Leadership’s Teacher Preparation Program with an MAT is to produce well-prepared teachers who are capable of effectively teaching and raising the achievement levels of their students and who do so in concord with family and community.

Walden expects prospective teachers to be reflective practitioners who demonstrate the following:

- **KNOWLEDGE** of content, pedagogy, and management, as well as of people and cultures.
- **HUMAN RELATIONS SKILLS** for working with all people regardless of race, religion, gender, or special needs.
- **PROFESSIONALISM** through ethical conduct, confidentiality for both students and colleagues, and professional growth and development through participation in ongoing professional activities that begin now and last a lifetime.

This program focuses on students with exceptionalities and how they learn, rather than covering content isolated from students and their way of interacting with the world. That purpose means that successful teachers must have an understanding of the performance skills required by the Minnesota Professional Educator Licensing and Standards Board’s Standards for Teachers of Special Education (Rules 8710.5000 for core skills, 8710.5050 for academic and behavioral strategists). Successful teachers must also be able to integrate that understanding with student-centered, developmentally appropriate instructional and assessment strategies as indicated in the standards set forth by the Council for Exceptional Children (http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards) and the Minnesota Standards of Effective Practice (Rule 8710.2000).

Program Learning Outcomes

The Learning Outcomes of the MAT in Special Education are continually assessed throughout the program.

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- The teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.
- The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
• The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

• The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

• The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

• The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

• The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

• The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Candidates are given many opportunities to develop and refine their teaching skills through varied field experiences, both classroom-based and virtual. The capstone of these experiences is Demonstration Teaching, which is important for several reasons:

1. Demonstration Teaching provides an avenue for candidates to develop and refine their teaching skills in real-world classrooms with an effective teacher and building principal as their guides. Candidates have the opportunity to practice and become proficient in the use of new teaching skills and knowledge to gain understanding of the collaborative opportunities available when they are part of a faculty.

2. Candidates receive regular, detailed feedback about their teaching performance from their Walden university supervisor, as well as continual feedback and support from their cooperating teacher. Demonstration teaching provides a real-world environment where theory and practice merge and become indistinguishable from each other.

3. Demonstration Teaching is a Minnesota state requirement that candidates must successfully meet in order to become eligible for licensure.

**Notes on Licensure**

Walden University is approved by the Minnesota Professional Educator Licensing and Standards Board to offer the Master of Arts in Teaching which leads to Minnesota licensure in special education (K-21). However, before Walden can recommend a candidate for teacher licensure, the candidate must also pass the required exams for Minnesota licensure adopted by the Minnesota Professional Educator Licensing and Standards Board, undergo a Minnesota background check, and complete any other Minnesota Professional Educator Licensing and Standards Board requirements beyond completion of Walden’s state-approved teacher preparation program.
Individuals interested in pursuing teacher licensure in states other than Minnesota may qualify for a comparable license by virtue of completing the Walden Minnesota-approved teacher preparation program; however, individuals must review their state’s teacher licensing regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Prospective students seeking to be licensed in states other than Minnesota must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Individuals enrolling internationally must be supervised by a teacher with a valid US state teaching license, in a school that follows a US-based curriculum at the appropriate grade level for the license. Prospective students must check that the program is accepted for teaching credential in the state they intend to apply for licensure.

Walden enrollment advisors can provide general information on state licensure; however, it remains the individual’s responsibility to understand and comply with all licensure requirements in the state they wish to teach. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

**For Candidates in Alabama and Washington State**

- Prospective Alabama candidates: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 1-334-242-9935 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

- Prospective Washington state candidates are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

**Supporting Student Services**

**The Office of Disability Services**

Walden University’s Office of Disability Services is dedicated to providing barrier-free access to Walden’s educational services. Walden will work with candidates to provide personalized support services and accommodations for disabilities. If assistance is needed, candidates should visit the Disability Services web page (http://www.waldenu.edu/experience/support-services/disability-services) and contact the Office of Disability Services as soon as possible in the program.
If candidates anticipate the need for disability-related accommodations during field experiences, they must contact the Office of Disability Services (disability@mail.waldenu.edu) at least 2 weeks before matriculation into the program. The disability services staff will work with candidates and the Office of Field Experience (OFE) to help ensure that field placement sites are prepared to accommodate them. Failure to officially request accommodations through Walden’s Office of Disability Services in a timely manner will delay a candidate’s field placement.

**Career Services Center**

The Career Services Center offers resources and advice to help candidates navigate their career paths. Taking a proactive approach to developing and managing a career is an important part of lifelong learning. Whether candidates are looking to change jobs or enhance their current professional role, the center encourages goal setting, professional network building, and active stewardship of career progress from the very start of an academic program.

For more information or to schedule a counseling appointment, candidates should visit the Career Services Center website at [http://academicguides.waldenu.edu/careerservices/home](http://academicguides.waldenu.edu/careerservices/home)

For information on costs, occupation types, completion rates, and median loan debt for this program, candidates should visit [www.WaldenU.edu/teacherprep](http://www.WaldenU.edu/teacherprep).

**myWaldenAlumni**

myWaldenAlumni is a platform for alumni to network with fellow alumni who may be potential career contacts and mentors through Walden’s free online alumni directory. Candidates may also gain access to Walden’s free alumni library services and find out about special leadership opportunities and ways to stay involved. For more information, candidates should visit [http://www.mywaldenalumni.com/s/1277/start.aspx](http://www.mywaldenalumni.com/s/1277/start.aspx).
Section 2. Key Information for Field Experiences and Demonstration Teaching

Roles and Responsibilities

Teacher Candidate

Teacher candidates are those individuals who are enrolled in the Teacher Preparation Program with a Master of Arts in Teaching (MAT) with a specialization in Special Education at Walden University. They are required to complete Virtual Field Experiences (VFE®s) and classroom-based field experiences, as well as Demonstration Teaching (student teaching), which is the culminating field experience requirement.

During Demonstration Teaching, candidates experience the full role and meaning of teaching in real-world PreK–21 settings. During Demonstration Teaching and in collaboration with cooperating teachers (defined below), candidates share the instructional responsibilities of a classroom. They work with colleagues, parents, and administrators in becoming competent and capable teachers. Candidates learn and practice the skillful art of teaching, under the guidance of a cooperating teacher with supervision from a university supervisor.

Host Teacher

Host teachers (HTs) are full-time, licensed special education teachers who are responsible for supervising the candidates assigned to them during classroom-based field experiences, both Early Field Experiences (EFEs) and Intensive Field Experiences (IFEs). The host teacher must be recommended by the principal or district according to local policy. They provide opportunities for candidates to observe their classroom, complete early teaching experiences, and fulfill their course-based application assignments. Host teachers will be asked to complete an evaluation on candidates’ knowledge, skills, and professional dispositions. They also verify the number of hours candidates spend in the field. Candidates are responsible for submitting an evaluation and a time sheet for verification in their ePortfolio.

Cooperating Teacher

Cooperating teachers are full-time, licensed special education teachers who are responsible for the direct, day-to-day supervision of candidates assigned to them during Demonstration Teaching. They provide appropriate professional experiences for candidates and help gather objective data on their teaching effectiveness. Cooperating teachers share their expertise in teaching as they guide the Demonstration Teaching experience. The cooperating teacher and
University supervisor are members of a team that facilitates professional clinical experiences for candidates. Together, they share responsibility for continuous improvement of candidate preparation.

Cooperating teachers complete a Demonstration Teaching Evaluation and an evaluation regarding candidates’ professional dispositions. They also verify, at the conclusion of the Demonstration Teaching experience, the number of weeks candidates spent in the field.

University Supervisor

University supervisors are part-time faculty members at Walden University in The Richard W. Riley College of Education and Leadership who are assigned to candidates during IFEs and Demonstration Teaching. They spend much of their time in school settings, working with candidates. They share, with host and cooperating teachers, the responsibility for the professional growth of candidates. Much of a university supervisor’s time is devoted to working collaboratively with school personnel in designing and implementing the most appropriate and effective experiences for each candidate.

Program Director

The program director is a faculty member in the Richard W. Riley College of Education and Leadership at Walden University. The program director is responsible for overseeing instructional faculty, guiding the curriculum of the programs, and, ultimately, for ensuring that candidates meet all requirements prior to recommendation for licensure. The program director also collaborates with candidates, instructors, the Office of Field Experience (OFE), academic advisors, and the dean for educator licensure programs to resolve problems and concerns.

Academic Coordinator

The academic coordinator is a faculty member in The Richard W. Riley College of Education and Leadership at Walden University. The academic coordinator is ultimately responsible for overseeing the program, the course content and the tracking candidates’ progress through the program. The academic coordinator supervises the university supervisors and course faculty. The academic coordinator also collaborates with candidates, instructors, the OFE, program directors and the dean for the School of Higher Education and Professional Licensure to resolve problems and concerns.

Nondiscrimination and Sexual Harassment Policies

In Walden’s Code of Conduct, the university maintains the following nondiscrimination and nonharassment policies.

Nondiscrimination

Walden University does not discriminate or tolerate discrimination by or against members of the university community on the basis of race, color, national origin, gender, sexual orientation, religion,
age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

**Sexual Harassment**

Title IX of the Educational Amendments of 1972 prohibits sexual discrimination in educational settings. Walden’s Sexual Misconduct policy, which includes policies related to sexual discrimination, sexual harassment, and sexual violence may be found in the Walden Student Handbook and by visiting [https://www.waldenu.edu/experience/support-services/student-safety-title-ix](https://www.waldenu.edu/experience/support-services/student-safety-title-ix).

If you have been a victim of any form of sexual violence, harassment, or discrimination (or know someone who has), whether at a Walden-sponsored event or at your field experience site, your first priority is your own personal safety. After you are safe, please contact either your field experience coordinator or Walden’s Title IX Coordinator. The Title IX Coordinator is responsible for receiving and processing, in a timely manner, reports from students, faculty, staff, and administrators regarding rights and responsibilities concerning Sexual Misconduct in violation of Title IX. Any questions or complaints regarding Title IX may be referred to the Walden University Title IX Coordinator or Deputy Title IX Coordinator or to the Office of Civil Rights.

**Walden University’s Title IX Coordinator**

Title IX Coordinator Gina Dyson, Director, Student Affairs  
Phone: 443-220-7016  
E-mail: gina.dyson@mail.waldenu.edu

Title IX Deputy Coordinator Julie K. Ogren, Associate Director, Student Affairs  
Phone: 612-312-2376  
E-mail: julie.ogren@mail.waldenu.edu

Title IX Deputy Coordinator, Academic Residencies  
RoChelle Gilbert, EdD, Associate Director, Academic Residencies  
Phone: 612-308-9254  
E-mail: rochelle.gilbert@mail.waldenu.edu

**Code of Ethics**

All Walden University candidates are expected to abide by the following Code of Ethics for Minnesota Teachers ([Rule 8710.2100, Subpart 2](https://www.waldenu.edu/experience/support-services/student-safety-title-ix)) while at their placement sites. The standards of professional conduct include the following:

- A teacher shall provide professional education services in a nondiscriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
• In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

• A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

• A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

• A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

• A teacher shall not deliberately suppress or distort subject matter.

• A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher’s own qualifications or to other teachers’ qualifications.

• A teacher shall not knowingly make false or malicious statements about students or colleagues.

• A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Professional Dispositions

Professional dispositions are very important elements in determining a person’s fitness to teach. Both the cooperating teacher and university supervisor will evaluate a candidate’s professional dispositions toward children and teaching. The assessment of professional dispositions is further explained in the Candidate Guidebook, as well as on the Professional Disposition Concern form.

In addition, anyone who interacts with the candidate at any point may file a Professional Disposition Concern form with the director of the college’s OFE, should the candidate’s conduct be egregious enough to warrant it. Just about anyone can file a concern: the school secretary, the custodian, a cafeteria worker, or any university staff member. The university supervisor and/or cooperating teacher will contact the director of the OFE if they have concerns about the candidate’s professional dispositions that cannot be resolved.

Walden University has identified the following professional dispositions:

Professional Conduct

Ethical and Legal Conduct: The candidate demonstrates professionalism as outlined by legal and ethical guidelines within the profession.

• Demonstrates professional behavior as described in Walden’s Code of Conduct.
• Demonstrates ethical behavior as described by professional codes of ethics.

Professional Obligations: The candidate meets professional obligations in a responsible
manner.

- Maintains a strong record of attendance and punctuality, communicating in advance the need for any absence or delay in meeting performance expectations.
- Prepares for professional obligations and meets expected deadlines.

**Professional Appearance and Demeanor:** The candidate demonstrates professional appearance and behaviors in the educational setting.

- Maintains appropriate appearance through professional dress and grooming.
- Approaches teaching and learning tasks with initiative, confidence, and energy.
- Exhibits composure and self-control.
- Demonstrates flexibility in adapting to changing circumstances and student needs.

**Professional Qualities**

**Professional Development/Growth:** The candidate engages in ongoing professional development and growth to improve professional practice.

- Engages in continuous learning through participation in professional development opportunities.
- Applies new ideas to professional practice based on existing data, reflection, and intellectual curiosity.
- Engages in ongoing critical reflection of personal performance to improve professional practice.

**Advocacy:** The candidate advocates for fairness, equity, and social change in the learning environment.

- Displays empathy, fairness, persistence, problem-solving skills, and appropriate risk-taking actions on behalf of others.
- Advocates for the social, emotional, physical, educational, behavioral, and basic needs of others.
- Promotes positive social change to enhance educational opportunities and promote student learning.

**Equity:** The candidate demonstrates culturally responsive practices to create an inclusive learning environment that is respectful of diverse cultures, values, and beliefs of others.

- Displays equitable treatment of others.
  - Sets high expectations for all learners.
  - Treats others with respect and dignity.
  - Recognizes individual differences in teaching and learning.
- Engages in culturally responsive practices in interactions with students, families, colleagues, and communities.
- Creates learning environments that are inclusive; free of bias and discrimination; and respectful of diverse cultures, values, and beliefs.
• Engages families and other stakeholders in planning for individual success.

**Collaboration**

**Collaboration:** The candidate works in collaboration with others to improve student learning and advance the profession.

• Builds partnerships and fosters relationships with stakeholders to improve student learning and advance the profession.
• Collaborates with students, families, colleagues, and the community to promote positive social change.
• Uses technology to enhance collaboration, strengthen partnerships, and foster relationships with others to improve teaching and learning.

**Communication**

**Communication:** The candidate uses effective verbal, nonverbal, and technological communication techniques to foster active inquiry, improve collaboration, and create positive interactions in the learning environment.

• Actively and thoughtfully listens to others.
• Adjusts communication to meet the needs of individual learners and changing circumstances.
• Asks probing, thoughtful questions to elicit meaningful responses.
• Conveys ideas in multiple ways using a professional tone.
• Acknowledges and respects ideas and/or feelings of others; makes others feel welcome, valued, and appreciated in their communications.
• Utilizes technological tools to facilitate communication to improve student learning and relationships with others.

**Professional Liability Insurance**

Many school districts require teachers working in this nation’s schools to carry professional liability insurance. Walden University requires all candidates to purchase and show proof of professional liability insurance in the amount of $1,000,000 per occurrence prior to beginning EFEs. Candidates are responsible for completing the *Professional Liability Insurance Verification* form, which includes documentation of the coverage, during EDUC 6605 - Teacher as Lifelong Learner and Professional Educator, the first course of the program. Candidates must have professional liability insurance coverage throughout all of their field experiences in the program, so candidates may be required to renew their coverage during the program. Examples of the documentation required include an insurance certificate or documentation from a professional organization confirming student membership. The *Professional Liability Insurance Verification* form is located in the ePortfolio.
Some professional organizations offer discounted professional liability coverage as a benefit to their student members. Following is a list of professional organizations that offer liability insurance, as well as other student membership benefits that candidates may want to consider:

- The Association of American Educators (AAE)
- The Council for Exceptional Children (CEC)

**Important note:** Failure to complete the *Professional Liability Insurance Verification* form and provide appropriate documentation will delay a candidate’s placement and will result in a hold being placed on the candidate’s record. The hold will prevent a candidate from registering for the subsequent semester and will delay a candidate’s placement. Once the candidate submits the form and a placement is secured, the hold will be removed and the candidate will be registered for the next semester of courses.

**Criminal, Sex Offender, and Other Background Checks**

The Richard W. Riley College of Education and Leadership at Walden University does not require candidates to submit a background and sex offender check; however, candidates must inform themselves if any of these checks are necessary in the state for which they are seeking licensure. For specific information and recommended actions steps, candidates should review the *Teacher Preparation Program With a Master of Arts in Teaching (MAT): Guide to Background Checks* document that was provided during the admission process. All candidates are required to submit a signed acknowledgment form stating that they received this information.

Because each site may have different requirements for observers or volunteers regarding criminal, sex offender, and other background checks, it is important for candidates to discuss this issue with the site as soon as they are notified by the OFE of an impending placement. Walden urges all candidates to have background checks completed.

**Proof of Immunization and Tuberculosis Clearance**

Some placement sites will require recent proof of tuberculosis (TB) clearance and immunization to specified diseases. Candidates should be prepared to provide any needed documentation.

**Dependent Care**

While conducting field experiences, Walden University teacher candidates are considered an invitee at their approved placement site, and time spent at the site must be focused on completing the field experience and program requirements. Therefore, teacher candidates are not allowed to bring their dependent child or other family member to their placement site during field experiences or demonstration teaching unless the dependent is an enrolled student at the placement site. If the dependent is an enrolled student at the placement site, the teacher candidate must complete all requirements in a classroom other than the one in which his or her dependent child is enrolled or other family member is present.
Section 3. Field Experiences

Types, Levels, and Student Disability Category in Field Experiences

Each teacher candidate actively engages in four different types of field experience: Virtual Field Experience (VFE®), Early Field Experience (EFE), Intensive Field Experience (IFE), and Demonstration Teaching. The three types of field experience are discussed in this section of the handbook. Demonstration Teaching is discussed in the section that follows.

These experiences take place across three different levels (elementary, middle, high school) to cover the scope of the license. Each candidate will have experience working in mild to moderate settings with students in the following disability categories: autism spectrum disorders, specific learning disabilities, emotional or behavioral disorders, other health disorders, and developmental cognitive disorders. Except for the field experience associated with EDUC 6627 - Foundations of Literacy, each classroom in which a candidate is placed must include at least one student who has special needs.

Virtual Field Experience

VFE is an organized, purposeful, and thought-provoking experience that allows Walden teacher candidates to see authentic practices demonstrated by teachers across the United States in a variety of real classrooms at multiple levels of learning and with a rich diversity of K–12 students. The VFEs play an important role in the program by offering candidates a guided, focused, and shared experience. The assignments related to the VFE require candidates to view, discuss, apply, and reflect upon experiences in diverse classrooms in terms of race/ethnicity, socioeconomic status, first language, and learning exceptionalities. For each VFE, there is a standards-based viewing sheet with accompanying guiding questions that help focus candidate attention on crucial aspects of the VFE. Total time commitment on the part of the candidate for viewing and completing related assignments is between 3 and 6 hours.

Candidates complete VFE during all semesters of their program. In the first semester, the VFE is the only field experience required.

In all subsequent semesters (except for the final semester when Demonstration Teaching takes place), candidates complete classroom-based field experiences in addition to the VFE.
Early Field Experience

EFE is a multiweek, part-time classroom-based field experience that takes place during the second and third semesters of the program. The Office of Field Experiences (OFE) makes all placements for candidates, ensuring that candidates are placed with qualified host teachers. Classroom observations provide the teacher candidate with the opportunity to observe the host teacher working with students across multiple disability classifications. Candidates also implement learning activities that align with their coursework under the guidance of the host teacher. Candidates will be submitting written papers regarding these activities for grading by their course instructor. Candidates complete a minimum of 60 hours of EFE: 15 hours per course.

Intensive Field Experiences

Candidates must apply to complete the IFEs by completing the Application for Intensive Field Experiences and Demonstration Teaching. IFEs take place in the final semester before Demonstration Teaching. In the IFE, candidates are supervised by qualified and trained university supervisors face-to-face on at least two occasions during the experience. The university supervisors will complete an observation form in the candidate’s ePortfolio after each observation visit during IFE. In most cases, the same university supervisor will supervise the candidate during Demonstration Teaching.

The types of experiences candidates will have during their IFEs will be more complex than the experiences they had during their EFEs and will prepare them for Demonstration Teaching during the subsequent semester. During the semester, candidates will complete a minimum of 45 hours of IFEs and will be expected to successfully complete two major assessments: the Individual Behavior Management Project and the Lesson Planning Project. In addition to the two major assessments, candidates will be implementing a series of Literacy activities that align with their coursework. These activities and the major assessments will be submitted to the course instructor for grading.

Overview of Field Experience and Demonstration Teaching

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Courses and Required Field Experience</th>
<th>Hours</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies</td>
<td>Virtual Field Experience (VFE)</td>
<td>39</td>
<td>Course instructor</td>
</tr>
<tr>
<td></td>
<td>VFE assignments in nine courses total, with 3–6 hours each (includes viewing, discussion, and application/reflection assignment). The courses include:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• EDUC 6605 - Teacher as Lifelong Learner and Professional Educator</td>
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<td></td>
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<tr>
<td></td>
<td>• EDUC 6606 - Today’s Classroom and the Diverse Learner</td>
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<td></td>
</tr>
<tr>
<td>Elementary, Middle, or High School (Level will differ from IFE and DT)</td>
<td>Classroom-Based Early Field Experience (EFE)</td>
<td>15</td>
<td>Host teacher</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Elementary</td>
<td>Classroom-Based Early Field Experience (EFE)</td>
<td>15</td>
<td>Host teacher</td>
</tr>
<tr>
<td>Elementary, Middle, or High School (Level will differ from EFE and DT)</td>
<td>Classroom-Based Intensive Field Experience (IFE)</td>
<td>15</td>
<td>Host teacher and university supervisor (minimum two observations)</td>
</tr>
</tbody>
</table>

- EDUC 6607 - Effective Practice: Assessment, Teaching, and Learning
- EDUC 6608 - Today’s Classroom and the Diverse Learner
- EDUC 6626 - Foundations of Special Education
- EDUC 6627 - Foundations of Literacy
- EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities
- EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning
- EDUC 6638 - Behavior Management to Support Learners With Exceptionalities
- EDUC 6639 - Instructional Strategies for Learners With Exceptionalities

Elementary, Middle, or High School (Level will differ from IFE and DT)

- EDUC 6607 - Effective Practice: Assessment, Teaching, and Learning
- EDUC 6608 - Language and Literacy Development
- EDUC 6636 - Characteristics of Learners With Exceptionalities

Elementary, Middle, or High School (Level will differ from EFE and DT)

- EDUC 6627 - Foundations of Literacy
- EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning
- EDUC 6638 - Behavior Management to Support Learners With Exceptionalities

<table>
<thead>
<tr>
<th>Classroom-Based Early Field Experience (EFE)</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host teacher</td>
<td></td>
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<tr>
<td>Host teacher</td>
<td></td>
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<tr>
<td>Host teacher</td>
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</tr>
</tbody>
</table>

TPP With a MAT Special Education Field Experience and Demonstration Teaching Handbook, 2017
| Focus level identified by candidate: Elementary, Middle, or High School (Level will differ from EFE and IFE) | Demonstration Teaching  
- EDUC 6639 - Instructional Strategies for Learners With Exceptionalities  
- EDUC 6648 - Demonstration Teaching | 12 continuous weeks, full-time | Cooperating teacher and university supervisor (minimum three observations) |

**Note:** Most courses with classroom-based field experiences are not offered during the summer semester.

**The Placement Process for Early Field Experiences and Intensive Field Experiences**

“Placement” for field experience refers to the process of locating and securing a site or school, a classroom, and a host teacher that meet the requirements for classroom-based field experiences. The OFE at Walden University is responsible for finding and approving all field experience placement sites for candidates. To fulfill this responsibility, the OFE collaborates with districts across the United States to assign candidates to their placement sites to complete the classroom-based field experiences.

**Field Experience Guidelines**

- The OFE makes all placements for candidates.
- The OFE ensures all candidates have at least one placement in each of the three levels of the license—elementary, middle, and high school.
- The OFE ensures all candidates have experiences working with students in mild to moderate settings across the disability scope of the Academic and Behavioral Strategist license.
- The OFE ensures candidates are placed in at least one diverse setting.
- The OFE collaborates with districts and schools to make the placement and verify host and cooperating teacher qualifications.
- The OFE tracks all experiences and collects evaluations and assessments of candidate professional dispositions from the candidates’ host teacher (EFE, IFE) and cooperating teacher (Demonstration Teaching).
- All placement data are tracked by the OFE.
- Qualified and trained university supervisors are responsible for face-to-face supervision of each candidate in both the IFE (two visits) and Demonstration Teaching (three visits).
Placement Requirements

If candidates work in an educational setting, they may complete a portion of the classroom-based field experience requirements (EFEs or IFEs) at their place of employment, provided all placement requirements are met, approvals are granted, and the candidate does not plan to also complete Demonstration Teaching at their place of employment. Walden University recommends that all candidates who work in an educational setting contact their school district’s human resources office to discuss the district’s policies regarding employees completing field experience hours. Many districts do not allow candidates to complete field experience hours without using accrued paid time off.

Important note: Walden’s OFE must make formal arrangements with the school or district before candidates may complete field hours in any location, including their own place of employment.

Preferred Placement Form

To be placed in the EFE placement sites, each candidate must complete a Preferred Placement form during EDUC 6605 - Teacher as Lifelong Learner and Professional Educator, the first course of the program. The Preferred Placement form is located in the ePortfolio.

Candidates are responsible for researching and identifying their preferred school districts or organizations in their geographical region and listing their preferred school districts or organizations on the Preferred Placement form.

Note: Failure to complete the Preferred Placement form by the deadline will result in a hold on candidates’ records, preventing them from registering for the subsequent semester, and will delay the candidates’ field experience placement. Once candidates submit the form and a placement is secured, the hold will be removed and they will be registered for the next semester of courses.

The OFE will attempt to place each candidate in a district or organization listed on the candidate’s Preferred Placement form for the EFEs. Once candidates are placed, the OFE will notify them of the placement via the candidates’ Walden e-mail address. Notifications for each of the two semesters will occur prior to the start of the respective semester.

All e-mail communication between the OFE and candidates will take place via the Walden e-mail server, per university policy.
When candidates are notified of an impending placement, the OFE will inform them of any documents the placement site may require. For example, if a candidate is required to complete a criminal history or sexual offender background check, provide proof of immunizations, provide proof of tuberculosis (TB) clearance, or meet any other requirement, the candidate must fulfill the requirements immediately to ensure placement. Failure to fulfill the placement site’s requirements before the experience is scheduled to begin will result in a delayed placement and may require the candidate to postpone registration in the accompanying course(s) until the next offering.

**Important notes:** Walden University does not guarantee candidates will be placed in a district or organization they have listed as preferred on the Preferred Placement form. Additionally, once a candidate is placed, the OFE reserves the right to change the candidate’s placement site and/or host teacher as needed. Walden must arrange all placements.

**Application for Intensive Field Experiences and Demonstration Teaching**

To be placed in IFEs, each candidate must complete the Application for Intensive Field Experiences and Demonstration Teaching. Candidates who plan to complete IFEs during the spring semester (January–April) must complete the application by May 31 of the preceding year. Candidates who plan to complete IFEs during the fall semester (September–December) must complete the application by January 31. The Application for Intensive Field Experiences and Demonstration Teaching is located in the ePortfolio. Candidates should be prepared to upload their résumés when they complete the application. Failure to submit the Application for Intensive Field Experiences and Demonstration Teaching by the deadline will result in candidates deferring their IFE until the following spring or fall semester.

**Placement Expectations**

- Candidates are expected to report to their placement site each week and attach the Field Placement Verification form signed by the host teacher to the required assignment.
- Candidates are expected to create a schedule with their host teacher and notify their host teacher and Walden faculty member if a conflict arises and prevents them from meeting at a scheduled time.
- Candidates are required to submit the schedule for completion of required assignments to their Walden faculty member at the end of the first week.
- Candidates are required to present themselves in accordance with the Code of Ethics for Minnesota Teachers ([Rule 8710.2100, Subpart 2](#)) during each visit and correspondence with a placement site.
  - Review the Code of Ethics in Section 2 of this handbook.
- Professional dispositions, or attitudes, are very important elements in determining a person’s fitness to teach. Host teachers will evaluate a candidate’s professional dispositions toward children and teaching at the end of each field experience. In addition, anyone who interacts with the candidate at any point may file a Professional Disposition Concern form with the director of the OFE, should conduct be egregious enough to warrant it.
Review the professional dispositions for which candidates are assessed in Section 2 of this document. The assessment of professional dispositions is further explained in the Candidate Guidebook, as well as on the *Professional Disposition Concern* form.

- If candidates are unable to complete their courses as scheduled and therefore are unable to fulfill the field experience hours for the term, they are responsible for notifying their host teacher, the Walden University Academic Advising Team, and the OFE.
- Candidates are required to complete the assignments aligned to the field placement.

### Major Assessment or Assignments During Intensive Field Experience

<table>
<thead>
<tr>
<th>Intensive Field Semester</th>
<th>Course Weeks</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6637</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Observe reading lesson and collaborate with host teacher (HT)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administer a word-level assessment under the direction of the HT; develop a lesson plan</td>
<td></td>
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<tr>
<td>3</td>
<td>Week 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teach a lesson; design a comprehension lesson based upon the data and the student’s Individualized Education Program (IEP)</td>
<td></td>
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<tr>
<td>4</td>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teach the comprehension lesson</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observe writing lesson and analyze wiring sample with HT</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>EDUC 6638</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Interview HT and other stakeholders regarding Functional Behavior Assessment and Individual Behavior Plan processes and begin work on a <em>Functional Behavioral Assessment</em>.</td>
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<tr>
<td>7</td>
<td>Week 2</td>
<td></td>
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<tr>
<td></td>
<td>Interview an administrator or lead behavior management person regarding school-wide behavioral supports systems. Observe student and collect behavior data.</td>
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<tr>
<td>8</td>
<td>Week 3</td>
<td></td>
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<tr>
<td></td>
<td>Implement an intervention to address student behavior.</td>
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<tr>
<td>9</td>
<td>Week 4</td>
<td></td>
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<tr>
<td></td>
<td>Complete <em>Functional Behavioral Assessment</em> and design a behavior management plan with the HT</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Self-Assessment for Behavior Management Knowledge and Skills</em></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>EDUC 6639</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Part I: Learning Central Focus: Designing lessons</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Week 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part II: Instructional Strategies: Designing lessons</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plans

Candidates must use the Lesson Plan Template for all lessons observed by the university supervisor during the IFE.

Within 2 days of the visit, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed lesson plan to the ePortfolio. Maintain close communication with the university supervisor.

Candidates must also provide the university supervisor with full plans for the lesson(s) being observed at least 5 days prior to the observation. However, because lesson plans for students with disabilities may change due to individual needs and achievement on any particular day, flexibility in this schedule may be necessary. Further, the day’s full lesson plans need to be available in the classroom each day, accessible to the cooperating teacher, principal/director, and university supervisor.

Role of the University Supervisor in Intensive Field Experiences

The university supervisor is hired by and represents Walden University. As such, the university supervisor is tasked with informing the principal and host teacher of any Walden University expectations and policies relevant to IFEs. Where possible, the same university supervisor will be assigned to support the candidate in both IFE and Demonstration Teaching. University supervisors hold responsibilities that fall into two major categories:

- Being a resource and support to the candidate through regular and consistent observation and feedback
- Serving as a liaison between the university and the field experience site

Qualifications

- A master’s degree in the academic field in which candidates are to be supervised
- At least 3 years of teaching experience
- At least 1 year of teaching experience at the current grade/age level
• Verified teaching experience and licensed in the specialty and at the level of the supervisory responsibilities

Following are the responsibilities Walden expects of a university supervisor.

**Preparation**

1. Successfully complete the university supervisor training.
2. Read this entire handbook. Contact the special education academic coordinator or the director of the OFE with any questions regarding the IFEs or Demonstration Teaching.
3. Meet with the assigned candidate and host teacher.
4. Gather information about the interests, needs, and aspirations of the candidate.
5. Investigate local, state, and school district requirements, policies, and procedures for special education and students with disabilities and their implementation in the school in which the candidate is placed.
6. Gather data concerning the main characteristics of the school in which the candidate is placed.
7. Provide the necessary orientation for candidates concerning their responsibilities.
8. Be prepared to counsel the candidate concerning personal or professional problems that may interfere with teaching responsibilities. Note that on rare occasions, the university supervisor may be involved in helping counsel a candidate out of the teaching profession.

**Supervision and Consultation**

1. Before the first classroom visit, contact the principal/director or assistant principal/director and the host teacher to share everyone’s responsibilities and to plan the candidate’s assignments and classroom observations.
2. Visit the classroom a minimum of two times during the IFE. The first classroom visit is to be scheduled during the first 5 weeks of the IFE in which the MAT Special Education candidates are simultaneously enrolled in EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning. During Weeks 3 and 4, candidates will be teaching lessons and using the assessment data to inform instruction.
3. The second observation is to be conducted during Week 14 of the IFE or Week 4 of the course EDUC 6639 - Instructional Strategies for Learners With Exceptionalities. During this observation, the university supervisor will observe and record one of the two lessons to be included in the major assessment, Lesson Planning Project.
Evaluation

- Communicate with the candidate and host teacher concerning evaluation procedures used for the experience.
  - Review the candidate’s lesson plan reflection in the ePortfolio; score as acceptable or unacceptable.
  - Fill out the Intensive Field Experience Observation form after each of the two observations.
  - Ensure that the candidates understand that they are required to complete the reflection portion of their lesson plan and submit the completed lesson plan to their ePortfolio.
  - Discuss with both the host teacher and candidate the ratings the candidate received on performance and professional dispositions after each lesson observation and during the last week of the experience.
- Communicate frequently with the candidate and host teacher as a means to share feedback, suggestions, and ideas.

Important notes: Share any concerns immediately with both the candidate and the host teacher to give ample opportunity for awareness and correction of problems.
Section 4. Demonstration Teaching

This section of the handbook focuses on the Demonstration Teaching requirements.

Demonstration Teaching (also known as “student teaching”) is an in-classroom, 12 continuous week, full time, face-to-face experience required by the state of Minnesota. It takes place in the final semester and provides candidates with real-world experiences and opportunities to put into practice what they have learned in their coursework. It also provides candidates the opportunity to learn from more experienced teachers and supervisors.

In Demonstration Teaching, candidates gradually assume total responsibility for the classroom including management, curriculum development, daily instruction, and the other duties of a professional educator. This culminating field experience, under the direction of a qualified faculty member, cooperating teacher, and university supervisor, is arranged with a cooperating teacher who has 3 years’ teaching experience with at least 1 year at the current age level and school, current credentials in the special education licensure area, and is recommended by the principal. The candidate must assume full responsibility in the classroom for at least 4 weeks of the placement.

Demonstration Teaching requires a placement at a different level than that of the Early Field Experience (EFE) and Intensive Field Experience (IFE). The teacher candidates complete these 12 weeks on a full-time basis with a schedule that parallels the schedule of the cooperating teacher. To achieve a passing grade in demonstration teaching, candidates must pass all required major assessments during the semester and attain a minimum average score of 3 on a 4 point scale across all rubric criterion in the Demonstration Teaching Evaluation.

Demonstration Teaching may only be completed during the fall or spring semesters. Teacher candidates complete EDUC 6649 - Seminar for Professional Educators concurrently so that they can discuss their Demonstration Teaching experiences and receive additional support from their instructor.

Demonstration teaching is designed to help prepare teachers who are reflective about their work, who are responsive to the needs of their students, and who are willing and able to assume active roles along with other school personnel and community members to shape school policies. Three aspects are of particular importance:

- Candidates are expected to teach and learn during their experiences in the K–21 settings, in the school, and with parents and colleagues. The primary concern is with student learning
and the relevance of classroom lessons, how well they are conducted, how engaging they are, and how successful they are in reaching each and every student.

- Candidates must demonstrate metacognition (i.e., thinking about one’s thinking), reflectively analyzing and modifying their classroom actions, and accumulating evidence of learning from their teaching, including their mistakes.
- Candidates must demonstrate the ability to take risks and experiment with materials and methods that may be new and/or challenging to their cultural and pedagogical knowledge and practice.

**Important notes:**

- Walden University's Master of Arts in Teaching (MAT) in Special Education candidates must complete a 12 continuous week, full time, face-to-face demonstration teaching experience with a concurrent seminar.
- Demonstration Teaching can occur during the fall and spring semesters only.

**Curricular Elements**

The Demonstration Teaching experience consists of the following components: classroom teaching, special education case management supervisory conferences, and a concurrent online seminar.

**Classroom Teaching**

Candidates will gradually assume full responsibility for the instructional program. The central element of the teaching component is the time when the candidates are allowed to teach on a full-time basis under direct supervision of the cooperating teacher. The candidate in the classroom will assume full responsibility in the classroom for at least four weeks of full days. During the gradual assumption of responsibilities, the candidates are expected to assume responsibility for classroom management, including but not limited to the following activities:

- Planning and teaching lessons within the school’s curriculum, using a variety of instructional strategies.
- Assuming the regular duties of the cooperating teacher, under the supervision of the cooperating teacher, as school policy allows. For example, administering assessments, Individualized Education Program (IEP) development and meetings, school-based team meetings, parent conferences, and other duties required of the role of the special educator.
- Providing for the individual needs of students in both planning and evaluation.

Walden University understands the hardships that may be encountered in making arrangements to leave work situations in order to complete Demonstration Teaching requirements. However, it is our responsibility to help ensure that our teacher preparation program fully meets all Minnesota requirements, including preparing candidates to teach the full range of students in the area of licensure for which they are being prepared.
Professional Ethics, Communication, and Collaboration Seminar

A required seminar course, EDUC 6649 - Seminar: Ethics, Communication, and Collaboration: Special Education, accompanies Demonstration Teaching.

The purpose of the seminar is to help candidates clarify and revise their teaching goals and positions on a wide range of educational issues, including those that arise from classroom settings. Because candidates are not being inducted into a particular school setting but rather into the profession as a whole, the seminar is designed to help broaden perspectives on teaching, while at the same time familiarizing candidates with specific methods and procedures to develop competence within the assigned classroom. Consequently, many of the issues that are examined in the seminar are designed to help establish reflective habits of thought—the ability to self-evaluate teaching skills. This skill will provide an intellectual foundation for continued growth as a teacher throughout the candidate’s career. Candidates will complete the Professional Practice Project major assessment using the discussions as the foundation for the narrative that accompanies their revised philosophy, Advocacy Plan, and Professional Development Plan.

The seminar instructors will issue the grade for the seminar course separate from the grade for Demonstration Teaching.

Supervisory Conferences

Two- or three-way conferences provide important learning opportunities for candidates, as well as for cooperating teachers and university supervisors. Supervisory conferences may precede and/or immediately follow observations by cooperating teachers or supervisors. During conferences, cooperating teachers and/or supervisors provide specific constructive feedback about candidates’ performance and determine a plan for improvement as necessary.

Demonstration Teaching Workbook

The Demonstration Teaching Workbook is a tool to guide the candidate and the evaluation of the candidate during Demonstration Teaching. The workbook functions as a communication tool among the candidate, cooperating teacher, and university supervisor. The candidates use the feedback provided to them in the workbook to improve their demonstration of the standards on which the program is based and to help inform their self-evaluation at the end of the Demonstration Teaching placement.

Demonstration Teaching Observation Form

When making formal observations, the university supervisor will provide notes and a completed Demonstration Teaching Observation form, which will be shared and discussed with
the candidate for the purpose of promoting growth. (The observation form is located in the candidate’s ePortfolio.) Within 2 days of the visit, the candidate must submit the reflection portion of the lesson plan implemented during the observation to the ePortfolio.

**Placement Requirements**

Demonstration teaching is a 12 continuous week, full time, face-to-face experience.

**Applying for Demonstration Teaching**

All candidates apply for Demonstration Teaching when they complete the *Intensive Field Experience and Demonstration Teaching Application*. The *Application for Intensive Field Experiences and Demonstration Teaching* is located in the ePortfolio and is described in Section 3 of this handbook.

**Approval for Demonstration Teaching**

The Office of Field Experience (OFE) must approve all Demonstration Teaching and reserves the right to deny any candidate who does not meet program requirements, including those regarding conduct.

**Diversity**

Diversity in field experiences (both classroom-based and Demonstration Teaching) is highly valued. Candidates will be placed in sites that meet diversity criteria, established by the program, in race/ethnicity, socioeconomic status, first language, and learning exceptionalities. At the minimum, candidates will be placed in one site classified as diverse. Candidates are also exposed to a wide range of diverse classroom settings through the VFE and/or other classroom videos in each course.

**Eligibility for Demonstration Teaching**

The Riley College of Education and Leadership is committed to preparing teachers who will be responsive to the moral and intellectual requirements of maintaining a democratic society.

Because of the demands of Demonstration Teaching and the high level at which work is expected, candidates entering Demonstration Teaching must be prepared to perform on a professional level. Thus, the following eligibility requirements for Demonstration Teaching help ensure candidates’ readiness and ability to move into this phase of the teacher preparation program.

Admission into Demonstration Teaching is considered Transition Point Three in the teacher preparation program. (Candidates should see the *Candidate Guidebook* for detailed information on all four transition points.)
Transition Point One: Conditional Teacher Preparation Program Admission

Transition Point Two: Official Teacher Preparation Program Admission

Transition Point Three: Approval for Demonstration Teaching

Candidates must meet all the requirements listed in Transition Point Two, plus the following:

1. Maintain a cumulative program GPA of 3.0 or above to be approved for Demonstration Teaching.
2. Apply for IFEs and Demonstration Teaching. Candidates who plan to complete IFEs during the spring semester (January–April) must apply by May 31 of the preceding year. Candidates who plan to complete IFEs during the fall semester (September–December) must apply by January 31.
3. Candidates provide current professional liability insurance.
4. Successfully complete all program course requirements, with any and all incomplete grades resolved.
5. Have no unresolved professional disposition concerns.
6. Successfully complete the major assessments with a minimum score of 3 on a 4-point scale.
7. Successfully complete the field experience hours, as evidenced by time sheets and host teacher evaluations.

Note: Candidates who began the program in Fall 2017 or after and did not receive a passing basic skills test score will not be approved to begin demonstration teaching. Candidates must contact the Office of Field Experiences or the academic coordinator if they are in this situation

Transition Point Four: Program Completion

If a candidate does not meet a requirement, the candidate has the right to appeal to the program director.

Placement Levels

Because candidates will have extensive field experiences across all levels across the scope of the license (elementary, middle, and high school), Demonstration Teaching may take place at any of the three levels. The level at which a candidate completes Demonstration Teaching must differ from the levels at which the candidate completed EFEs and IFEs.
The school’s designation will be used to determine the type of level. For example, if a sixth-grade classroom is in an elementary school, it will count as an elementary placement; if a ninth-grade classroom is in a middle school, it will count as a middle school placement.

**Placement Requirements**

In addition to the personnel qualifications listed in the Roles and Responsibilities section of this handbook, the following rules must be followed related to Demonstration Teaching placement sites:

- No student in the classroom can be a direct relative of a candidate (including by marriage).
- No person employed by the school can be a direct relative of a candidate (including by marriage).
- Candidate may petition to complete a Demonstration Teaching in their own classroom if they are currently employed in a classroom that meets the conditions above. If candidates are approved to complete Demonstration Teaching in their own classroom, they must also have a designated licensed on-site supervisor (in addition to the university supervisor). The on-site supervisor must meet the conditions for a cooperating teacher. The on-site supervisor will be required to observe and provide feedback on a regular basis as established by Walden University. Please see the guidelines in the Candidates Completing Part of Demonstration Teaching in Their Own Classrooms section of this handbook.
- Demonstration teaching can occur during the fall or spring semesters only.
- Candidates should remember that the OFE must make formal arrangements for all Demonstration Teaching placements.

**Substitute Teaching**

Walden University candidates are not eligible to serve as substitute teachers during the absence of the cooperating teacher or another member of the school’s faculty. Candidates should always have immediate supervision by a licensed educator. This policy also applies to hall duty, lunchroom duty, recess duty, bus duty, and so on. Candidates should assist in these responsibilities, but not in lieu of the cooperating teacher.

**The Placement Process for Demonstration Teaching**

“Placement” for Demonstration Teaching refers to the process of locating and securing a site or school, classroom, and cooperating teacher that meet the legal requirements for Demonstration Teaching. Walden University is responsible for finding and securing all Demonstration Teaching placement sites for candidates. To fulfill this responsibility, the OFE collaborates with districts across the United States to place candidates in their Demonstration Teaching placement sites.

All candidates are required to complete the Application for Intensive Field Experiences and Demonstration Teaching, which is located in their ePortfolio. Once the application is approved, the OFE
will attempt to place each candidate in a district or organization listed on the candidate’s application. However, placement in a preferred site is not guaranteed.

Note that some placement sites or schools require candidates to submit a résumé, as well as complete an in-person interview, before the site, school, or district agrees to host them. In-person interviews are usually scheduled once a site or school has tentatively agreed to host a candidate. Thus, the OFE may submit a candidate’s résumé to the potential placement sites. Interviews may be arranged in one of three ways: A principal or director may make direct contact, the OFE may set up the interview, or the school district office may set up the interview.

Some placement sites may require additional information. Complying with these special requests is the responsibility of the candidate. They may include official transcripts, an application, a writing sample, a criminal background check, and/or proof of immunizations. Candidates should see also the sections on Professional Liability; Criminal, Sex Offender, and Other Background Checks; and Proof of Immunization and Tuberculosis Clearances in Section 2 of this handbook.

During the semester prior to Demonstration Teaching, the OFE will send a confirmation of the Demonstration Teaching placements and the name of the university supervisor to each candidate.

**Roles and Responsibilities**

The following sections describe the main responsibilities of each individual involved in the Demonstration Teaching experience: the candidate, cooperating teacher, and university supervisor. The final section describes the different requirements for candidates who have received approval to conduct Demonstration Teaching in their own classrooms.

**Candidate**

The Demonstration Teaching experience is commonly considered the most important aspect of a teacher preparation program. Obviously, the person who has the most to gain from the Demonstration Teaching experience is the candidate. Because the candidate stands to profit the most, the candidate must contribute the most.

Candidates are expected to fulfill all of the following requirements:
Responsibilities

- Read this entire handbook, including the responsibilities of the cooperating teacher and the university supervisor, so the candidates can better understand what is expected of them as the cooperating teacher and university supervisor carry out their responsibilities to help them.
- Get acquainted with the cooperating teacher and site through a personal meeting. The candidates should also consider meeting the school principal.
  - Provide their contact information and contact information for the university supervisor, to the cooperating teacher. (The Contact Sheet for the Site/School is located on the candidate’s myWalden page.)
  - Obtain the cooperating teacher’s contact information and any other important contact information for the site. (The Contact Sheet for the Teacher Candidate is located on the candidate’s myWalden page.)
- Contact the university supervisor and plan to attend an initial meeting with the supervisor and cooperating teacher.
- Adhere to the Code of Ethics for Minnesota Teachers (Rule 8710.2100, Subpart 2). An ethical violation of any sort may subject the candidate to dismissal from Demonstration Teaching, as well as from the Teacher Preparation Program with a MAT.
- Display a highly professional attitude with respect to confidential information about children and with respect to relationships and practices with colleagues.
- Dress appropriately. The candidate should remember he or she is functioning as a teaching professional.
- Exemplify the attitudes and actions of a teacher.
- Become acquainted with the rules, regulations, policies, curriculum, and facilities of the school to which the candidate is assigned.
- Get to know the neighborhood surrounding the school to understand the students better.
- Learn the roles of administrators, teachers, support staff, and the board of education in determining school policies and in making decisions.
- Display enthusiasm and interest in all phases of the teaching experience.
- Fulfill all obligations with regard to promptness, schedule, and hours required. Candidates should be prepared to teach as planned, showing genuine and active interest in the students’ and teachers’ activities. Candidates should also use and take care of teacher guides, courses of study, textbooks, and other materials entrusted to them.
- Place duties and responsibilities ahead of personal desires. Candidate should consider that their schedule does not belong to them during Demonstration Teaching; they must follow the school’s schedule.
- Log all hours completed on the Demonstration Teaching Time Sheet (located on candidates’ MyWalden page) and share the time sheet with the university supervisor at each of the supervisor’s observation visits. At the end of the experience, candidates should give the completed time sheet to the cooperating teacher to sign and then upload it to their ePortfolio.
• Notify the cooperating teacher and university supervisor immediately if he or she is going to be absent from the Demonstration Teaching assignment. If candidates know in advance that they will be absent while in charge of classroom duties, they should leave detailed substitute plans for the cooperating teacher. Vacations or other personal plans are not a reason to miss any part of Demonstration Teaching. The candidate must complete and submit the *Teacher Candidate Absence* form (located on the candidate’s MyWalden page for every day the candidate is absent from Demonstration Teaching responsibilities. The candidate is required to make up any missed hours.

• Assume supervisory responsibility (e.g., playground, corridors, lunchroom, buses, school events) with the cooperating teacher, but not in place of him or her.

• Interact with nonteaching personnel (e.g., custodians, secretaries, nurses, cooks) and discover how all must relate effectively within the school setting.

• Provide all children with “equal access to education” and treat them as equal in worth.

• Participate in all aspects of the school program (e.g., department and staff meetings, open house or back-to-school nights, parent conferences, in-service meetings). This participation will better enable candidates to be prepared for these activities when they begin their own teaching career. In addition, these activities will allow candidates to enlarge their views beyond the walls of the classrooms and students.

• Function as a regular staff member of the school in terms of arrival and departure times. Candidates should consider themselves, in terms of clock hours, to be a shadow attached to the cooperating teacher.

• Keep the university supervisor informed of the classroom schedule, teaching plans, and any problems that may arise. The university supervisor is the candidate’s ally and an important resource in helping to make the candidate’s beginning teaching experience as successful as possible.

• Accept constructive feedback and regularly engage in self-appraisal.

• Make original contributions to the classroom program within the boundaries set by the existing school curriculum and district, school, and classroom policies, rules, and procedures.

• Realize that cooperating teachers are selected because they are good teachers but that they are also human beings with “human” moments. Treat the cooperating teacher with respect and understanding at all times.

• Realize also that the cooperating teacher is trying to help the candidate. The candidate should take responsibility and accept suggestions graciously.

• Be open in communication with both the cooperating teacher and university supervisor. Ask questions, voice concerns, and give the cooperating teacher and university supervisor the opportunity to help the candidate in the learning process.

• Within two days of the observation, complete the reflection portion of the lesson plan implemented during the observation and submit the completed lesson plan to the ePortfolio.

• Teach lessons with particular attention to individualizing instruction for students with disabilities.

• Evaluate their own performance and professional dispositions by completing a self-evaluation during the last week of Demonstration Teaching. The self-evaluation is the final *Demonstration Teaching Evaluation* in the ePortfolio.
Cooperating Teacher

The cooperating teacher serves as a mentor teacher during Demonstration Teaching. Because cooperating teachers observe the candidates’ performance on a daily basis and under varying conditions, they are best able to provide the continuing on-the-job development that is essential in achieving readiness for handling a classroom alone. In addition, the cooperating teacher is best able to assess the overall effectiveness of the candidate in the full range of classroom responsibilities. The cooperating teacher shares responsibility for continuous improvement of candidate preparation with the University Supervisor. The cooperating teacher must meet the following program requirements.

Qualifications

- A valid Minnesota teaching license, or the equivalent, for their assignments—per Minnesota Rule 8705.1000, Subpart 3.E
- At least 3 years of teaching experience in special education
- At least 1 year of teaching experience at the current grade/age level
- At least 1 year of teaching experience in the school or center
- Recommendation by the site principal or director

An effective cooperating teacher successfully combines the knowledge and understanding of classroom teaching with the skilled guidance and direction of a candidate. As a key person in assuring the success of a teacher preparation program, the cooperating teacher contributes to the teaching profession by assuming a variety of responsibilities for the candidate who is in the classroom.

Walden University encourages cooperating teachers to fulfill all of the following responsibilities:

Orientation

- Get acquainted with the candidate and the candidate’s university supervisor through a personal meeting.
  - Obtain the candidate’s contact information and the contact information for the candidate’s university supervisor. (The Contact Sheet for the Site/School is located on the candidate’s MyWalden page.)
  - Give candidates their contact information and help them obtain other important information about the site. (The Contact Sheet for the Teacher Candidate is located on the candidate’s MyWalden page.)
  - Discuss with the candidate all federal and state laws, as well as school and district policies and procedures, related to students with disabilities and special education requirements.
• Discuss with the candidate the individual strengths and needs of students with disabilities in the class.
• Discuss with the candidate specific skills to be evaluated, including lesson planning and teaching, classroom management, participation in an IEP, standardized assessment, individualizing instruction, professional dispositions, and the Minnesota Teaching Standards and Council for Exceptional Children standards.

• Prepare their students for the candidate’s arrival so they are looking forward to it. Introduce the candidate as another teacher and not as a “teacher candidate” or, worse, a “student teacher.”
• Create a physical sense of belonging by providing the candidate a workplace and supplies: textbooks, handbook, schedule, seating charts, and keys.
• Alert the candidate to school and room policies and routines (e.g., dress code, and location of restrooms, teachers’ lounge, and cafeteria).
• Work with the candidate to develop goals for observation and involvement in the classroom.
• Arrange introductions to other teachers, to staff members, and to students.

**Supervision and Guidance**

• Facilitate the candidate’s gradual induction into teaching by relinquishing control of the class progressively through the following actions:
  o Provide opportunities for the candidate to observe the cooperating teacher by using a variety of appropriate teaching methods.
  o Discuss with the candidates the subject areas in which they feel most confident and allowing them to teach in those areas first.
  o Work out a subject timeline and tentative schedule that enables the candidate to move gradually into a full teaching schedule.
  o Clarify the candidate’s responsibilities for making lesson plans (including acceptable format), securing and organizing appropriate materials, and other relevant teaching preparation activities.
• Allow the candidate to participate actively in an IEP meeting, assess a student with disabilities, and provide individualized instruction.
• Allow the candidate to introduce a lesson, collect papers, and make transitions early in the experience.
• Provide the opportunity for the candidate to have experience using duplicating and audio/visual equipment, learning kits, computers, and other available materials and equipment.
• Help the candidate thoroughly plan the initial lessons to be taught by the candidate. Examine and improve plans with the candidate, pointing out and discussing possible areas in need of improvement.
• Avoid interrupting the candidate’s lesson to enforce discipline. The candidate should handle any discipline issues.
• Keep communication open. Discuss often, encourage questions from the candidate, provide constructive feedback each day, and talk with the candidate as a coteacher.
• Share ideas, observations, and responsibilities. Respect the candidate’s opinions, encourage the candidate to be creative, and allow the candidate reasonable freedom to carry out ideas.

• Acquaint the candidate with the school’s testing program, parent conferences, and other aspects of the evaluation process, including accommodations for students with disabilities.

• Arrange for the candidate some experience of playground, lunchroom, and/or hall duty—under the cooperating teacher’s supervision or under the supervision of other school site personnel.

• Invite the candidate to participate in all activities (e.g., open house or back-to-school night, parent conferences, classroom planning, staff meetings, all-school projects, and in-service opportunities).

• Document the hours the candidate spends in the classroom.

• Provide guidance during the completion of required major assessments.

**Evaluation**

• Evaluate the candidate formatively and summatively in the following areas:
  
  o Teacher professional dispositions
  
  o Teaching skills (particularly relating to individualizing instruction for students with disabilities)
  
  o Progress monitoring
  
  o Data-based decision making
  
  o Classroom management skills

• Take notes during observations. Schedule regular conferences to discuss both strong and weak points of the activities, give oral and written feedback, and share their assessments with the university supervisor.

• Arrange time for regular conferences—daily is best—for reviewing lesson plans, providing feedback, offering deserved praise, and discussing problems (including those that happen with disruptive children) and other interactions with both children and school staff members. Remember that candidates are beginners who are learning.

• Collaborate with the university supervisor to review the candidate’s overall daily performance in the classroom and on the Minnesota Standards of Effective Practice, Walden University professional dispositions, the Council for Exceptional Children, and the special education assignments during the last week of Demonstration Teaching. The cooperating teacher’s input is critical to the overall evaluation of the candidate’s performance during demonstration teaching.

• Complete a midterm and final evaluation form on the teacher candidate’s performance, which will be e-mailed during the middle and at the end of the placement.

• Complete a brief survey on the demographics of the cooperating teacher’s classroom and on his or her experiences working with the university supervisor. The OFE will e-mail the survey to the cooperating teacher.

*Important note:* Share any concerns immediately with both the candidate and the university supervisor. Give ample opportunity for awareness and correction of problems.
Occasionally, candidates and cooperating teachers experience personality conflicts. If a conflict occurs, please contact the director of the OFE, without delay and submit a Professional Disposition Concern to fieldexperience@mail.waldenu.edu.

University Supervisor

The university supervisor is hired by and represents Walden University. As such, the university supervisor is tasked with informing the principal and cooperating teacher of any Walden University expectations and policies relevant to the Demonstration Teaching situation. University supervisors hold responsibilities that fall into two major categories:

- Being a resource and support to the candidate through regular and consistent observation and feedback.
- Serving as a liaison between the university and the Demonstration Teaching site.
- Sharing responsibility with the cooperating teacher for continuous improvement of candidate preparation.

Qualifications

- A master’s degree in the academic field in which candidates are to be supervised
- At least 3 years of teaching experience
- At least 1 year of teaching experience at the current grade/age level
- Verified teaching experience and licensed in the specialty and at the level of the supervisory responsibilities

Following are the responsibilities Walden expects of university supervisors:

Preparation

- Successfully complete the university supervisor training.
- Read this entire handbook. Contact the special education academic coordinator or the director of the OFE with any questions regarding the IFEs or Demonstration Teaching.
- Meet with the assigned candidate and cooperating teacher.
- Gather information about the interests, needs, and aspirations of the candidate.
- Investigate local, state, and school district requirements, policies, and procedures for special education and students with disabilities and their implementation in the school in which the candidate is placed.
- Gather data concerning the main characteristics of the school in which the candidate is placed.
- Provide the necessary orientation for candidates concerning their responsibilities.
• Be prepared to counsel the candidate concerning personal or professional problems that may interfere with teaching responsibilities. Note that on rare occasions, university supervisors may be involved in helping counsel a candidate out of the teaching profession.

**Supervision and Consultation**

• Visit the classroom a minimum of three times during the Demonstration Teaching experience for lesson observations. The university supervisor will plan supervisory visits that include the following:
  o A “meet and greet” with the principal/director or assistant principal/director
  o An initial visit with the candidate and cooperating teacher
    ▪ To discuss a plan to meet the requirements of Demonstration Teaching
    ▪ To learn about the school, classroom, students with disabilities, and school and district policies and procedures related to special education
    ▪ To discuss everyone’s responsibilities and to plan the candidate’s assignments
    ▪ To schedule observations, conferences, and assignment due dates
    ▪ To discuss how the candidate, cooperating teacher, and university supervisor plan to use the *Demonstration Teaching Workbook*
  o Three formal lesson observations of the candidate; in each case, complete the *Demonstration Teaching Observation* form
  o Post-observation conferencing with the candidate and cooperating teacher, which may include written feedback
• Structure post-observation conferences and reflect on these aspects:
  o Classroom lessons completed:
    ▪ What was actually done in the lesson?
    ▪ Effect of the lesson on the class as a whole and on individual students
    ▪ Effect of the lesson on the candidate
    ▪ Data used to support decision making
    ▪ Strongest features of the lesson related to the effective teaching cycle
    ▪ Weakest features of the lesson related to the effective teaching cycle
    ▪ Alternatives for improving the lesson
    ▪ Suggestions for subsequent lessons with clear expectations for the next observation
  o Assessment of professional dispositions (and the resolution of any concerns, if applicable)
  o Demonstration of the performance standards with supporting evidence
• Devise ways to help candidates continue growth in their ability to do the following:
  o Plan well to meet the individual needs of the children in the classroom
  o Relate well with students, teachers, the principal, and other personnel in the school
• Hold one or more structured conferences with the candidate to discuss these areas:
  o The ongoing development of the candidate
  o The manner in which lessons are prepared
The way in which the cooperating teacher evaluates lessons
- Classroom management
- The attitude of the students toward the candidate
- The degree of growth seen in the classroom’s students
- Time management

- The High Five for Each Lesson
  - Were the lessons designed and implemented to address the contextual factors specific to the student’s culture, community assets, language/communication needs and individual learner characteristics, including exceptionalities?
  - From the contextual factors, were the lesson objectives measureable and aligned with developmentally and age appropriate standards, curriculum goals, 504, IEP, or Individual Family Service Plan?
  - plans for the learning environment clearly showing evidence of a safe and inclusive setting?
  - materials and resources including the use of technology age and developmentally appropriate and matched to the student’s individual needs?
  - Were the academic language/communication needs met in order for the student to enhance the student’s abilities to understand (read, listen, think), communicate (listen, speak, write, connect), perform (think, read, write, listen, speak, solve, create), and participate?
  - Were the assessments (pre, progress monitoring during, post) designed and implemented to be aligned to the standards, curriculum, and measureable objectives and evidenced in the lesson’s contingency (decision) points to increase or decrease the level of support or modifications/accommodations for the student and provide the student with opportunities to apply corrective feedback?
  - Did the lesson reflection clearly show evidence of the candidate’s use of the data collection to make informed teaching decisions and strategies for improvement of subsequent lessons?
  - Did the lesson provide guidance to candidates during their completion of required major assessments?

**Evaluation**

- Communicate with the candidate and cooperating teacher concerning evaluation procedures used for the experience.
  - Discuss the process for the *Demonstration Teaching Workbook, Demonstration Teaching Observation form*, and *Demonstration Teaching Evaluation Rubric* with the candidate and cooperating teacher at the beginning of the experience.
    - Share a hard copy of the observation form and evaluation rubric with the candidate and cooperating teacher.
    - Discuss the ratings based on the Minnesota Standards of Effective Practice and professional dispositions that candidates will receive for their performance.
  - Fill out the *Demonstration Teaching Observation form* after each of the three observations, and the *Demonstration Teaching Evaluation Rubric* (after consulting with the cooperating teacher) during the last week of the candidate’s Demonstration Teaching
experience. The cooperating teacher’s input is critical to the overall evaluation of the candidate’s performance during demonstration teaching

- Ensure that the candidate understands that he or she is required to submit a written reflection within 2 days of each observation visit. Clarify with the candidate the exact due date for each reflection. Make sure the candidate understands the expectations for the format, length, and content of the reflection that is a portion of their lesson plan.
- Discuss with both the cooperating teacher and candidate the ratings the candidate received on performance and professional dispositions after each lesson observation and during the last week of the experience. During Week 11, assist the candidates with the development of the Professional Development Plan.

- Communicate frequently with the candidate and cooperating teacher as a means to share feedback, suggestions, and ideas.

**Important notes:** Share any concerns immediately with both the candidate and the cooperating teacher to give ample opportunity for awareness and correction of problems.

Occasionally, candidates and cooperating teachers experience personality conflicts. If a conflict occurs, or if there are concerns about the candidate’s performance or abilities, contact the director of the OFE at fieldexperience@mail.waldenu.edu without delay and submit a Professional Disposition Concern form.

**Candidates Completing Part of Demonstration Teaching in Their Own Classrooms**

**The 3 × 3 × 3 Plan**

If approval to conduct Demonstration Teaching within a candidate’s own classroom has been granted by the OFE, he or she must work with the cooperating teacher and the Walden Program Academic Coordinator to follow the guidelines listed below:

- The cooperating teacher will observe the candidate for a minimum of 3 hours per week. These observations should cover a variety of instructional situations and content areas and may be arranged at the convenience of the cooperating teacher.
- The candidate will meet with the cooperating teacher at least three times per week for joint reflection and mentoring.
- The candidate will participate in three mentoring conference calls with the Walden Program Academic Coordinator during the 12 week Demonstration Teaching Experience during designated weeks (Weeks 4, 8, and 12). To prepare for the conference calls and to grow professionally, candidates will write a total of nine journal entries - one journal entry a week for the three weeks leading up to each of the three conference calls. These journal entries should identify strengths and weaknesses in their performance, set goals for improvement, and reflect upon the successes and challenges identified through observations and conversations with the cooperating. See below for
journal topics and the timeline for journal reflections and conference calls. The journal entries will be submitted to the Academic Coordinator via email.

- The cooperating teacher will complete an electronic evaluation for the candidate at both the midterm and end of Demonstration Teaching.

Outline for Journal Reflections and Conference Calls

- **Weeks 1-3**: Candidates will write one journal entry each week. Weekly journal reflection topics include planning to focus on student strengths and needs, delivering instruction that maximizes learning and engagement, assessment strategies to ensure objectives are being met, and on-going progress monitoring of IEP goals/objectives. Send all four reflections to the Academic Coordinator prior to the conference call.

- **Week 4**: Complete a conference call with the Academic Coordinator to review reflections and classroom experiences.

- **Weeks 5-7**: Candidates will write one journal entry each week. Weekly journal reflection topics include working with students from diverse cultural and linguistic backgrounds, family involvement, collaboration, and inclusion. Send all four reflections to the Academic Coordinator prior to the conference call.

- **Week 8**: Complete a conference call with the Academic Coordinator to review reflections and classroom experiences.

- **Weeks 9-11**: Candidates will write one journal entry each week. Weekly journal reflection topics include using technology to enhance student learning, advocacy/self-advocacy for students with exceptionalities, and professional standards/code of ethics, lifelong learning. Send all four reflections to the Academic Coordinator prior to the conference call.

- **Week 12**: Complete a conference call with the Academic Coordinator to review reflections and classroom experiences.

Placement Expectations

As with the classroom-based field experiences, during Demonstration Teaching, candidates are expected to abide by the [Code of Ethics](#) for Minnesota Teachers and will be evaluated on their professional dispositions.

Assignments

Four major assessments are completed during Demonstration Teaching, including data-based individualized instruction, the edTPA, the Professional Practice Project (completed and submitted in EDUC 6649) and the [Demonstration Teaching Evaluation](#). Each of these major assessments is completed during the Demonstration Teaching placement.

All major assessments evaluated in the candidates’ ePortfolios are used to assess the candidates’ level of proficiency. Candidates must pass the requirements for the major assessments in order to receive a final grade for Demonstration Teaching. Candidates may seek guidance from their university supervisors and cooperating teachers, in addition to their course instructor.
The major assessments required during demonstration are in the context of the role of the special educator. Candidates are expected to apply the effective teaching cycle that includes the following areas:

**Planning**
- Alignment for building knowledge and skills
- Supports for learning
- Justification of instruction and supports
- Assessment to monitor and learning progress

**Instruction**
- Learning environment
- Engagement in learning
- Supporting learning and pedagogy
- Deepening learning

**Assessment**
- Analyze learner performance
- Feedback to guide further learning

Candidates, therefore, will
- gather information about the students they will teach,
- assess the curricular context in which the lesson will be delivered,
- monitor and record student progress throughout their placement,
- report the impact of their teaching on the achievement of the students,
- reassess their philosophical beliefs highlighting the influence of coursework and field placements,
- engage in advocacy, and
- develop professional development goals.

In addition, candidates who began the program prior to Fall 2017 must take the Praxis II (5543), and candidates who began the program Fall 2017 and after must take the MTLE Content and MTLE Pedagogy exams. See the Teacher Candidate Guidebook for more information on the tests.

**Lesson Plans**
Candidates must use the *Lesson Plan Template* for all lessons observed by the university supervisor during Demonstration Teaching.
Within 2 days of the visit, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed Lesson Plan to Task Stream. Maintain close communication with the university supervisor. Maintain close communication with the university supervisor.

Candidates must also provide the university supervisor with full plans for the lesson(s) being observed at least 5 days prior to the observation. However, because lesson plans for students with disabilities may change due to individual needs and achievement on any particular day, flexibility in this schedule may be necessary. Further, the day’s full lesson plans need to be available in the classroom each day, accessible to the cooperating teacher, principal/director, and university supervisor.

**Attendance**

Once the Demonstration Teaching schedule has been set, candidates must follow the same regulations regarding attendance and punctuality as those that apply to the special education classroom teacher serving as the cooperating teacher. Candidates must follow the calendar of the assigned school and district. Candidates are required to keep a time sheet for the duration of Demonstration Teaching and must turn it into their university supervisor at the end of the experience.

Absences must be approved by the university supervisor, and the cooperating teacher must always be informed.

Candidates must notify both the cooperating teacher and the university supervisor of any absences on the morning of the absence if for personal illness or death of an immediate family member, at least 2 weeks in advance for a religious holiday, and at least 1 week in advance for any approved professional or personal engagement. A medical doctor must document in writing any illness lasting more than 3 consecutive days. Candidates are to submit medical documentation to medicaldocumentation@mail.waldenu.edu.

In addition, a *Teacher Candidate Absence* form (found on the candidate’s MyWalden university portal) must be completed for every day a candidate is absent from Demonstration Teaching responsibilities. The form must be signed by the candidate, the cooperating teacher, and the university supervisor and submitted to the university supervisor as a record of the absence. The candidate must provide any lesson plans and all their relevant teaching materials to the cooperating teacher in the instance of an absence.

Candidates are required to make up any missed hours. Excessive absences (even if excused) may result in the termination of the Demonstration Teaching assignment. Make-up days are
available through an extension of the Demonstration Teaching experience. **Note:** In the event of school closure due to weather, candidates should consult with their university supervisor regarding the need to make up missed days.

**Emergency Procedures**

In case a candidate becomes ill or injured during Demonstration Teaching, both the site principal and cooperating teacher should have the candidate’s current emergency contact information. The contact(s) should be a relative or someone else authorized to make decisions about medical care. Candidates must complete emergency forms in the school office when they begin Demonstration Teaching.

**University Supervisor Visits**

University supervisors must complete at least three formal observations during the 12-week Demonstration Teaching experience. The university supervisor completes a *Demonstration Teacher Observation* form after each observation and shares that assessment with the candidate and cooperating teacher in a timely manner. In preparation for each visit, candidates must have their *Demonstration Teaching Workbook* available for the university supervisor. All three visits are announced in advance. Three visits is the minimum. More visits may be required, depending on how well a candidate is doing. The university supervisor has the right to make an unannounced visit.

**Work Stoppage ( Strikes)**

When a work stoppage occurs in a placement site, candidates are declared nonparticipants. The candidate remains on standby during the time the school is closed. If this situation occurs during a Demonstration Teaching assignment, the university supervisor should be contacted immediately for guidance.
Evaluations

The entire Demonstration Teaching team (i.e., the candidate, the cooperating teacher, and the university supervisor) is involved in the evaluation process. Ongoing observations constitute the basis for evaluation.

After each observation visit, the university supervisor meets with the candidate. The university supervisor will try to meet with the cooperating teacher after the visit as well. The Demonstration Teaching Workbook functions as a vehicle for communication on candidates’ progress toward meeting the standards. All parties should write in it, noting candidate progress.

Although it is appropriate for evaluators to make suggestions, their more critical role is to help candidates find solutions. A vital part of any conference is the open and supportive communication among the candidate, the university supervisor, and the cooperating teacher.

Demonstration Teaching Evaluation

Demonstration Teaching Evaluation and final grade will be based upon the Demonstration Teaching Evaluation Rubric and will be determined by the university supervisor, in consultation with the cooperating teacher.

- The university supervisor will complete the Demonstration Teaching Observation form after each observation and rate the candidates on their performance during that particular observation based on the Minnesota Standards of Effective Practice, Walden University professional dispositions, and the Council for Exceptional Children.

- The cooperating teacher will rate the candidate’s overall performance at the end of Week 6, as a midterm evaluation, and at the end of Week 12. These evaluations include special education assignments completed in that setting, based on the Minnesota Standards of Effective Practice, Walden University professional dispositions, and the Council for Exceptional Children. The OFE will e-mail the evaluation to the cooperating teacher for him or her to complete.

- Candidates will complete a self-evaluation during the last week of Demonstration Teaching. They will rate themselves on their performance during the entire Demonstration Teaching experience, based on the Minnesota Standards of Effective Practice, Walden University professional dispositions, and the Council for Exceptional Children. The self-evaluation is the final Demonstration Teaching Evaluation in the ePortfolio.

- Having collaborated with the cooperating teacher, the university supervisor will assess the candidate’s professional dispositions, using the Demonstration Teaching Observation form during each visit and the Demonstration Teaching Evaluation Rubric at the end of the experience.

The Demonstration Teaching Observation form and the Demonstration Teaching Evaluation Rubric are based upon the Council for Exceptional Children initial licensure standards, the Minnesota Standards of Effective Practice, and the Walden University candidate professional
dispositions. The *Demonstration Teaching Observation* form and the *Demonstration Teaching Evaluation Rubric* include the actual standards as well as a rating guide.

**Important note:** If a given performance standard was not observed during one of the observation visits, the university supervisor will indicate such on the *Demonstration Teaching Observation* form. All performance standards must be addressed in the *Demonstration Teaching Evaluation Rubric*, which the university supervisor will complete at the end of the candidate’s experience.

**Determining Final Grades for Demonstration Teaching**

Final grades for Demonstration Teaching will be determined by the university supervisor in close consultation with the cooperating teacher.

The university supervisor will conduct a minimum of three formal observations of the candidate, over the course of Demonstration Teaching. In these observations, supervisors will provide candidates with formative feedback on their performance on the Minnesota Standards of Effective Practice, Walden University professional dispositions, and the Council for Exceptional Children. In addition, the university supervisor will meet with the cooperating teacher periodically throughout Demonstration Teaching to discuss the candidate’s progress on the performance standards and to set goals to expand the candidate’s opportunities for performance across the standards.

At the end of the placement, the university supervisor will meet with the cooperating teacher to review the candidate’s overall performance on Minnesota Standards of Effective Practice, Walden University professional dispositions, and the Council for Exceptional Children. The *Demonstration Teaching Workbook* is the guide for reviewing candidate growth in achieving established standards.

Based upon this collaborative review, the supervisor will assign the candidate a holistic score on each of the rubric lines of the *Demonstration Teaching Evaluation Rubric* and the special education assignments as a whole.

These scores will be based upon a 4-point scale:
<table>
<thead>
<tr>
<th>Score</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>Emerging</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
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</table>

These scores will be entered into the *Demonstration Teaching Evaluation Rubric*, and will be accessible to candidates in their ePortfolio. The university supervisor will discuss the evaluation with the candidate at the end of the Demonstration Teaching experience.

At the end of the Demonstration Teaching experience, the university supervisor will review the *Demonstration Teaching Evaluation Rubric*, the evaluations completed by the cooperating teachers, and the candidate’s self-evaluations, and will determine a final grade for the candidate’s overall Demonstration Teaching experience. Candidates must pass all required major assessments during the semester and attain a minimum average score of 3 on a 4 point scale across all rubric criterion in the Demonstration Teaching Evaluation.

**Professional Judgment**

Keep in mind that the university supervisor may apply professional judgment in arriving at a decision about the final grade, considering the complexity of Demonstration Teaching and the variations in candidates’ placements and circumstances. For example, the university supervisor might wish to take into account the candidate’s effort and improvement, professionalism, willingness to accept and apply constructive criticism, and evidence of commitment to growth and improvement.

**Seminar Evaluation**

The candidate’s grade for the course EDUC 6649 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education depends on performance on seminar assignments and the successful completion of the Professional Practice Project. See the seminar syllabus for exact assignments, points, and grading policies.

**Performance Below Expectations**

The cooperating teacher and the university supervisor are responsible for informing the candidate where he or she stands in terms of the level of competency necessary for successful completion of Demonstration Teaching. Performance that is below expectations must be clearly identified as early in the Demonstration Teaching setting as possible. Specific help or
remediation strategies should be offered so the candidate may work toward overcoming any areas of underperformance.

Such help ensures the following:

- The final grade will not be a surprise.
- There is enough time to make the necessary growth to demonstrate competence.
- If a candidate is substantially below performance expectations at the midpoint of Demonstration Teaching, the university supervisor should alert the director of the OFE and the appropriate program director. The candidate will be guided by that team with an improvement plan.

In addition to the Demonstration Teaching Workbook, Demonstration Teaching Observation form, and Demonstration Teaching Evaluation Rubric, university supervisors and cooperating teachers have at their disposal the Professional Disposition Concern form—to be used in the event a candidate exhibits unacceptable behavior. The Professional Disposition Concern form must be shared with the candidate and the OFE. (More on the Professional Disposition Concern form is available in the Candidate Guidebook.) In addition, candidates should see the Termination due to Teacher Candidate Misconduct section below.

**Conflict Resolution**

If any member of the Demonstration Teaching triad—the candidate, the cooperating teacher, or the university supervisor—is not having his or her expectations met, that member should initially discuss the problem with the other two people involved. Should this discussion not resolve the issues raised, the member should contact the director of the OFE.

**Termination due to Teacher Candidate Misconduct**

Walden University reserves the right to terminate a Demonstration Teaching placement based upon the professional judgment and concurrence of the cooperating teacher, university supervisor, site principal or director, program director, and the director of the OFE. Candidates who disagree with such a decision may follow the appeals process delineated in the Walden University Student Handbook.

Candidates exhibiting certain negative behaviors may be subject to immediate termination of Demonstration Teaching and also involuntary withdrawal from The Richard W. Riley College of Education and Leadership at Walden University. These behaviors are worrisome enough to warrant their own list, separate and distinct from, but related to, the Code of Ethics found in this handbook.

- The candidates do not exhibit professionalism in appearance or behavior: They have questionable hygiene, language, and/or attire.
• University supervisors have evidence that leads them to doubt the candidate’s ability to transition into the teaching profession.
• The candidates have to be asked and reminded to prepare and submit lesson plans in a timely fashion for approval by the cooperating teacher and/or university supervisor.
• The candidates do not show initiative: They do not put forth effort to enrich classroom learning beyond regular textbook or workbook exercises. The candidates do not create original materials without prompting and does not personalize instruction to enhance student learning.
• The candidates reject or ignore suggestions and ideas for improvement from the university supervisor, cooperating teacher, or the site principal. The candidates make excuses and re defensive about constructive feedback on their performance.
• The candidates do not comply with attendance requirements; are often late or leave early; do not remember to notify the cooperating teacher, school, and university supervisor when absent or late; and must be reminded to (or fail to) provide the cooperating teacher with instructional materials for missed class time.
• The candidates are unreliable and make self-serving and nonprofessional decisions.
• The candidates do not create rapport with students suitable for their developmental level and/or their educational needs.
• The candidates use inappropriate classroom language that demeans students or slanders a student’s or colleague’s character.
• The candidates do not initiate and sustain appropriate professional and personal relationships with teachers, university supervisors, administrators, school staff, parents, and other adults.
• The candidates fail to assume and perform responsibilities, such as fulfilling lunchroom, playground, and bus duties or preparing the school environment (e.g., preparing materials for lessons or bulletin boards, or cleaning up after classroom activities) without prompting and reminders.
• The candidates violate Walden University and/or cooperating school policies regarding drugs, alcohol, and tobacco possession on school property or in any manner that affects capability in the workplace.

The Demonstration Teaching Schedule

Demonstration teaching is a 12 continuous week experience during the 16-week semester, beginning with the first day of Walden’s fall or spring semester. Candidates are concurrently enrolled in EDUC 6649 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

There may be some variability in this schedule, taking into account the school district’s operating schedule. The Walden coursework timing will not vary, but exact placement dates will be subject to district schedules.
Beginning Demonstration Teaching

The Demonstration Teaching experience is designed so that the candidate gradually assumes full responsibility for the classroom.

While the Demonstration Teaching experience in many ways is a partnership, candidates are invited guests who must be mindful and respectful of the classroom policies and style of the cooperating teacher. Candidates are encouraged to research the context and culture of the school (or assigned site) prior to the start of the placement; to begin to learn about the children and staff; to become oriented to the policies, procedures, and systems of the classroom and school; and to meet and begin collaborating with the cooperating teacher. At the beginning of Demonstration Teaching, the candidate, university supervisor, and cooperating teacher will meet as a team to discuss the school and classroom, as well as individual roles and responsibilities.

During the first week of Demonstration Teaching, the candidate is responsible for submitting a schedule of daily classroom life to the university supervisor: when specific subjects are taught, when planning times occur, when children’s rest or recess times occur, and so on. It is also the candidate’s responsibility to update the university supervisor should the schedule change. At the candidate’s initial meeting with the university supervisor and cooperating teacher, a schedule should be created of the observations and special education assignments to be completed in the setting, including their due dates.

Progressing Through Demonstration Teaching

The ultimate aim of Demonstration Teaching is for the candidate to assume responsibility for the full day of instruction and activities for a minimum of 4 weeks during the Demonstration Teaching experience. The following experiences are recommended for candidates as Demonstration Teaching unfolds:

- Teach in various contexts: one-to-one, small group, multiple small groups, and large group or whole class.
- Plan and teach individual lessons related to all content areas taught in the cooperating teacher’s classroom. When others teach content areas, such as art, music, and physical education outside of the cooperating teacher’s classroom, the candidate should accompany the children to observe their behavior when under the direction of a specialist teacher.
- Design and implement lessons using a variety of instructional patterns (e.g., learning centers, leading discussions) and instructional media and other available resources. Check first in the cooperating school for the availability of media and other resources.
- Administer and interpret a variety of tests, including teacher-made tests, and keep organized records of student growth.
• Plan a field trip or nearby neighborhood outing involving walking (if possible).
• Participate in parent–teacher conferences, IEP meetings, teacher–specialist conferences, and in school open house events.
## Demonstration Teaching Standards Timeline

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Weeks 3–4</th>
<th>Weeks 5–6</th>
<th>Weeks 7–12</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>The candidate understands how language, culture, and family background influence the learning of individuals with exceptionalities.</td>
<td>Subject Matter</td>
<td>Learning Environment</td>
<td>Data-Based Decision Making</td>
<td>Technology Integration</td>
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<td>The candidate understands the central concepts, structures of the discipline, and tools of inquiry of the content areas he or she teaches and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</td>
<td>The candidate, through collaboration with general educators and other colleagues, creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</td>
<td>The candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</td>
<td>The candidate uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</td>
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<tr>
<td><strong>Diverse Learners</strong></td>
<td>The candidate uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>Curricular Modifications</td>
<td>Motivational Strategies</td>
<td>Assessment Modifications</td>
<td>Assistive Technology Integration</td>
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<td>The candidate modifies general and specialized curricula to make them accessible to individuals with exceptionalities.</td>
<td>The candidate uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</td>
<td>The candidate, in collaboration with colleagues and families, uses multiple types of assessment information in making decisions about individuals with exceptionalities.</td>
<td>The candidate is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</td>
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<tr>
<td><strong>Community Influences</strong></td>
<td>The candidate understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</td>
<td>Culturally Responsive Assessment</td>
<td>Behavioral Expectations</td>
<td>Interdisciplinary Learning</td>
<td>Transitional Planning</td>
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<td>The candidate selects and uses technically sound formal and informal assessments that minimize bias.</td>
<td>The candidate knows how to intervene safely and appropriately with individuals with exceptionalities in crisis.</td>
<td>The candidate understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</td>
<td>The candidate develops and implements 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.</td>
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<tr>
<td>Corrective Feedback</td>
<td>Language/Communication</td>
<td>Generalization/Self-Determination/Advocacy</td>
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<tr>
<td>The candidate engages individuals with exceptionalities to work toward quality learning and performance and provides feedback to guide them.</td>
<td>The candidate uses strategies to enhance language development and communication skills of individuals with exceptionalities.</td>
<td>The candidate teaches to mastery and promotes generalization of learning.</td>
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<tr>
<th>Culturally Responsive Instruction</th>
<th>Collegial Collaborations</th>
<th>Critical Thinking/Problem Solving</th>
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<tbody>
<tr>
<td>The candidate considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</td>
<td>The candidate uses the theory and elements of effective collaboration.</td>
<td>The candidate teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</td>
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<tr>
<th>Advocacy</th>
<th>Ethical Practices</th>
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<tr>
<td>The candidate advances the profession by engaging in activities such as advocacy and mentoring.</td>
<td>The candidate uses professional Ethical Principles and Professional Practice Standards to guide his or her practice.</td>
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<th>Current Research-Based Practices</th>
<th>Reflection and Professional Development</th>
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<tr>
<td>The candidate understands how foundational knowledge and current issues influence professional practice.</td>
<td>The candidate understands the significance of lifelong learning and participates in professional activities and learning communities.</td>
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<tr>
<th>Instructional Leadership</th>
<th>Collegial Collaborations</th>
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<tbody>
<tr>
<td>The candidate provides guidance and direction to para-educators, tutors, and volunteers.</td>
<td>The candidate serves as a collaborative resource to colleagues.</td>
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</tbody>
</table>
Collaborative Communities
The candidate uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Everyone enters the program with different skill sets and experiences in special education; therefore, mastery of the standards become individualized during Demonstration Teaching. However, it is important that the focus is on who we teach, what we teach and how we teach. With this in mind, emphasis placed on knowing the students’ strengths, IEP goals, interests, culture, and assets provides the foundation to connect content (what we teach) and specific strategies (how we teach) driven by continuous progress monitoring.

The *Demonstration Teaching Workbook* is the tool used to document the mastery of the standards throughout Demonstration Teaching.
Timeline for Demonstration Teaching

The candidate must collaborate with the cooperating teacher and university supervisor to determine an appropriate schedule of activities and responsibilities. The candidate is expected to fulfill all of the following requirements. **What follows is a suggested timeline of activities that can be modified and adjusted as particular situations dictate.**

**Week 1**

- Getting to know the school. Contact both the university supervisor and cooperating teacher.
- Initiate a meeting with the cooperating teacher and university supervisor. At this meeting,
  - Discuss expectations, plans, schedules, assignments, conferences, and performance evaluations.
    - Discuss the federal and state laws and district policies and procedures related to special education and students with disabilities, as well as the specific needs of students with disabilities in the classroom.
    - Discuss and thoroughly examine curriculum content and materials. Candidates must teach the curriculum of the school. They should not invent a curriculum that does not match school requirements. Candidates should pay attention to modifications and accommodations made to the regular curriculum and separate curricula created to meet the individual needs of students with disabilities.
    - Discuss classroom management procedures and issues.
  - Make an appointment to meet the principal or, if applicable, the director or head of school.
  - Share personal philosophies of teaching and professional backgrounds with the cooperating teacher. Find commonalities and discuss differences.
  - Learn the school—its layout, resources, and overall philosophy of education.
  - Discover the nature of the community in which the school is located and ways in which parents are involved in the work and activities of the school.
  - Gather information about the school/program—its philosophy, policies, rules, curriculum, learning goals and outcomes, and individual students.
  - Investigate opportunities for coteaching and collaboration with general education teachers.
  - Review, prepare, and share major assessments (edTPA, DBII, and PPP) that will be conducted in the classroom for coursework that accompanies Demonstration Teaching.
  - Print out the *Demonstration Teaching Workbook* and share it with the university supervisor and cooperating teacher. Discuss how best to use this as a tool for effective communication and formative feedback. Use this workbook as a guide to monitor progress toward mastery of the standards.
  - Begin the development of learner profiles to serve as the foundation for progress monitoring. Get to know the classroom: Study the individual students in the class. Learn their personalities, their likes and dislikes, their motivating factors, and their strengths and challenges. With the cooperating teacher and the school district and/or parent permission, the candidate should review the files of students with disabilities, including their psychological evaluations and IEPs.
• Become familiar with the classroom schedule, routines, and daily procedures.

• Discuss the decision-making process in the classroom and the candidate’s role in that process.

• Provide the cooperating teacher with information that will allow him or her to fully introduce the candidate to the students.

• Prepare an introductory letter to parents. The candidate should have it approved by the cooperating teacher and principal before distributing it.

• Begin working with individual students or small groups.

• Make plans to participate in IEP meetings and conduct a standardized assessment.

• Grade papers and, if applicable, enter grades in grade book.

• Begin attending faculty-staff meetings, professional in-services, and IEP meetings; continue to do so throughout the Demonstration Teaching experience.

• Share the Demonstration Teaching Timeline with the cooperating teacher and develop a plan for gradually increasing candidate responsibility for the classroom.

• DUE: Within 2 days of the observation, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed Lesson Plan to Task Stream. Maintain close communication with the university supervisor.

• Maintain close communication with the university supervisor.

Week 2

• Complete the design of a progress monitoring system to be used throughout Demonstration Teaching. Select focus learner and begin planning the lessons for the edTPA.

• Take on other teaching responsibilities and management of classroom routines, such as taking attendance, escorting students to special classes, and supervising lunch.

• Make arrangements with the university supervisor for an observation this week. This observation will be an announced visit, so the candidate should ensure that it occurs at a time he or she is conducting a lesson.

• DUE: Within 2 days of the visit, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed Lesson Plan to Task Stream. Maintain close communication with the university supervisor.

• Maintain close communication with the university supervisor.

Weeks 3–4

• Continue to assume more responsibility for the class by teaching small groups, including all planning and progress monitoring. The candidate should confer daily with the cooperating teacher.

• Continue planning and working on the major assessments. Set plans for implementing and recording the edTPA lessons.

• The cooperating teacher and university supervisor may deem it necessary or desirable to hold a midterm conference with the candidates to review their progress.
• The university supervisor may conduct an observation. This observation will be an announced visit; again, candidates should ensure that it occurs at a time when they are conducting a lesson.

• Begin planning the advocacy plan with the cooperating teacher and university supervisor

• DUE: Within 2 days of the visit, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed Lesson Plan to Task Stream. Maintain close communication with the university supervisor.

**Weeks 5–6**

• Co-teach with the cooperating teacher. Confer daily with the cooperating teacher.

• Continue implementing lessons and maintain records for progress monitoring. The candidate will be sure to keep up with writing individual lesson plan reflections, as these will be evidence for writing the overall analysis of the implementation of the lessons.

• Teach and record the edTPA lessons during weeks 5-7.

• The university supervisor may conduct an observation. This observation will be an announced visit; again, the candidate should ensure that it occurs at a time when a lesson is being conducted.

• DUE: Within 2 days of the visit, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed Lesson Plan to Task Stream. Maintain close communication with the university supervisor.

**Weeks 7–11**

• Take over all responsibilities for the classroom. **Important note:** While candidates will have full responsibility for the children and classroom, they may **never** be left unsupervised in the classroom.

• Submit edTPA to the eportfolio and to Pearson at the end of week 9.

• Continue implementing lessons and maintain records for progress monitoring. The candidate will be sure to keep up with writing individual lesson plan reflections, as these will be evidence for writing the overall analysis of the implementation of the lessons.

• Complete the Advocacy Plan.

• The university supervisor may conduct an observation. This observation will be an announced visit; again, the candidate should ensure that it occurs at a time when a lesson is being conducted.

• DUE: Within 2 days of the visit, the candidate must complete the reflection portion of the lesson plan implemented during the observation and submit the completed Lesson Plan to Task Stream. Maintain close communication with the university supervisor.

**Week 12**

• This is a transition period with the cooperating teachers that once again allows them to assume all classroom responsibilities. The candidate should work with the cooperating teacher to plan this transition and will not be responsible for lesson planning during this week. The candidates are required to compile the data from the progress monitoring and
summarize the results. This is in alignment with the edTPA Task 3. **Note:** Demonstration teaching does not require a final exam; the course lasts to the end of the semester.

- Submit the remaining Major Assessments (DBII and PPP) to the eportfolio.
- Be keenly observant as the experience comes to a close.
- Plan and schedule, with the cooperating teacher’s permission, additional desired activities. These could include a thank-you party for the children as the candidate prepares to leave the classroom. Candidates should think about ways to help the children who will miss them (e.g., by writing notes to each one, or by including a photo of himself or herself and some words they can write to all of the children).
- Make no promises that cannot be kept, such as returning for a visit, if this is unrealistic.
- With the cooperating teacher’s permission, make observation visits to other classrooms in the building.
- The cooperating teacher will evaluate the candidate’s overall performance throughout Demonstration Teaching at the end of each setting, and the university supervisor will evaluate the candidate’s overall performance across both settings. The candidates will complete a self-evaluation of their performance at the end of their experience. The candidates will also formulate a Professional Development Plan using the feedback from both the university supervisor and the cooperating teacher. Include short-term and long-term plans for ongoing professional development.

**Note:** This suggested timeline is modifiable depending upon specific situations. Candidates are expected to work with cooperating teachers and the university supervisor to determine exact schedules.

**Required Assignments**

The following elements are required during Demonstration Teaching in addition to assignments required in the concurrent seminar.

**Observation Visit Written Reflection**

Anytime the university supervisor conducts an observation, a written reflection must be submitted by the candidate to the university supervisor within 2 days of the visit. Within 2 days of the visit, the candidate must submit the lesson plan with the reflection portion completed to the ePortfolio. The university supervisor will review the lesson plan with reflection and score it as acceptable or unacceptable.

Thoughtful reflections should clearly communicate a demonstration teacher’s involvement in the activity. The supervisor will factor in the written reflections on these areas to help determine the final grade for Demonstration Teaching.
**Self-Evaluation**

Candidates are required to evaluate their performance and professional dispositions by completing a self-evaluation during the last week of the Demonstration Teaching experience. The self-evaluation, Major Assessment #4, is located in the candidate’s ePortfolio.
Section 5. Additional Resources

Walden University Resources

- **Walden University Student Handbook**
- **Career Services Center**
- **Office of Disability Services**
  - E-mail: disability@mail.waldenu.edu
- **Office of Field Experience**
  - E-mail: fieldexperience@mail.waldenu.edu

Program-Specific Resources

*Teacher Preparation Program With a Master of Arts in Teaching (MAT) Candidate Guidebook*

- **Program Data** (occupation types, completion rates, costs, and median loan debt)

Other Resources

*Minnesota Professional Educator Licensing and Standards Board*

- Standards of Effective Practice for Teachers ([Rule 8710.2000](#))
- Standards for Teachers of Special Education ([Rules 8710.5000 for core skills](#), [8710.5050 for academic and behavioral strategists](#)).
- Code of Ethics for Minnesota Teachers ([Rule 8700.7500, Subpart 2](#))

*Council for Exceptional Children*

- The Council for Exceptional Children (CEC)
- Special Education Professional Ethical Principles and Practice Standards for Special Education Professionals
- CEC Initial and Advanced Preparation Standards
- Draft Initial Special Education Individualized General Curriculum Specialty Set
- Special Education Standards for Professional Practice