

Program Assessment

Candidates in the Special Education program are continuously assessed once accepted into the School of Education. Multiple summative decision points (see below) are used to determine acceptance, continuance, and completion of the program. Program faculty base their decisions about candidates on information sources such as grades, scores on standardized tests, recommendations, portfolio projects and observations in classrooms.

Summative Decision Points

SPECIAL EDUCATION PROGRAM MAJOR DECISION POINTS		
Undergraduate	Post-bac Initial License	Post-bac., Additional License
Acceptance into general methods and teacher education	Acceptance into program	Acceptance into program
Continuance beyond general methods	Continuance beyond first field experience	Continuance beyond first field experience
Continuance into student teaching	Permission to enter last field experience	Completion of last field experience
Completion of last field experience	Completion of last field experience	

Good Standing

To remain in good standing in the program, candidates must:

- a. Pass through each summative decision point without conditions, probation or denial,
- b. Obtain specified course grades (or averages in some cases), and
- c. Display acceptable professional dispositions between summative decision points.

Students who are not in good standing in the program may be required to repeat courses before proceeding and/or be placed on an Individualized Support & Success Plan under the guidance of one or more SOE faculty members.

Inadequate Teaching Performance in a Field Experience

If a candidate's performance (i.e., knowledge, skills or dispositions) in a field experience is significantly deficient, s/he may (a) be administratively withdrawn from the experience, (b) voluntarily withdraw from the experience, (c) have the assignment extended or changed or (d) receive an unsatisfactory grade.

Students who voluntarily withdraw from the experience for any reason have the responsibility to (a) follow

drop policies and procedures established by the campus and (b) inform their supervising teacher and IUS's Field Placement Office before doing so.

If a candidate reapplies, it is his/her responsibility to provide evidence that the difficulties have been addressed. The Special Education program is not required to provide or arrange remedial activities to candidates who voluntarily withdraw, are administratively removed, or do not pass the experience. Students may appeal official decisions regarding their student teaching performance through the appropriate due process procedures within the SOE. Contact the main office for a copy of the procedures.

Because expectations for candidates are greater at the end of field experience than at the beginning and are greater for student teaching than a practicum, it is possible for a candidate to have an adequate midterm but not a final evaluation or to pass a practicum but not student teaching.

Except in extreme or unusual cases such as when a principal requests an immediate removal of a candidate, the following procedures are followed prior to the removal or suspension of a candidate in a field experience:

- a. The candidate is informed in writing whether her/his progress is satisfactory or unsatisfactory at no later than the mid-term time by the university supervisor. It is important that supervisors apprise students' of their progress or lack thereof. These evaluations will be shared with the classroom supervisor. (However, this notification timeline does not preclude a candidate being subsequently evaluated as unsatisfactory after the mid-term, should her/his performance be judged unsatisfactory in relation to the increasing expectations which accompany more time in the experience.)
- b. The classroom supervisor should provide the student teacher with frequent corrective feedback and keep a record of those comments and when they were shared with the student teacher.
- c. If either supervisor has significant concerns about the IUS student's performance the other supervisor should be contacted immediately to discuss the matter and to determine if a conference with the student teacher is warranted. If a three-way conference is held, an action plan will be developed and copies given to the supervisors, the student teacher, and the Field Experience office. Actions could include additional support and assistance by the supervisors or other school or university staff.
- d. If removal from the experience or grade of "unsatisfactory" is likely, the university supervisor should arrange for a conference involving the classroom supervisor, university supervisor, the student teacher, and, if appropriate, IUS's coordinator of field experiences.
- e. This process does not apply to graduate candidates completing field work in their own classrooms.

NOTE: A student teacher that disagrees with being withdrawn, given another placement, the final grade or time extension may appeal the decision through the procedures established by the School of Education. Copies of the procedure are available through the School of Education main office. It is recommended that the appellant ask a member of the IUS faculty or professional staff to provide guidance with regard to procedures.

Individualized Support and Success Plan

When the progress of a candidate is in question, an Individualized Support and Success Plan may be necessary for the candidate to complete. These guidelines will be followed:

1. An ISSP may be initiated in response to concerns brought forth by any IUS faculty member or K-12 supervising teacher who teaches/supervises the candidate.
2. The faculty member(s) with the concern will meet with the coordinator of the special education program to determine the general nature of the concern and if there if an ISSP is needed.

3. The candidate will meet with the program coordinator and the instructor(s) who have concerns. The nature of the concerns will be presented to the candidate who will have an opportunity to discuss the matter.
4. Candidates may be continued with conditions, put on probation, or denied continuation in the program.
5. If an ISSP is warranted, the candidate completes a self-appraisal form (available from the coordinator).
6. Two members of the program faculty are assigned to develop and monitor the ISSP which is reviewed no less than once per semester.
7. Candidates who fail to make adequate progress on the ISSP may be continued with conditions, put on probation, or denied continuation in the program.
8. Candidates may appeal these program decisions through the SOE appeals procedure.