



College of Education

Interdisciplinary and Inclusive Education Department
Graduate Program in Learning Disabilities
LDTC 18650
Clinical & Field Experiences in Learning Disabilities
HANDBOOK



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****Assignment templates are available for the LDTC extern to view in Canvas



**College of Education
Interdisciplinary and Inclusive Education Department**

Dear Mentor and LDTC Extern,

Welcome to Rowan University's LDTC Clinical Field and Experiences externship! This culminating experience is the specialization component of our Graduate Program in Learning Disabilities and it will be an exciting, rewarding though challenging one for the LDTC externs. Under the guidance of the LDTC mentor, the externs will grow professionally and have an opportunity to develop and implement new skills.

This handbook will provide guidance and direction during the externship experience available for our LDTC candidates. This manual includes a description of the externship program, guidelines for the extern and mentor, tasks, forms, CEC standards, rubrics, etc. Please read the manual carefully.

As this experience will provide an opportunity for the LDTC extern to work with a Child Study Team, remember it requires a personal commitment of effort, dedication, time and energy. The experience of working with students with disabilities and their families, collaborating with other professionals and becoming familiar with various program options should be rewarding for the LDTC extern's future career development.

Because we are always looking to improve our program to best meet the needs of the school districts we serve, please know we welcome your suggestions and comments.

Sincerely yours,

Dr. Ethel Lippman

**Coordinator of Graduate Program in Learning Disabilities
Rowan University LDTC Supervisor**

Department of Interdisciplinary and Inclusive Education (IIE)

Vision Statement: The Department of Interdisciplinary and Inclusive Education seeks to develop educators who serve the diverse needs of all learners in all classrooms.

Mission Statement: The mission of the Department of Interdisciplinary and Inclusive Education is to teach and learn with a collaborative focus across disciplines and content area domains. Specifically, we seek to develop educators who impact classroom communities by:

- collaborating with families and community partners;
 - integrating best practice, current research, and immersing themselves in school communities; and
 - preparing and supporting all learners through the development of caring, inclusive classrooms and integrated curriculum.
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LDTC Externs have completed or will be completing the following coursework to attain LDTC Certification:

Course Number	Title	S.H. (Credits)
LDTC 18516	<u>Applied Tests And Measurements</u>	3
LDTC 18510	<u>Applied Theories of Learning</u>	3
SPED 08555	<u>Education & Psychology of Exceptional Learners</u>	3
LDTC 18520	<u>Neurological Basis of Educational Disorders</u>	3
READ 30530	<u>Teaching Reading To Exceptional Children</u>	3
LDTC 18503	<u>Foundations Of Learning Disabilities</u>	3
LDTC 18504	<u>Assessment Of Learning Disabilities</u>	3
LDTC 18505	<u>Correction Of Learning Disabilities</u>	3
LDTC 18525	<u>Advanced Assessment Techniques</u>	3
LDTC 18650	<u>Clinical & Field Experiences In Learning Disabilities</u> (in process)	6

LDTC 18650 Clinical and Field Experiences in Learning Disabilities SYLLABUS

Please note LDTC has both an online seminar and a minimum of 120 hours field placement

Course Description

LDTC 18650: Clinical & Field Experiences in Learning Disabilities 3 to 6 s.h. Students engage directly in supervised case work with children demonstrating learning disorders. Assessment and appropriate, research-based remediation of learning problems, consultation skills and in-service program design are required in a 120-clock hour clinical and field setting. Only matriculated students may register for this course.

Connection to the Mission of the College of Education

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

with the ultimate goal of ensuring equitable educational opportunities for all learners.

Department and/or Program Purpose Statement

The Department of Interdisciplinary and Inclusive Education offers a variety of opportunities for caring and dedicated undergraduate, post-baccalaureate and graduate students to pursue initial certification as early childhood or elementary teachers as well as an endorsement as a Teacher of Students with Disabilities. In addition, the department offers graduate programs that provide advanced study in curriculum and teaching, including the M.Ed. in Teacher Leadership, the M.S.T. in Elementary Education and the M.A. in Special Education program. The M.A. in Learning Disabilities program is also offered for students interested in pursuing certification as a Learning Disabilities Specialist. The department is committed to fostering student growth as instructional leaders who have a developmental perspective, cooperative disposition, and reflective orientation and are committed to the principles of access, success, and equity for all students. All programs in the department are nationally accredited and have been approved by the New Jersey Department of Education.

Vision Statement of the College of Education

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Connecting to the College of Education Conceptual Framework Pillars:

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:

1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.



Building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning to inform our practices and provide a foundation upon which learning evolves.

Objectives

- CEC Advanced Preparation Standard 1: Assessment - Students will be able to use valid and reliable assessment practices to minimize bias
- CEC Advanced Preparation Standard 2: Curricular Content Knowledge - Students will use their knowledge of general and specialized curricula to improve programs and services
- CEC Advanced Preparation Standard 3: Programs, Services and Outcomes - Students will facilitate continuous improvement of general and special education programs, supports, and services
- CEC Advanced Preparation Standard 4: Research and Inquiry - Students will conduct, evaluate, and use inquiry to guide professional practice
- CEC Advanced Standard 5: Leadership and Policy - Students will provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence based practices, and create positive and productive work environments
- CEC Advanced Standard 6: Professional and Ethical Practice - Students will use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities
- CEC Advanced Standard 7: Collaboration - Students will collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families
- CEC Advanced Diagnostician Standard 1: Assessment
- CEC Advanced Diagnostician Standard 3: Programs, Services, and Outcomes
- CEC Advanced Diagnostician Standard 4: Research and Inquiry
- CEC Advanced Diagnostician Standard 5: Leadership and Policy
- CEC Advanced Diagnostician Standard 6: Professional and Ethical Practice
- CEC Advanced Diagnostician Standard 7: Collaboration

Prerequisites

1. LDTC 18505 - Correction of Learning Disabilities
2. LDTC 18525 - Advanced Assessment of Learning Disabilities

Materials and Texts

- Selected Articles, Websites, etc.
- NJAC 6A:14 New Jersey Administrative Code in Special Education
- Parental Rights in Special Education (PRISE)
- CEC Standards for Educational Diagnosticians
- CEC Advanced Preparation Standards

Schedule

The following schedule is tentative and may be changed with prior notification from the instructor.

Week	Start Date	Readings, Activities & Assignments
1	06/27/2017	Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum) Seminar Topics: <ul style="list-style-type: none">• Who is the Learning Disabilities Teacher Consultant?• Assignment Overview Discussion Question 1: <ul style="list-style-type: none">• Why did you enter the field of special education? Your aspirations and inspirations?
2	07/04/2017	Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum) Seminar Topics: <ul style="list-style-type: none">• Ethics• Say and Write the Right Thing• CEC Standards Discussion Question 2: <ul style="list-style-type: none">• IEP Scenarios Assignments: <ul style="list-style-type: none">• DQ 1 Due
3	07/11/2017	Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum) Seminar Topics: <ul style="list-style-type: none">• Successful Transition Planning• Transitioning for Preschoolers• Assessment of Young Children Exams: <ul style="list-style-type: none">• Comprehensive Exam Part 1 due this week; Assessment 1 Case Study Assignments: <ul style="list-style-type: none">• Assignment 2 due: Learning Evaluation #1
4	07/18/2017	Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum) Seminar Topics: <ul style="list-style-type: none">• Paraprofessionals• Evidence Based Practices Discussion Question 3: <ul style="list-style-type: none">• Experience Reflection Assignments: <ul style="list-style-type: none">• Assignment 4 due this week; Learning Evaluation #2
5	07/25/2017	Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum) Seminar Topics: <ul style="list-style-type: none">• Least Restrictive Environment Assignments: <ul style="list-style-type: none">• Comprehensive Exam Part 2 due either Week 5 or Week 6; using Proctor Track• Assignment 1 due this week: Self Study Reflection• Assignment 5 due this week: interview of two Child Study Team members• Assignment 6 due this week: Learning Evaluation #3
6	08/01/2017	Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum) Seminar Topics: <ul style="list-style-type: none">• Dyslexia• Low Incidence Disabilities: Autism Spectrum Disorders

		<p>Exams:</p> <ul style="list-style-type: none"> Comprehensive Exam Part 2 due this week; using Proctor Track
7	08/08/2017	<p>Clinical Field Placement with LDTC Mentor: completion of responsibilities as described in Clinical and Field Experiences Handbook (120 hours minimum)</p> <p>Seminar Topics:</p> <ul style="list-style-type: none"> 504 Regulations of the Rehabilitation Act Youth in Correction Homeless Youth Restraint-Seclusion of Students with Disabilities Articles/Handouts: <ul style="list-style-type: none"> CEC Disability Categories IDEA Regulations School Based Intervention Teams Motivating the Reluctant Teacher Working with Culturally and Linguistically Diverse Families <p>Assignments:</p> <ul style="list-style-type: none"> Assignment 3 due this week: Virtual Field Visit Assignment 7 due this week: Learning Evaluation # 4 Assignment 8 is optional (Learning Evaluations #5 and #6) Assignment 9 (LDTC Program Survey) is due this week. <p>Discussion Question 4 Extended School Year Review</p>
		<p>NOTE: MENTOR AND SUPERVISOR FEEDBACK WILL BE COMPLETED AND SUBMITTED INTO TK20. THIS IS COMPLETED BY YOUR MENTOR AND SUPERVISOR. SEE YOUR LDTC CLINICAL AND FIELD EXPERIENCE HANDBOOK FOR DETAILS</p>

Assignment Outline

Exams:

- Exam 1: Comprehensive Exam Case Study (Tk20 Assessment 1) due Week 3
- Exam 2: Comprehensive Exam Proctor Track (Tk20 Assessment 2) due Week 6

Assignments:

- Assignment 1: Self Study Reflection due Week 5
- Assignment 2: Learning Evaluation #1 due Week 3
- Assignment 3: Virtual Field Visit due Week 7
- Assignment 4: Learning Evaluation #2 due Week 4
- Assignment 5: Two CST Interviews due Week 5
- Assignment 6: Learning Evaluation #3 due Week 5
- Assignment 7: Learning Evaluation #4 due Week 7
- Assignment 8: Optional Learning Evaluations #5 and 6 due Week 7
- Assignment 9: LDTC Program Survey due Week 7

Discussions:

- Discussion Question (DQ) 1 due Week 2
- Discussion Question (DQ) 2 due Week 3
- Discussion Question (DQ) 3 due Week 4
- Discussion Question (DQ) 4 due Week 7

Successful completion of 120 hours (minimum) in a field placement with an LDTC mentor

Grading

Final Grade Breakdown

Grading Criteria/Assignment	Points/Percentage
Assignment 1 (Self Study Reflection)	20 points
Assignment 2, 4, 6, 7 and 8 (Learning Evaluations)	100 points
Assignment 3 (Virtual Field Visit)	20 points
Assignment 5 (Two CST Interviews)	20 points
Others: Assignment 9 (LTDC Program Survey) Discussion Questions 1, 2, 3, 4 Comprehensive Exam Part 1 (Case Study) Comprehensive Exam Part 2 (Proctor Track) SUCCESSFUL COMPLETION OF THE FIELD PLACEMENT MUST OCCUR WITH A GRADE COMPONENT OF B MINUS OR BETTER REQUIRED	20 points 20 points (5 points each) 50 points 50 points 500 POINTS
Total	800 points

Grading Scale

A	93 and Up	C	74 – 76
A-	90 – 92	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 – 83	D-	60 – 63
C+	77 - 79	F	59 and Below

Rowan Online Standard Policies (addendum)

The current version of Rowan Online Standard Policies, which are an addendum to this syllabus, are found in the [Rowan Online Standard Policies Document](#).

Statement on Accommodations: Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Access more information at: <http://www.rowan.edu/studentaffairs/asc/disabilityresources/>

Professional Behavior: Students are expected to display professional behavior at all times and individuals should be respectful of one another, punctual, alert/attentive, and prepared to participate. The technology use policy will be dictated by individual professors; non-adherence to your professor's technology policy will adversely influence your grade.

Policy on Academic Integrity: Academic integrity is fundamental to education. Authentic learning and improvement demands leaders who have the utmost integrity. Please visit the Provost's website for the full academic integrity policy: http://www.rowan.edu/provost/policies/documents/2009_AcadInteg_policy.pdf.

Anti-Plagiarism Tools: Instructors of this course will be using Safe Assign and/or Turnitin at our discretion to determine the originality of your work. If your work is submitted to Turnitin, it will be stored in the Turnitin database. You have the right to refuse either to submit your work to Turnitin or have the university do so; availing yourself of this right will not negatively impact your success in the course. If you object to the use of Turnitin, your instructor will use other procedures to assess originality.

Policy on Incompletes: There will be no make-up assignments for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow truck receipt, etc.) when requesting an exception to this policy.

Policy on Late Assignments: Late Assignments (turning in after due date) will result in a decrease of 15% of the assignment value for each 24 hour period that goes beyond the assignment's due date. Individual instructors may also modify this policy at their discretion.

Harassment, Intimidation, and Bullying Policy (HIB): The New Jersey Legislature recognized that bullying in school settings is a growing concern and, therefore, passed the Anti-Bullying Bill of Rights in January, 2011. The intent of the Act is to strengthen standards and procedures for preventing, reporting investigating and responding to incidents of harassment, intimidation and bullying (HIB) in New Jersey's public schools: N.J.S.A. 18A:37-22.

E-mail Announcements: The course instructor will send important course-related announcements. It is your responsibility to: 1) regularly check your Rowan e-mail; 2) regularly check Canvas; and 3) if applicable, set up your Rowan e-mail account so that messages are forwarded to the account you do use regularly. It does not matter from which e-mail account you send messages, though it is helpful if you send consistently from the same one.

Course Goals: LDTC Externs will be able to:

1. Select and administer technically sound and culturally responsive standardized instruments and assessment techniques for special education and related services and to determine appropriate goals and objectives for inclusion in the IEP.
2. Participate in IEP Meetings
3. Interpret test results utilizing prior knowledge with respect to factors such as test validity, reliability, strengths and weaknesses, etc. and ethical issues. Write thorough and clear reports on the results of their educational assessments. Make recommendations for eligibility, instruction, and transition based on assessment results.
4. Write measureable goals
5. Complete legally required special education documents and notices and schedule and conduct meetings within the specified timelines for compliance.
6. Identify appropriate remediation/accommodation techniques for pupils
7. Develop meaningful and compliant IEPs
8. Demonstrate alignment of IEP components with the general education curriculum and NJ Core Content Standards
9. Communicate and collaborate effectively with parents, pupils, and educators regarding the educational disabilities and needed remediation/accommodation techniques for pupils. Participate in team staffings and conferences
10. Observe classrooms to provide teachers with remediation/accommodation techniques
11. Facilitate inclusive placements of pupils
12. Participate in transition planning for pupils with educational disabilities
13. Demonstrate an awareness of NJ professional standards and the CEC standards for educational diagnosticians in practice

Major Topics to be Covered:

1. Test selection and administration
2. Report writing
3. Development of goals and objectives
4. IEP Team participation
5. Compliance requirements of special education notices, documents, and the conduct of meetings
6. Remediation and accommodation techniques
7. Consultation and collaboration techniques
8. Techniques to facilitate inclusion
9. Methods of communicating findings from educational evaluation reports
10. The general education curriculum in the district of the externship placement
11. Curricular options for pupils with disabilities
12. The NJ Core Curriculum Standards
13. NJ requirements for alternate assessments of pupils with educational disabilities who are waived from the statement assessments

Course Requirements:

1. 120 hours of externship experience (See Log of Hours for acceptable activities)
 - Evaluations/Assessments (Minimum of four)
 - Report Writing
 - CST Meetings
 - Student Staffings
 - IEP Meetings
 - ESY Observations
 - CST Interviews
 - Weekly Reflections
 - Professional Development Plan
 - Out of District Visitation or Virtual Visitation Review
 - Participation in other school activities, if available, such as Section 504 evaluations, I&RS Committee meetings, transition meetings, etc.

To maintain confidentiality of records, identifying data on the student should be removed prior to submission

2. Completion of a minimum of four learning evaluations (4 – 6)
 - LDTC externs are required to submit for one of the learning evaluations the following:
 - Educational evaluation (evaluation must include the administration of either the WJ IV or WIAT III or KTEA III)
 - IEP (includes goals/objectives/strategies)
3. Field Supervision Reports
 - by the LDTC mentor
 - the LDTC mentor will be interviewed by the Rowan University supervisor to obtain feedback on the strengths and needs of the LDTC extern
4. Participation in the LDTC externship seminar. This online seminar will provide time for reflection on the practice of the LDTC in the field; feedback on experience and peer review of extern experiences
5. Successful completion of the Comprehensive Examination (two components: Case Study and Online Exam)

REQUIREMENTS FOR LDTC EXTERN

The following is a listing of requirements for the LDTC extern. It is not an inclusive list but can be modified with the approval of the LDTC Mentor (school district) and the Rowan University LDTC Supervisor.

- Four to Six Learning Evaluations; whenever possible, externs should be involved in evaluations from the initial referral meeting/evaluation plan stage to the development of the final IEP stage
 - Administration of at least one WIAT, one Woodcock Johnson, and one language assessment, etc.
 - Completion of Learning Evaluations using mentoring district's format
 - Experiences with various age groups and classification categories (e.g., preschool, transition)
 - Initial and Reevaluation Assessments
 - All learning evaluations are to include suggested evidence based strategies for areas of deficit. These may be separate documents from the learning evaluation and given to parent(s) and teacher at the discretion of the LDTC mentor.
 - Select and administer technically sound and culturally responsive standardized instruments and assessment techniques for special education and related services and to determine appropriate goals and objectives for inclusion in the IEP.
 - Identify appropriate remediation/accommodation techniques for pupils
 - Interpret test results utilizing prior knowledge with respect to factors such as test validity, reliability, strengths and weaknesses, etc. and ethical issues. Write thorough and clear reports on the results of their educational assessments. Make recommendations for eligibility, instruction, and transition based on assessment results.
- Active Participation in Evaluation Plan(s) that will include the purpose of the LDTC evaluation
- Active Participation in IEP Development and Presentation; LDTC extern will share the analysis and synthesis of learning evaluation results and indication of student's strengths, challenges, need for accommodations/modifications, etc. and develop meaningful and compliant IEPs
 - Write measureable goals
 - Demonstrate alignment of IEP components with the general education curriculum and NJ Core Content Standards
 - Participate in transition planning for pupils with educational disabilities
- Four to Six Staffings and Parental Contacts (extern must participate, if possible, in all meetings for the evaluations he/she completes) Communicate and collaborate effectively with parents, pupils, and educators regarding the educational disabilities and needed remediation/accommodation techniques for pupils.
- Consultation with teachers, whenever possible, and provide teachers with remediation/accommodation techniques
- Log of Hours: >120 hours; signed by mentor Learning Consultant and approved by Rowan University Clinical and Field Experience instructor/supervisor
- Participation in the online LDTC externship seminar. The seminar will provide time for reflection on the practice of the LDTC in the field with feedback on performance and peer review of student experiences
- Professional online submissions throughout the online seminar will showcase the attainment of knowledge, skills, and dispositions necessary to enter the field of Learning Disabilities Teacher Consultant. Submissions will include the following:
 - Externs are required to submit completed learning evaluations (four to six)
 - Externs are to submit at least one completed IEP from the required evaluations
 - To maintain confidentiality of records, all identifying information on the student should be removed prior to submission and initials only used
 - Information should be organized in chronological order in the portfolio for each student

- Interview two members of the Child Study Team other than the mentor LDTC. The interview will be summarized and submitted through Canvas
- Completion of a Self-Study Reflection
- Virtual Field Visit or on site visitation to an educational facility that provides services to children with low incidence disabilities
- Online Discussion Questions that will include the following:
 - Career selection reflection
 - Special Education Vignettes and Personal Story
 - Visitation and Reflection on placement district's Extended School Year Program
 - Success/Challenge Reflection
- LDTC externs will complete a Comprehensive Examination that will assess their knowledge and ability to connect prior learning to practice. The Comprehensive Examination will consist of two components: (1) Case Study, and (2) Questions on Practice and Implementation
- LDTC externs should strive for self-improvement, cooperate professionally with colleagues, attain greater poise and self-confidence through attention to mannerisms, initiative, dependability, punctuality, professional appearance and participation in extracurricular and co-curricular programs/activities
- Complete legally required special education documents and notices and schedule and conduct meetings within the specified timelines for compliance.
- Facilitate inclusive placements of pupils
- Demonstrate an awareness of NJ professional standards and the CEC standards for educational diagnosticians in practice
- LDTC extern will be assessed by their LDTC district mentor and Rowan University LDTC Supervisor using a rubric that contains the following components: participation in Individual Assessment Plans/Evaluation Plans, selection of appropriate assessment instruments, accuracy in test administration and scoring, integration of assessment data, written quality of learning evaluations, completion of instructional strategies, rapport, collaboration, and professionalism.

REQUIREMENTS FOR LDTC MENTOR

The following is a listing of responsibilities for the LDTC Mentor (school district)

- Minimum of three years of experience as an LDTC
- Availability to LDTC extern and Rowan Supervisor
- Contact Rowan Supervisor on a weekly basis via email on progress of LDTC extern. If there is any concern, the LDTC mentor will notify the Rowan University Supervisor immediately with the possible recommendation of an improvement plan.
- Provide LDTC extern an opportunity to assess individuals across various age spans whenever possible (e.g., preschool – grades 3, grades 4 – 6, Middle School, High School)
- Provide LDTC externs an opportunity, whenever possible, to conduct initial evaluations, reevaluations, and visit an out of district placement
- Provide externs an opportunity, whenever possible, to participate in evaluation plans, transition plans, reevaluations and initial evaluations
- Provide LDTC extern access to a variety of assessment materials and protocols and discuss their usage in your district
- Provide LDTC extern access to other members of the Child Study Team (e.g., school psychologist, school social worker, speech/language pathologist, etc.) for consultation, collaboration, observation and interviewing
- Provide LDTC extern an opportunity to interview other members of the Child Study Team
- Provide analysis and reflection to the LDTC extern regarding evaluation, communication, disposition, collaboration, etc. on a regular basis
- Provide LDTC extern opportunities to engage in professional development and collaboration
- Provide the LDTC extern an opportunity to observe, if available, an Extended School Year Program
- Provide LDTC extern opportunities to assume responsibility in test administration, memorization of testing rules and regulations, report writing, and creation of goals and objectives as they relate to testing results
- Review all learning evaluation drafts prior to finalization. LDTC externs will use the district's format for all report writing.
- Provide feedback to the LDTC extern in areas such as the following:
 - coping with individual differences of students
 - developing flexibility in meeting situations by anticipating problems and planning varieties of actions
 - accepting constructive criticism and coaching
- Please note LDTC externs have had 80 to 120 hours in environments that allowed them to experience the role of the learning disabilities teacher consultant (selection of assessment materials, arranging testing materials, inputting data for analysis, making recommendations based on testing results, participating in the discussion of results, compiling data for final test reports, etc.) so they should not require basic skill development

- **Formal Evaluation Procedures A.**
 - **Formal Evaluation by the LDTC mentor:** You will be asked to complete a final using the Mentor and Rowan Supervisor Feedback Rubric found in this Handbook. Forms are housed and scored in Tk20.
 - The document will be completed in partnership with the Rowan University Supervisor; comment boxes are provided so additional feedback can be added.
 - Discuss the ratings and comments with the LDTC extern. This instrument can be used as a progress monitoring tool as the LDTC extern progresses through the placement.
 - The Rowan University supervisor will indicate specific dates by which the evaluation forms must be completed and submitted. These dates are meant to coincide with planned visits of the University supervisor who will collaborate with you in completing the rubric.
 - Daily Debriefing In no way should these formal evaluative procedures supplant the regular daily debriefing and discussions with the LDTC extern
 - Important Note on Grading The minimum grade requirement for successfully completing the LDTC externship is a B minus
- Provide the Rowan Supervisor with information regarding the LDTC extern's progress throughout the mentorship. A final evaluation will occur which will consist of the Rowan Supervisor observing the LDTC extern , if possible, participating in an IEP meeting, explaining an evaluation, or other examples of LDTC responsibility.

Final Grades:

A Range (A or A-) —Indicates that the LDTC extern has consistently met all expectations of the program, Rowan University supervisor, and LDTC district mentor throughout the course of the placement and demonstrated a basic level of performance in all areas of the Mentor-Supervisor rubric during or prior to the final evaluation.

B Range (B, B+, or B-) —Indicates that the LDTC extern has generally, but with some inconsistencies, met the expectations of the program, Rowan University supervisor, and LDTC district mentor during the placement and demonstrated a basic level of performance in all areas of the Mentor-Supervisor rubric during or prior to the final evaluation.

Grades below B- Indicate that an extern will not be recommended for certification. A Rowan University supervisor and the LDTC district mentor must meet with the LDTC extern to develop a plan of improvement prior to the conclusion of their placement and issuing a grade so an opportunity is provided for improvement. The College of Education's Dean Office and Interdisciplinary and Inclusive Education Chairperson will also be notified.

The minimum grade requirement for successfully completing the LDTC externship is a B minus (B-). Should an extern's grade fall below a B-, an additional externship must be repeated to be recommended for certification (again at a level of B- or higher). The School of Education reserves the right to determine whether or not the extern will be permitted to repeat the externship, after a period for reflection. The grade appeals policy can be accessed from the Rowan University Home Page under Academic Affairs/Policies & Procedures. As with all other Professional Education Requirements, a student may not register for Clinical and Field Experiences more than twice. No incompletes are awarded.

Log of Hours (minimum 120)

LDTC Extern: _____ -

Total Hours: _____

LDTIC Mentor's Signature: _____ Date: _____

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TK20 Assessment

LDTC 18650: Clinical and Field Experiences

Assessment 4: Mentor and Supervisor Feedback

M.A. in Learning Disabilities

Interdisciplinary and Inclusive Education

Brief description of the assessment

LDTC candidates are certified teachers with more than three years of successful classroom teaching experience. The field placement for this credential is an externship in “Clinical and Field Experiences in Learning Disabilities” where the LDTC is functioning as an educational diagnostician within a public school setting. The externship takes place in a public school in concert with an experienced, respected mentor (a certified, practicing LDTC) and university supervisor. The Clinical and Field Mentor and Supervisor Feedback form is completed by the mentor, the university supervisor (also an experienced, certified LDTC), and by the candidate. The LDTC mentor spends >120 clock hours with the candidate in the role of an LDTC.

The mentors are all on extended-year or 11-month contracts and work through July or early August. Each assigned, selected mentor is employed in a P-21 school district with an Extended School Year program and an assessment caseload of more than eight students for the summer. In addition, the other two Child Study Team members (school psychologist and school social worker) are available to the extern at least on a weekly basis. The 6-week summer externship runs from mid-June to early August, depending upon schedules.

The rubric will take into consideration the extern’s competency after completing a variety of tasks which will include (but not limited to) the following:

- Four to six learning evaluations
- Four to six staffings with school personnel and parent contacts
- Participation in the development of Individualized Assessment Plans (IAPs)/Evaluation Plans
- Participation in the development of IEPs
- Collaboration with Child Study Team members and other school personnel

Assessment Alignment with Standards

This full time, 6-week externship uses the Clinical and Field Mentor and Supervisor Feedback which consists of 28 components, each aligned to one of the CEC Advanced Standards and/or Advanced Specialty Set Standards for Educational Diagnosticians.

- Standard 1: Assessment
- Standard 2: Curricular Content Knowledge
- Standard 3: Programs, Services, and Outcomes
- Standard 4: Research and Inquiry
- Standard 5: Leadership and Policy
- Standard 6: Professional and Ethical Practice
- Standard 7: Collaboration

The candidates’ performance functioning in the role of an LDT-C, in part, demonstrates competence in the skills of assessment, student data and information analysis and integration, Learning Evaluation Report writing, instructional strategy selection, program planning, collaboration, and communicating assessment results to parents and team members. More specifically, candidates have the opportunity to synthesize information from multiple perspectives in developing a program assessment plan, to connect educational standards to specialized instructional services, and to develop programs including the integration of related services for individuals based on a thorough understanding of individual differences.

TK20 Assessment Rubric

LDTC 18650: Clinical & Field Experiences in Learning Disabilities

Assessment 4: Mentor and Supervisor Feedback of LDTC Extern

M.A. in Learning Disabilities

Interdisciplinary and Inclusive Education

LDT-C EXTERN RUBRIC/FEEDBACK FORM: For any component where you recorded a Score ≤2, please provide an explanation and share anything that might have been done to reach a Score ≥3.

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
Advanced Standard 3.1 Programs, Services, and Outcomes	Individualized Assessment Plans (IAPs) I.K.1.g	Initial attempt at establishing questions to be answered through the assessment process are missing more than three “Attains Expectations” criteria Does not know what is expected at the meeting	Does not formulate appropriate assessment questions or suggest a range of procedures. Meets three or four of the following criteria: <ul style="list-style-type: none"> ✓ Assessment plan includes questions that address academic, social-emotional, and medical areas as appropriate ✓ Limited number of questions that can be answered yes/no ✓ Specific timelines included ✓ Assessment measures identified for each question or cluster ✓ All members of the team, including parents, are involved. ✓ Takes a leadership role as case manager in the IAP process and creates a positive environment for all members. 	Suggests range of specific evaluation procedures. In addition meets five of the following criteria implementing evaluation activities : <ul style="list-style-type: none"> ✓ Assessment plan includes questions that address academic, social-emotional, and medical areas as appropriate ✓ Limited number of questions that can be answered yes/no ✓ Specific timelines included ✓ Assessment measures identified for each question or cluster ✓ All members of the team, including parents, are involved. ✓ Takes a leadership role as case manager in the IAP process and creates a positive environment for all members. 	Letter perfect and follows district format in implementing evaluation activities. Integrates information with other team members fluently. In addition, meets all of the following criteria: <ul style="list-style-type: none"> ✓ Assessment plan includes questions that address academic, social-emotional and medical areas as appropriate ✓ Limited number of questions that can be answered yes/no ✓ Specific timelines included ✓ Assessment measures identified for each question or cluster ✓ All members of the team, including parents, are involved. ✓ Takes a leadership role as case manager in the IAP process and create environment for all members of the team.
Advanced Standard 1.2 Advanced Specialty 1 Assessment SEDS.1.K1 SEDS.1.S2	Assessment Selection I.S.3.g	LDTC extern demonstrates little or no knowledge and skill in using assessment instruments to evaluate students	LDTC extern inconsistently uses the appropriate assessment instruments in the evaluation of students	LDTC extern consistently selects and uses a range of formal and informal assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses	LDTC extern selects and uses a wide range of formal and informal assessment instruments along with other performance data to evaluate students as well as demonstrates the ability to incorporate the necessary diagnostic activities to achieve a meaningful outcome for students in an evaluative process

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
<p>Advanced Standard 1 Assessment 1.1</p> <p>Advanced Specialty Standard 1 Assessment SEDS.1.S4</p>	<p>Mechanics of Test Administration and Scoring</p> <p>T.K.4.g</p>	<ul style="list-style-type: none"> ✓ Missing <2 criteria established under “Attains” ✓ Clearly unprepared ✓ Cannot score independently ✓ 1 – 3 errors in scoring 	<p>Seeks assistance in scoring with no errors in scoring. Meets less than five of the following criteria:</p> <ul style="list-style-type: none"> ✓ furniture and materials set up prior to student’s arrival ✓ student cannot see protocol ✓ extra pencils, paper, and materials easily accessible ✓ follows administration as required by manual ✓ pacing appropriate for student ✓ basals and ceilings established as required ✓ scores measure accurately and according to manual. 	<p>Scores independently and correctly. Meets at least five of the following criteria:</p> <ul style="list-style-type: none"> ✓ furniture and materials set up prior to student’s arrival ✓ student cannot see protocol ✓ extra pencils, paper, and materials easily accessible ✓ follows administration as required by manual ✓ pacing appropriate for student ✓ basal and ceiling established as required ✓ scores measure accurately and according to manual. 	<p>In administration, no hesitations by LDTC extern. Able to question and see nuances in scoring. In addition, meets all of the following criteria:</p> <ul style="list-style-type: none"> ✓ furniture and materials set up prior to student’s arrival ✓ student cannot see protocol ✓ extra pencils, paper, and materials easily accessible ✓ follows administration as required by manual ✓ pacing appropriate for student ✓ basal and ceiling established as required ✓ scores measure accurately and according to manual. ✓ used compuscore correctly
<p>Advanced Standard 3.1 Programs, Services, and Outcomes</p> <p>Advanced Specialty Standard 1 Assessment SEDS.1.S6</p>	<p>Integration of Assessment Data</p> <p>I.S.2.g</p>	<p>Missing three or more criteria:</p> <ul style="list-style-type: none"> ✓ relates background information with assessment results ✓ discusses inter-test comparisons ✓ discusses intra-test comparisons ✓ relates teachers’ perceptions and concerns with assessment findings ✓ relates reasons for referral to assessment findings ✓ uses progress monitoring data to support or refute norm-referenced data ✓ “Summary” is a concise integration of findings. 	<p>Meets less than four of the following criteria:</p> <ul style="list-style-type: none"> ✓ relates background information with assessment results ✓ discusses inter-test comparisons ✓ discusses intra-test comparisons ✓ relates teachers’ perceptions and concerns with assessment findings ✓ relates reasons for referral to assessment findings ✓ uses progress monitoring data to support or refute norm-referenced data ✓ “Summary” is a concise integration of findings. 	<p>Meets at least four of the following criteria in preparing a comprehensive report:</p> <ul style="list-style-type: none"> ✓ relates background information with assessment results ✓ discusses inter-test comparisons ✓ discusses intra-test comparisons ✓ relates teachers’ perceptions and concerns with assessment findings ✓ relates reasons for referral to assessment findings ✓ uses progress monitoring data to support or refute norm-referenced data ✓ “Summary” is a concise integration of findings. 	<p>Fully integrates and meets all of the following preparing a comprehensive report:</p> <ul style="list-style-type: none"> ✓ relates background information with assessment results ✓ discusses inter-test comparisons ✓ discusses intra-test comparisons ✓ relates teachers’ perceptions and concerns with assessment findings ✓ relates reasons for referral to assessment findings ✓ uses progress monitoring data to support or refute norm-referenced data ✓ “Summary” is a concise integration of findings.
<p>Advanced Standard 1 Assessment</p> <p>Advanced Specialty Standard 1 Assessment</p>	<p>Written Quality of Learning Evaluations</p> <p>I.D.3.g</p>	<p>Meets ≤4 of the following:</p> <ul style="list-style-type: none"> ✓ report comprehensible and meaningfully reports achievement assessment information 	<p>Interprets levels based on numbers only. Generally correct interpretation but misses some interpretative issues. Also Meets 5-7 of the following criteria:</p> <ul style="list-style-type: none"> ✓ report comprehensible and 	<p>Interprets by integrating data into categories or related areas. Also meets eight or more of the following criteria in preparing comprehensive assessment reports :</p> <ul style="list-style-type: none"> ✓ report comprehensible and 	<p>Insightful interpretation and/or extension.. In addition, meets all of the following criteria in preparing comprehensive assessment reports:</p> <ul style="list-style-type: none"> ✓ report comprehensible and meaningfully reports achievement assessment information ✓ clearly identifies student’s strengths ✓ all necessary elements included for Learning Evaluation areas of

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
SEDS.1.S6		<ul style="list-style-type: none"> ✓ clearly identifies student's strengths ✓ all necessary elements included for Learning Evaluation areas of needs ✓ few errors in spelling, passive voice, punctuation, and grammar ✓ consistent verb tense, pagination, no contractors, numbers written out or in words correctly ✓ signatures included ✓ used standard scores or percentiles ✓ age and grade equivalents used minimally 	<ul style="list-style-type: none"> meaningfully reports achievement assessment information ✓ clearly identifies student's strengths ✓ all necessary elements included for Learning Evaluation areas of needs ✓ few errors in spelling, passive voice, punctuation, and grammar ✓ consistent verb tense, pagination, no contractors, numbers written out or in words correctly ✓ signatures included ✓ used standard scores or percentiles ✓ age- and grade-equivalents not used or used minimally 	<ul style="list-style-type: none"> meaningfully reports achievement assessment information ✓ clearly identifies student's strengths ✓ all necessary elements included for Learning Evaluation areas of needs ✓ few errors in spelling, passive voice, punctuation, and grammar ✓ consistent verb tense, pagination, no contractors, numbers written out or in words correctly ✓ signatures included ✓ used standard scores or percentiles ✓ age- and grade-equivalents not used or used minimally 	<ul style="list-style-type: none"> needs ✓ few errors in spelling, passive voice, punctuation, and grammar ✓ consistent verb tense, pagination, no contractors, numbers written out or in words correctly ✓ signatures included ✓ used standard scores or percentiles ✓ age and grade equivalents not used or used minimally.
Advanced Standard 2 Curricular Content Knowledge 2.3 Advanced Specialty Standard 4 Research and Inquiry SEDS.4.K1	Translates Learning Evaluations to Research Based Instructional Strategies D.S.2.g	<ul style="list-style-type: none"> Missing two or more criteria established under "Attains": ✓ Meets at least four of the following criteria for instructional strategies: ✓ research based or best practice ✓ age/grade appropriate ✓ include relevant given findings ✓ sufficiently described for implementation ✓ address all deficit areas ✓ achievable in recommended LRE 	<ul style="list-style-type: none"> ✓ Meets less than four of the following criteria for instructional strategies: ✓ research based or best practice ✓ age/grade appropriate ✓ include relevant given findings ✓ sufficiently described for implementation ✓ address all deficit areas ✓ achievable in recommended LRE 	<ul style="list-style-type: none"> ✓ Meets at least four of the following criteria for instructional strategies using understanding of diversity and individual learning differences: ✓ research based or best practice ✓ age/grade appropriate ✓ include relevant given findings ✓ sufficiently described for implementation ✓ address all deficit areas ✓ achievable in recommended LRE 	<ul style="list-style-type: none"> All strategies research based and fully and completely described. In addition, meets all of the following criteria for instructional strategies using understanding of diversity and individual learning differences: ✓ research based or best practice ✓ age/grade appropriate ✓ include relevant given findings ✓ sufficiently described for implementation ✓ address all deficit areas ✓ and achievable in recommended educational setting.
Advanced Standard 4.1 Research & Practice	Use of Research-Based Instructional Strategies	<ul style="list-style-type: none"> ✓ Few recommended strategies are research-based 	<ul style="list-style-type: none"> ✓ Few recommended strategies are research-based 	<ul style="list-style-type: none"> ✓ Most recommended strategies are research-based 	<ul style="list-style-type: none"> ✓ Evaluate research and inquiry to identify effective research based strategies
Advanced Standard 5.2 Leadership and Policy	Sensitive and Responsive to Multicultural Issues D.D.2.g	<ul style="list-style-type: none"> ✓ In unresponsive or insensitive to people from other cultures or backgrounds 	<ul style="list-style-type: none"> ✓ In unresponsive or insensitive to people from other cultures or backgrounds 	<ul style="list-style-type: none"> ✓ Is sensitive and responsive to people from other cultures or backgrounds in almost all professional situations by supporting and using 	<ul style="list-style-type: none"> ✓ Conduct and interactions are sensitive and responsive to people from other cultures or backgrounds in all situations by supporting and using linguistically and culturally responsive practices. ✓ Culturally competent in interactions

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
				linguistically and culturally responsive practices.	(e.g., knowledge of customs, traditions, values, styles)
Advanced Standard 6.3 Professional & Ethical Practice	Rapport with Children D.D.5.g	<ul style="list-style-type: none"> Is antagonistic toward students and/or works well with only a few students (69% or below) Interactions not appropriate for student's age or developmental level 	<ul style="list-style-type: none"> Relates easily and positively with some students (70-79%). Does not explain testing to the student 	<ul style="list-style-type: none"> Relates easy and positively with most students (80-89%) and is reflective of a high degree of comfort and trust by promoting respect and facilitating ethical practice. Some evidence of appropriate explanation of testing 	<ul style="list-style-type: none"> Relates easily and positively with students (90-100%) and is reflective of a high degree of comfort and trust by promoting respect and facilitating ethical practice. Explains testing in a sensitive, age appropriate manner
Advanced Standard 7.3 Collaboration Advanced Specialty Standard 7 Collaboration SEDS.7.S2	Collaboration with Parents	Meets less than six of the following criteria: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt seldom appears impatient or disturbed smiles when appropriate communicates assessment purposes, methods, results, and implications to parents. Demonstrates few steps in a collaboration process (ie., problem identification) 	Meets six of the following criteria: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt seldom appears impatient or disturbed smiles when appropriate communicates assessment purposes, methods, results, and implications to parents. 	Meets seven of the following criteria: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt seldom appears impatient or disturbed smiles when appropriate communicates assessment purposes, methods, results, and implications to parents. 	Fully develops the steps in collaboration process to promote understanding, and never appears impatient or disturbed. In addition, meets all of the following criteria when communicating with team members: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt smiles when appropriate communicates assessment purposes, methods, results, and implications to parents.
Advanced Standard 7.3 Collaboration	Collaboration with Staff	Meets less than five of the following criteria: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt smiles when appropriate 	Meets five of the following criteria: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt seldom appears impatient or disturbed smiles when 	Meets six/seven of the following criteria: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt seldom appears impatient or disturbed smiles when 	Fully develops the steps in collaboration process to promote understanding, and never appears impatient or disturbed. In addition, meets all of the following criteria when communicating with team members: <ul style="list-style-type: none"> demonstrates all steps in collaboration listens to parents restates what parents have said tries to build consensus shares own professional view does not interrupt smiles when appropriate communicates assessment purposes, methods, results, and implications to parent

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
		communicates assessment purposes, methods, results, and implications to parents. ✓ Demonstrates few steps in a collaboration process (ie., problem identification)	appropriate ✓ communicates assessment purposes, methods, results, and implications to parents.	appropriate ✓ communicates assessment purposes, methods, results, and implications to parents.	
Advanced Standard 6.2 Professional Ethical Practice Advanced Specialty Standard 6 SEDS.6.S2	Level of Independence	Depends solely upon others for guidance, idea, and/or direction and/or is passive	Obtains ideas and/or direction from limited resources or depends solely upon others for guidance, ideas, and/or direction.	Works effectively with limited supervision. Models professional expectations and ethical practice	Independently implements creative, resourceful plan. Models high professional expectations and ethical practice
Advanced Standard 7.3 Collaboration Advanced Specialty Standard 7 Collaboration SEDS.7.S2	Flexibility	Defensive behavior and/or unreceptive to feedback given Actions and/or speech indicate thoughtlessness and/or insensitivity to other's feeling and opinions	Receptive, but no implementation of suggestions. Limited sensitivity or diplomacy in relationships.	Receptive and adjusts performance accordingly in discussion and uses collaborative skills to improve programs, services and outcomes Occasional faux pas evident.	Receptive, adjusts performance, solicits feedback from others, and uses collaborative skills to improve programs, services and outcomes Diplomatic and sensitive in interactions with others .
Advanced Standard 6.2 Professional & Ethical Practice Advanced Specialty Standard 6 SEDS.6.S5	Effort	Generally irresponsible; fails to complete assigned tasks and/or duties in thorough and timely manner Places blame and/or responsibility on others; whines	Accepts limited responsibility for self Needs to be reminded to attend to assigned tasks and duties.	Completes assigned tasks and duties in a thorough and timely manner without a need for reminders	Completes assigned tasks and duties in a thorough, clear, cohesive and timely manner without a need for reminders. In addition, perceives needs and voluntarily attempts to meet them.
Advanced Standard 5.3 Leadership and Policy	Cooperation	Projects a negative or inappropriate attitude and/or demeanor (69% or more)	Maintains a positive attitude and professional demeanor some of the time (70-79%).	Maintains a collegial and productive work environment that is respectful and professional demeanor most of the time (80-89%).	Maintains a collegial and productive work environment that is respectful and professional demeanor consistently (90-100%)
Advanced Standard 6.2 Professional & Ethical Practice	Meets Professional Responsibilities and Standards	3+ minor violations of professional ethics/behavior according to CEC and ALC standards	Maintains high and professional standards of ethics and behavior according to CEC and ALC standards, but may have two minor violations of professional ethics/behavior.	Usually maintains high and ethical professional practice and behavior according to CEC and ALC standards, but may have a single minor violation of professional ethics/behavior.	Consistently maintains high and ethical professional practice and behavior according to CEC and ALC standards.

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
Advanced Standard 6.3 Professional & Ethical Practice	Tactful	Actions and/or speech indicate thoughtlessness/ insensitivity to others' feelings and opinions	Limited sensitivity and/or diplomacy in relationships	Occasional faux pas evident in tactfulness	Diplomatic and sensitive interactions with others that promote respect and facilitate ethical professional practice
Advanced Standard 6.2 & Advanced Specialty Standard SEDS.6.S5 Professional & Ethical Practice	Depend-able Respon-si-ble Conscien-tious	Is irresponsible; fails to complete assigned tasks and/or duties in thorough and timely manner; places blame and/or responsibility on others; whines.	Accepts limited responsibility for self; needs to be reminded to attend to assigned tasks/duties	Completes assigned tasks/duties in a thorough and timely manner without a reminder	Completes assigned tasks/duties in a thorough and timely manner without a reminder In addition, perceives needs and voluntarily attempts to meet them.
Advanced Standard 7.3 Collabora-tion	Positive Attitude and Profession-al Demeanor with All Personnel and Peers	Projects a negative or inappropriate attitude and/or demeanor (69% or more)	Maintains a positive attitude and professional demeanor some of the time (70-79%)	Maintains a collaborative, positive attitude and professional demeanor most of the time (80-89%)	Maintains a collaborative, positive/energetic and professional demeanor (90-100%)
Advanced Standard 6.4 Professional & Ethical Practice	Responsive to Feedback	Defensive behavior and/or unreceptive to feedback given	Receptive, but no implementation of suggestions	Receptive and adjusts performance accordingly to increase professional knowledge and expertise	Receptive adjusts performance, and solicits feedback from others and seeks new/better ways to increase professional knowledge and expertise.
Advanced Standard 6.7 Professional & Ethical Practice	Initiative/ Independ-ence when working individual-ly or in groups	Depends solely upon others for guidance, idea, and/or direction and/or is passive	Obtains ideas and/or direction from limited resources	Works effectively with limited supervision which promotes the advancement of the profession	Independently implements creative, resourceful ideas which promotes the advancement of the profession
Advanced Standard 6.3 Professional & Ethical Practice	Maturity/ Sound Judgment/ Common Sense	✓ Makes hasty, emotional, immature, and/or inappropriate choices/response s (3 minor errors or major error)	✓ Responds to some situations in an appropriate or professional manner (2 minor errors)	✓ Handles most situations in an appropriate and professional manner (1 minor exception) which promotes respect for all individuals and facilitates ethical professional practice	Possesses and uses exceptional maturity, sound judgment which promotes respect for all individuals and facilitates ethical professional practice
Advanced Standard 7.3 Collabora-tion	Maintains Open Profession-al Relation-ships with Peers in the Program	✓ Is antagonistic toward others and/or works well with only a few (69% or below)	✓ Relates easily and positively with some other candidates (70-79%)	✓ Relates easily and positively with other candidates (80-89%) by collaborating to promote understanding	Relates easily and positively with other candidates (90-100%) by collaborating to promote understanding

CEC Standards	Components	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
Advanced Specialty Standard 7 Collaboration SEDS.7.S4	Appropriateness of Language K.K.3.g	<ul style="list-style-type: none"> ✓ Full of jargon and not easily understandable ✓ Non-professional language utilized 	<ul style="list-style-type: none"> ✓ Some use of jargon ✓ Some use of nonprofessional language 	<ul style="list-style-type: none"> ✓ Easily understandable and free of jargon ✓ Utilization of professional language throughout the report in interpreting data 	Utilizes language that relates to educational content and standards in interpreting data
Advanced Standard 6.4 Professional & Ethical Practice	Demonstrates Professional Improvement Growth	Unable to see self objectively and/or makes limited or no attempt to change (69% or less)	Able to see self objectively and makes some change (70-79%)	✓ Able to see self objectively and makes most changes suggested (80-89%)	Able to see self objectively and makes appropriate changes consistent with best practices and standards. Candidate is already performing at level of excellence (90-100%)
Advanced Specialty Standard 6 Professional & Ethical Practice SEDS.6.S1	Maintains Confidentiality	✓ Shares information to inappropriate individuals or in inappropriate settings in 3 + minor breaches or 1 major violation in confidentiality	✓ 2 minor violations of confidentiality	✓ 1 minor violation of confidentiality	Respects individual privacy and shares confidential information appropriately in accordance with regulations contained in the Family Educational Rights and Privacy Act and ALC Code of Ethics
Advanced Standard 6.7 Professional & Ethical Practice	Poise/Self-Confidence	✓ Does not handle self with poise and assurance and/or does so only on a limited basis (4+ times)	✓ Handles self with poise and assurance in some situations (2-3 times)	✓ Handles self with poise and assurance in most situations	Is self-assured and confident which promotes student's advancement within the profession
Advanced Standard 6.1 Professional & Ethical Practice	Competency with NJAC 6A:14 and Other Relevant Laws K.K.1.g	✓ Does not utilize or refer to code or relevant law as needed	✓ Demonstrates minimal knowledge of related code or law	<ul style="list-style-type: none"> ✓ Follows or relates relevant code or law in all aspects ✓ Adequately follows requirements of code in assessment 	Displays a comprehensive understanding of legal and ethical standards by bringing up relevant law independently

Component

Explanation and, if applicable, anything that might have been done to earn a Score ≥2

Individualized Assessment Plans (IAPs)

Assessment Selection

Mechanics of Test Administration/ Scoring

Integration of Assessment Data

Written Quality of Learning Evaluations

Translates Learning Evaluations to Instructional Plan

Use of Research-Based Instructional Strategies
--

Sensitive and Responsive to Multicultural Issues
--

Rapport with Children

Collaboration with Parents

Collaboration with Staff

Level of Independence

Flexibility

Effort

Cooperation

Meets Professional Responsibilities and Standards

Tactful

Dependable/ Responsible/ Conscientious
--

Positive Attitude and Professional Demeanor with All Personnel and Peers
--

Responsive to Feedback

Initiative/ Independence when working individually or in groups

Maturity/ Sound Judgment/ Common Sense
--

Maintains Open Professional Relationships with Peers in the Program

Appropriate Language

Demonstrates Professional Improvement Growth
--

Maintains Confidentiality

Poise/Self-Confidence

Competency with NJAC 6A:14

Learning Evaluation
Graduate Program in Learning Disabilities
Interdisciplinary and Inclusive Education

The 4 to 6 learning evaluations submitted during LDTC 18650 Clinical and Field Experiences will be assessed using this rubric.
The LDTC extern is to use the placement district's format but all components listed below should be included.

Components	Standards	Levels of Proficiency Attempts Expectations Score=1	Approaches Expectations Score=2	Attains Expectations Score=3	Exceeds Expectations Score=4
Heading & Identifying Information	Advanced Diagnostician Standard 1 SEDS.1.S6	✓ Few components of identifying information are noted	✓ Some components of identifying information are noted	✓ All but one component of identifying information are noted: parents' names, address, telephone number, grade, DOB, dates of assessment	✓ All components of identifying information as noted in "Attains"
Reason for Referral	Advanced Diagnostician Standard 7 Collaboration SEDS.7.S3	✓ Unclear reason for referral	✓ Vague reason for referral	✓ Accurate and complete reason for referral	✓ Accurate, complete and notes consultation with teacher and/or parent
Educational Background Information	Advanced Diagnostician Standard 6 Professional and Ethical Practice SEDS.6.S3	Missing ≥3 components: ✓ notes relevant medical, educational, and social issues. ✓ Describes present placement ✓ Notes retentions, supplemental instruction ✓ Reviewed cumulative records, health assessment ✓ Reviewed days absent, teacher comments, schools attended, medications	Missing two components: ✓ notes relevant medical, educational, and social issues. ✓ Describes present placement ✓ Notes retentions, supplemental instruction ✓ Reviewed cumulative records, health assessment ✓ Reviewed days absent, teacher comments, schools attended, medications	Missing one component: ✓ notes relevant medical, educational, and social issues. ✓ Describes present placement ✓ Notes retentions, supplemental instruction ✓ Reviewed cumulative records, health assessment ✓ Reviewed days absent, teacher comments, schools attended, medications ✓ Prereferral and screening data analysis	All components are present and well integrated: ✓ notes relevant medical, educational, and social issues. ✓ Describes present placement ✓ Notes retentions, supplemental instruction ✓ Reviewed cumulative records, health assessment ✓ Reviewed days absent, teacher comments, schools attended, medications ✓ Prereferral and screening data analysis
Behavior in Testing and Learning Characteristics	Advanced Diagnostician Standard 1 Assessment SEDS.1.S1	✓ Little or no description of student's behavior in testing and learning characteristics	✓ Vaguely describes student's behavior in testing and learning characteristics	✓ Adequately describes student's behavior and learning characteristics	✓ Fully describes student's behavior and learning characteristics
Assessment Activities	Advanced Diagnostician Standard 1 Assessment SEDS.1.S2	Missing elements of assessments administered	Includes list of assessment but does not separate standardized from functional or missing elements	✓ Lists all assessments and separates from functional ✓ Correlation coef. ≥.90 ✓ Non-biased measures are selected	✓ Lists all assessments and separates from functional well-formatted ✓ Non-biased measured are selected ✓ Correlation coef. ≥.90

Classroom Observation	Advanced Diagnostician Standard 1 Assessment SEDS.1.S1	<ul style="list-style-type: none"> ✓ Observation did not include a complete lesson used unstructured observation 	<ul style="list-style-type: none"> ✓ Missing structured observation or complete lesson 	<ul style="list-style-type: none"> ✓ Observed a complete lesson in area of referral ✓ Visual structured observation system 	<ul style="list-style-type: none"> ✓ Completed the functional academic assessment system in area
Assessment Findings	Advanced Diagnostician Standard 1 Assessment SEDS.1.S6	<p>Missing more than 7 of the criteria:</p> <ul style="list-style-type: none"> ✓ Group tests by skill area (e.g. reading, mathematics) ✓ Uses formal name of each test ✓ Describes function (why test given) ✓ Begins discussion of each area with statement of current level of performance ✓ Specifies mastered and unmastered skills in each academic and behavioral area ✓ Gives examples of the tasks & student's responses where helpful ✓ Analyzes data on intra and inter test bases ✓ Includes other data to corroborate findings ✓ Indicates discrepancies ✓ Summarizes each section with one to two sentences ✓ No "the examiner," just state observations ✓ Avoid unnecessary jargon ✓ Avoid labeling ✓ No recommendations (occurs later) 	<p>Includes 7-10 of the criteria:</p> <ul style="list-style-type: none"> ✓ Group tests by skill area (e.g. reading, mathematics) ✓ Uses formal name of each test ✓ Describes function (why test given) ✓ Begins discussion of each area with statement of current level of performance ✓ Specifies mastered and unmastered skills in each academic skill and behavioral area ✓ Gives examples of the tasks & student's responses where helpful ✓ Analyzes data on intra and inter test bases ✓ Includes other data to corroborate findings ✓ Indicates discrepancies ✓ Summarizes each section with one to two sentences ✓ No "the examiner," just state observations ✓ Avoid unnecessary jargon ✓ Avoid labeling ✓ No recommendations (occurs later) 	<p>Includes 11-12 of the following:</p> <ul style="list-style-type: none"> ✓ Group tests by skill area (e.g. reading, mathematics) ✓ Uses formal name of each test ✓ Describes function (why test given) ✓ Begins discussion of each area with statement of current level of performance ✓ Specifies mastered and unmastered skills in each academic skill and behavioral area ✓ Gives examples of the tasks & student's responses where helpful ✓ Analyzes data on intra and inter test bases ✓ Includes other data to corroborate findings ✓ Indicates discrepancies ✓ Summarizes each section with one to two sentences ✓ No "the examiner," just state observations ✓ Avoid unnecessary jargon ✓ Avoid labeling ✓ No recommendations (occurs later) 	<p>All criteria and findings are noted under "Attains" are included and well-integrated:</p> <ul style="list-style-type: none"> ✓ Includes 11-12 of the following: ✓ Group tests by skill area (e.g. reading, mathematics) ✓ Uses formal name of each test ✓ Describes function (why test given) ✓ Begins discussion of each area with statement of current level of performance ✓ Specifies mastered and unmastered skills in each academic skill and behavioral area ✓ Gives examples of the tasks & student's responses where helpful ✓ Analyzes data on intra and inter test bases ✓ Includes other data to corroborate findings ✓ Indicates discrepancies ✓ Summarizes each section with one to two sentences ✓ No "the examiner," just state observations ✓ Avoid unnecessary jargon ✓ Avoid labeling ✓ No recommendations (occurs later)

Translates Assessment Findings to Appropriate Educational Program	Advanced Diagnostician Standard 1 Assessment SEDS.1.S5 SEDS.1.S8	Analyses educational assessment data to determine most appropriate instructional strategies, including ≤2 of the following: ✓ Goals ✓ Objectives ✓ Evidence-based strategies ✓ Evaluate and modify instructional practices in response to ongoing data	Analyses educational assessment data to determine most appropriate instructional strategies, including 3 of the following: ✓ Goals ✓ Objectives ✓ Evidence-based strategies ✓ Evaluate and modify instructional practices in response to ongoing data	Analyses educational assessment data to determine most appropriate instructional strategies, including all of the following: ✓ Goals ✓ Objectives ✓ Evidence-based strategies ✓ Evaluate and modify instructional practices in response to ongoing data	Analyses educational assessment data to determine most appropriate instructional strategies, including all of the following: ✓ Goals ✓ Objectives ✓ Evidence-based strategies ✓ Evaluate and modify instructional practices in response to ongoing data ✓ Fully integrated
Summary	Advanced Diagnostician Standard 6 Professional and Ethical Practice SEDS.6.S5	✓ Missing two of the criteria listed under "Attains"	✓ Missing one of the criteria listed under "Attains"	✓ Synthesizes all information in report less than one double-spaced typed page ✓ Includes present levels of performance ✓ Does not mention test names or subtest names	✓ All criteria met under "Attains" and Summary is well integrated
Mechanics	Advanced Diagnostician Standard 6 Professional and Ethical Practice SEDS.6.S5	Includes ≤ 4 ✓ Verb tense consistent ✓ More than two errors ✓ No contractions ✓ Correct spelling & grammar ✓ Pagination ✓ Put subtests in quotations ✓ Records student responses (phonetically, where appropriate) ✓ Use the active voice: Poor: the assessment was conducted by Dr. Gould Better: Dr. Gould conducted the assessment. ✓ Number expressed as figures ✓ All numbers 10 and above (e.g. 25 yrs. old, the 15 th trial, 12 cm wide) Numbers that represent mathematical or statistical functions (e.g., the first quartile, the standard score of 100, 5% of the items) All numbers grouped for comparison with	Includes 5-7: ✓ Verb tense consistent ✓ No contractions ✓ Correct spelling & grammar ✓ Pagination ✓ Put subtests in quotations ✓ Records student responses (phonetically, where appropriate) ✓ Use the active voice: Poor: the experiment was designed by Gould Better: Gould designed the experiment ✓ Number expressed as figures ✓ All numbers 10 and above (e.g. 25 yrs. old, the 15 th trial, 12 cm wide) Numbers that represent mathematical or statistical functions (e.g., the first quartile, the standard score of 100, 5% of the items) All numbers grouped for comparison with numbers 10 and above (e.g., 3 out of 10 times in the 2 nd and 11 th grades) ✓ Numbers expressed in words: Numbers below 10 Any number that begins a sentence Ordinal numbers below	Includes 8-9: ✓ Adequate Verb tense consistency ✓ No contractions ✓ Correct spelling & grammar ✓ Pagination ✓ Put subtests in quotations ✓ Records student responses (phonetically, where appropriate) ✓ Use the active voice: Poor: the experiment was designed by Gould Better: Gould designed the experiment ✓ Number expressed as figures ✓ All numbers 10 and above (e.g. 25 yrs. old, the 15 th trial, 12 cm wide) Numbers that represent mathematical or statistical functions (e.g., the first quartile, the standard score of 100, 5% of the items) All numbers grouped for comparison with numbers 10 and above (e.g., 3 out of 10 times in the 2 nd and 11 th grades) ✓ Numbers expressed in words: Numbers below 10 Any number that begins a sentence Ordinal numbers below 10 (e.g., the fourth	Includes all 10: ✓ Adequate Verb tense consistency ✓ No contractions ✓ Correct spelling & grammar ✓ Pagination ✓ Put subtests in quotations ✓ Records student responses (phonetically, where appropriate) ✓ Use the active voice: Poor: the experiment was designed by Gould Better: Gould designed the experiment ✓ Number expressed as figures ✓ All numbers 10 and above (e.g. 25 yrs. old, the 15 th trial, 12 cm wide) Numbers that represent mathematical or statistical functions (e.g., the first quartile, the standard score of 100, 5% of the items) All numbers grouped for comparison with numbers 10 and above (e.g., 3 out of 10 times in the 2 nd

		<p>numbers 10 and above (e.g., 3 out of 10 times in the 2nd and 11th grades)</p> <ul style="list-style-type: none"> ✓ Numbers expressed in words: Numbers below 10 Any number that begins a sentence Ordinal numbers below 10 (e.g., the fourth grade, the first group) ✓ Latin abbreviations e.g. (for example) and i.e. (that is) Use only in parentheses Use of the comma is optional 	<p>10 (e.g., the fourth grade, the first group)</p> <ul style="list-style-type: none"> ✓ Latin abbreviations e.g. (for example) and i.e. (that is) Use only in parentheses Use of the comma is optional 	<p>grade, the first group)</p> <ul style="list-style-type: none"> ✓ Latin abbreviations e.g. (for example) and i.e. (that is) Use only in parentheses Use of the comma is optional 	<p>and 11th grades)</p> <ul style="list-style-type: none"> ✓ Numbers expressed in words: Numbers below 10 Any number that begins a sentence Ordinal numbers below 10 (e.g., the fourth grade, the first group) ✓ Latin abbreviations e.g. (for example) and i.e. (that is) Use only in parentheses Use of the comma is optional ✓ Letter Perfect
Scoring	Advanced Diagnostician Standard 1 SEDS.1.S4	<p>Three or more errors:</p> <ul style="list-style-type: none"> ✓ Scoring of tests accurate ✓ All scores are presented in chart form as indicated in the model ✓ Age based scores are used (unless student retained) ✓ Correct starting and stopping points used ✓ Qualitative ratings used are appropriate for the test quoted ✓ Grade level equivalents are used sparingly within the report ✓ Interpretation of scores is accurate 	<p>Two errors in any of the criteria:</p> <ul style="list-style-type: none"> ✓ Scoring of tests accurate ✓ All scores are presented in chart form as indicated in the model ✓ Age based scores are used (unless student retained) ✓ Correct starting and stopping points used ✓ Qualitative ratings used are appropriate for the test quoted ✓ Grade level equivalents are used sparingly within the report ✓ Interpretation of scores is accurate 	<p>One error in any of the following:</p> <ul style="list-style-type: none"> ✓ Scoring of tests accurate ✓ All scores are presented in chart form as indicated in the model ✓ Age-based scores are used (unless student retained) ✓ Correct starting and stopping points used ✓ Qualitative ratings used are appropriate for the test quoted ✓ Grade-equivalents are used sparingly within the report ✓ Interpretation of scores is accurate 	<p>No errors in any of the criteria:</p> <ul style="list-style-type: none"> ✓ Scoring of tests accurate ✓ Uses technology to score (e.g., CompuScores) ✓ Well-integrated ✓ Scoring comparisons ✓ All scores are presented in chart form as indicated in the model ✓ Age based scores are used (unless student retained) ✓ Correct starting and stopping points used ✓ Qualitative ratings used are appropriate for the test quoted ✓ Grade-equivalents are used sparingly within the report ✓ Interpretation of scores is accurate

Rowan University
 Department of Interdisciplinary and Inclusive Education
 Graduate Program in Learning Disabilities
 Clinical and Field Experiences in Learning Disabilities
 Course Feedback for LDTC Externs

COMPLETED BY LDTC EXTERNS: Your feedback about this summer externship will help improve this course for those who follow you and in our planning for next year's course. You will submit this form (anonymous) your last seminar class. Please rate your knowledge, skill, and/or comfort level in the following areas:

	Low-----High				
Interpretation of the WIAT		1	2	3	4
Computer scoring of the WJ	1	2	3	4	
Interpretation of the <i>Woodcock Johnson</i>		1	2	3	4
Interpretation of the Jerry Johns' <i>BRI</i>	1	2	3	4	
Administration and scoring of other assessments	1	2	3	4	
Determining an assessment measure's quality	1	2	3	4	
Interpretation of student data and observation	1	2	3	4	
Writing a Learning Evaluation		1	2	3	4
Identifying student's strengths and areas of need	1	2	3	4	
Staffing a student you assessed		1	2	3	4
Determining eligibility of a student you assessed	1	2	3	4	
Course objectives were met	1	2	3	4	
Comments on any of the above or related areas:					

Identify two experiences, assignments, or activities that you would recommend be retained in this course and why:

1.

Why?

2.

Why?

Identify two experiences, assignments, or activities that you would recommend be eliminated or modified in this course and why:

1.

Why?

2.

Why?

In comparison to other graduate courses, the academic rigor of this course was:

Less rigorous		About the same		More rigorous
1	2	3	4	5

In comparison to other graduate courses, the course content of this course was:

Less substantive	About the same	More substantive		
1	2	3	4	5

Is there anything not covered above that your instructor could have done to improve the quality of this experience for you?
Use the back of this page, if you need additional space.

Thank you for your feedback.

Links to CEC Standards: <https://www.cec.sped.org/Standards>

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