

## MILD INTERVENTION PROGRAM HANDBOOK

Student \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Practicum I Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

IUPUI Supervisor \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Practicum II Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

IUPUI Supervisor \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

*Please contact Pat Rogan ([progan@iupui.edu](mailto:progan@iupui.edu)), or Jeff Anderson ([jander2@iupui.edu](mailto:jander2@iupui.edu))*

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## **Standards Guiding the Mild Intervention Certification Program**

Teacher education programs and teacher licensing are changing in Indiana and throughout the country. There has been an explosion of standards for the teaching profession. While each set of professional standards describes knowledge and skills unique to a particular discipline or level of teaching, all standards share a common set of core principles. The School of Education at IUPUI, along with colleagues from the public schools, has worked to articulate the principles that describe a professional who is prepared to meet the complex challenges of education.

The National Board for Professional Teaching Standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and IUPUI are united in their view that the complex art of teaching requires performance-based standards and assessment strategies that are capable of capturing teachers' reasoned judgments and that evaluate what teachers can actually do in authentic teaching situations. Therefore, the teacher preparation program and practicum/student teaching experiences at IUPUI are grounded in performance-based standards.

### **INTASC Standards**

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: 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.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

The IUPUI Principles of Teacher Education, in conjunction with the INTASC Standards, describe what students should know and be capable of doing as they leave their program at the university and enter the profession of teaching.

### **IUPUI Principles of Teacher Education**

Principle 1: ***Conceptual Understanding of Core Knowledge*** – the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary students, this means developing rich expertise within their chosen discipline.

Principle 2: ***Reflective Practice*** – the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and context from multiple perspectives.

Principle 3: ***Teaching for Understanding*** – the ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

Principle 4: ***Passion for Learning*** – the ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual and purposeful learning.

Principle 5: *Understanding School in the Context of Society and Culture* – the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.

Principle 6: *Professionalism* – the ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.

## **Indiana Professional Standards Board New Standards for Educators of Students with Exceptional Needs**

The Indiana Professional Standards Board (IPSB) has developed new standards and licensing for educators of students with exceptional needs. The new areas of certification reflect a movement away from categorical certification based on student labels, toward the degree of support needed by students. “Mild Intervention” is the entry-level certification that all educators of students with exceptional needs must obtain. Teachers may add specialty areas of certification in the areas of “Intense Intervention,” Hearing Impairments, or Visual Impairments. IUPUI offers only Mild and Intense Intervention certification. See Appendix A for IPSB Standards for Mild Intervention.

Universities and colleges in Indiana have until 2002 to change to these new standards. Mild Intervention certification will allow teachers to serve students who may have labels of mild cognitive disabilities, learning disabilities, and mild emotional disabilities.

The IPSB also stipulates Developmental Standards designating certification in Early Childhood (ages 3-8), Middle Childhood (ages 7-12), Early Adolescence (ages 11-15), and Adolescence/Young Adulthood (ages 14-18). Advisors and faculty will work with students to identify developmental areas of interest, and to offer practicum and student teaching experiences in such areas.

## IUPUI Mild Intervention Program

Students entering the post-baccalaureate (graduate) Mild Intervention program must already have a teaching degree. The program builds upon a general education foundation by focusing on what is special about special education, and focusing on core competencies that students must demonstrate by the end of their coursework and practica. Course requirements are listed below. Ideally, practica should be taken after Seminar 4.

Prerequisite: K205/505: Introduction to Special Education	3 cr.
K590 (Seminar 1): Families, School, and Society (Fall)	3 cr.
K590 (Seminar 2): Assessment & Instruction (Spring)	3 cr.
K590 (Seminar 3): Collaboration & Service Delivery (Summer 1)	3 cr.
K590 (Seminar 4): Assistive Technology in Education (Summer 2)	3 cr.
K590 (Seminar 5): Classroom Management & Positive Behavior Support (Fall)	3 cr.
K590 (Seminar 6): Transition Across the Lifespan (Spring)	3 cr.
K595: Mild Intervention Practicum 1	3 cr.
K595: Mild Intervention Practicum 2	<u>3 cr.</u>
Total:	24-27 cr.

**Undergraduate students** take field experiences as part of their Block or Cohort program, and M482 (student teaching) to complete practicum requirements. **All post-baccalaureate students must have two practicum (K595) experiences.** Students may petition for exemption from the second practicum IF the student has:

1. Official documentation of at least five years of full-time teaching experience (at least 3 years teaching in the area of special education) within the past seven years; and
2. An “exemplary” rating from the university supervisor after completion of Practicum 1.

Students must submit documentation to the coordinator of special education for review by the special education committee.

Students are strongly encouraged to begin the course sequence with Seminar 1 and take the seminars in order to ensure a seat in the class. Students who take seminars out of sequence risk being shut out of the course if it is full.

## Program Competencies and Portfolio Tasks

Prior to completion of the Mild Intervention program, students must demonstrate an array of competencies in a variety of domains. **Table 1** lists Program Competencies and required Portfolio Tasks.

Cumulative Portfolio: Students are responsible for compiling a cumulative portfolio comprised of evidence of your competence in targeted areas (e.g., seminar assignments, practicum activities), and reflections about your professional development. Be sure to keep a second copy of assignments for your records/evidence. Please include only clean copies of your materials. Students will share their portfolios with peers, faculty, and supervisors at the end of each seminar. Students may use formats such as a 3-ring binder or portable file box for their cumulative portfolio.

- ✓ Include a Table of Contents
- ✓ Include annual and summative **Personal Reflection Paper**: Self-assess your performance by describing your progress toward the competencies (refer to documents in your portfolio as evidence), your strengths, your goals and needs, and your plans for ongoing professional development.

**Table 1: Program Competencies & Portfolio Tasks**

Program Competencies	Seminar Portfolio Tasks
<ol style="list-style-type: none"> <li>1. Demonstrates ability to gather and compile information from student, family, colleagues, student files, observations &amp; interactions to develop a positive student profile.</li> <li>2. Demonstrates respectful, collaborative, &amp; productive relationships with students &amp; families.</li> <li>3. Seeks out resources and technologies from multiple sources to support the needs of students and families. ****</li> <li>4. Selects, administers, and interprets a variety of formal and informal assessment strategies.</li> <li>5. Writes a meaningful IEP, including functional behavior assessment</li> <li>6. Designs instruction that is aligned with assessment information, the general ed. curriculum and state standards.</li> <li>7. Differentiates instruction with appropriate accommodations.</li> <li>8. Guides students in self-assessment &amp; self-determination (e.g., choice-making, self-advocacy).</li> <li>9. Facilitates active learning. ****</li> <li>10. Organizes and conducts a case conference committee meeting.</li> <li>11. Co-plans &amp; co-teaches with general educators.</li> <li>12. Collaborates with team members (including family members) to ensure appropriate supports.</li> </ol>	<p><i>Instructor will initial when completed satisfactorily in Seminars</i></p> <p><b><u>Seminar 1: Families, School, &amp; Society</u></b></p> <p>_____ Student profile</p> <p>_____ Provide evidence of student and parent involvement in planning, evaluations, etc.</p> <p><b><u>Seminar 2: Assessment &amp; Instruction</u></b></p> <p>_____ Examples/descriptions of at least <u>three</u> assessment approaches that were used with students, and how they were used.</p> <p>_____ Unit plan</p> <p>_____ Lesson plans &amp; examples of student projects/products</p> <p>_____ Sample exemplary IEP</p> <p><b><u>Seminar 3: Collaboration &amp; Service Delivery</u></b></p> <p>_____ Provides evidence of the ability to collaborate with general educators to promote inclusion.</p>

<p>13. Conducts staff development activities.</p> <p>14. Creates &amp; maintains student records, respecting confidentiality.</p> <p>15. Facilitates the effective use of support personnel. ****</p> <p>16. Selects, uses, and evaluates technology to enhance teaching and learning. ****</p> <p>17. Designs classroom management approaches &amp; learning environments that are engaging, cooperative, safe, nurturing, and supportive.</p> <p>18. Integrates social skill development, conflict resolution, and strengths-based assessment in classroom management.</p> <p>19. Prepares students to be effective participants in their educational &amp; transition planning process.</p> <p>20. Develops and implements meaningful transition plans with team members.</p> <p>21. Utilizes knowledge of school and community resources to support the needs of students &amp; families and to design learning that is relevant to current &amp; future life.</p> <p>22. Facilitates successful student transitions.</p>	<p><b><u>Seminar 4: Assistive Technology in Education</u></b></p> <p>_____ Provides evidence of the selection, use, and evaluation of technology for students with mild intervention needs.</p> <p>_____ Provides evidence of district technology teams and resources.</p> <p><b><u>Seminar 5: Classroom Management &amp; Positive Behavior Support</u></b></p> <p>_____ Functional behavior assessment &amp; positive behavior support</p> <p>_____ Classroom management plan and reflection evaluations of other classroom management plans.</p> <p>_____ Descriptions of curriculum used to facilitate social skills and self-determination.</p> <p>_____ Conflict resolution, including prevention and crisis intervention plan.</p> <p><b><u>Seminar 6: Transition Across the Lifespan</u></b></p> <p>_____ Pre-school to elementary, elementary to middle, or middle to high school transition plan.</p> <p>_____ High school to post-school transition plan.</p> <p>_____ Secondary career exploration, vocational education, and transition services.</p> <p>_____ Resource file of community and adult services and supports for employment, community living, post-secondary education, and other areas of adult life.</p>
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## Practicum Guidelines

Practicum experiences offer students rich opportunities to apply knowledge gained in classes, gain experience implementing positive practices, and to obtain feedback from experienced supervisors. Practicum experiences will vary according to the needs of each student and the characteristics of practicum sites. Listed below are general requirements for all students.

*M482 for undergraduates* is designed to build upon initial experiences working with students with mild intervention needs. *K595 for graduate students* is the equivalent of student teaching for teachers earning initial special education certification, or may expand teacher certification to include Mild Intervention. For students entering another teacher's classroom, the sequence of practicum activities should include a progression from orientation to observation, participation, and full instructional responsibility.

### Practicum Sites

IUPUI encourages practicum sites that reflect current best practices in the field. Current teachers in separate facilities will be required to spend time in regular, inclusive school setting(s) as part of their practicum experience (approximately 20 hours total).

### Schedule

Students should plan to begin their practicum by the second week of classes in the semester for which the student is registered. A portion of contact hours may be outside of direct student contact, but should not exceed 10 hours of the total time. Ideally, students are "on site" for 10-12 hours per week for 8-10 weeks. Students are required to develop a weekly schedule with their practicum site and university supervisor.

### Practicum Site Supervision

Students who are not in their own classroom or who are novice teachers should meet at least one hour per week with their practicum site supervisor. This time should be used to clarify expectations and activities, ask questions, and discuss performance.

### Attendance

Students are expected to be present for the full practicum experience (100 hours for 3 credits). Please use the **Practicum Experience Contact Log** form in the Appendix to record dates and hours of attendance. The **Verification of Hours** form in the Appendix should be completed at the end of the practicum. The signature of the practicum site supervisor (or administrator) is required to confirm attendance. A copy of this form should be provided to the university supervisor at the conclusion of the practicum.

More than **two** absences must be made up. In cases of illness or emergencies, please notify the school, the supervising teacher, and the university supervisor prior to the absence, if possible, or as soon as possible afterwards.

### Practicum Group Meetings

Practicum students are required to attend **three** group meetings hosted by university supervisors. The first meeting is a large group orientation meeting prior to the start of the practicum. The second meeting will be with your university supervisor and a small group of students during your practicum. The final meeting at the end of your practicum will be to share your experiences and reflect upon the semester with other students.

### Snow Days

If the practicum site school is dismissed for snow and faculty members are not expected to report, then practicum students are not expected to report.

### Vacations

Practicum students will observe the vacation schedule of their practicum site, not that of IUPUI.

### Corporal Punishment

IUPUI students are not allowed to administer corporal punishment nor may they serve as a witness if someone else administers corporal punishment.

### IUPUI Sexual Harassment Policy

IUPUI is committed to the principles of equal educational and employment opportunities for all persons and to positive action toward the elimination of discrimination in all aspects of university life. Any concerns

about possible sexual harassment during the practicum experience should be directed immediately to Linda Houser, the Assistant Dean of Student Services (lhouser@iupui.edu).

### Reflective Journals

Students are required to maintain a reflective journal detailing time spent at the practicum, daily activities, information gained, questions, and personal reflections. Journals must contain at least **eight entries**, which should be written on a weekly basis. Each entry should be a minimum of one typed page, double-spaced.

- ✓ Part 1 of each entry: Provide an objective description of your activities and observations during the week.
- ✓ Part 2 of each entry: Provide a personal reflection and critique of what you are learning, what you believe, strategies you feel are exemplary, policies and practices you feel are positive or problematic, and questions you may have.

## **Performance Assessment**

### Observations and Feedback

University supervisors will schedule a minimum of **three** observations during the course of the practicum: two prior to the midterm and at least one after the midterm. Feedback sessions should be scheduled immediately after each observation, or as soon as possible afterwards. Supervisors may use the **Observation/Evaluation** form in the Appendix.

### Grading

Satisfactory completion of the practicum is contingent upon a minimum grade of a “B” for graduate (post-baccalaureate) students. A Pass/Fail grade is used for undergraduates during student teaching. Criteria for grading are:

- 80% - Teaching performance
- 20% - Reflective journals

“A” grade requires exemplary work in all areas.

“B” grade reflects good (above average) work overall.

“C” grade reflects average work overall.

## **Practicum Evaluation Rubric**

Student should reference the following performance standards for practicum activities. University supervisors will use these guidelines during their observations and interactions to evaluate students.

### Uses Multiple Assessment Approaches for Planning and Evaluation

- ✓ Clear evidence that student gathers information from multiple sources (students, parents, team members, student files, observations, interactions) to make instructional decisions.
- ✓ Assessment data is organized, compiled in an easy to read fashion, and readily available for review and update.
- ✓ Teacher demonstrates and articulates how assessment information is used for planning and instruction decisions and to make ongoing modifications.

### Develops Individualized Instructional Plans

- ✓ Clear evidence of unit and lesson plans aligned with the general education curriculum.
- ✓ Unit and lesson plans list individualized student goals and specify details of teaching and learning (e.g., timelines, materials, procedures, adaptations, supports, etc).
- ✓ Instructional plans reflect preparation for meaningful and preparatory participation in real life activities.

### Implements Individualized/Differentiated Instruction

- ✓ Instruction reflects differentiated activities that meet individual student needs and interests (e.g., tiered instruction).
- ✓ Students are actively engaged through hands-on, activity-based learning, cooperative learning, and other creative approaches that meet students' needs.
- ✓ Teacher promotes student inquiry, initiation, and independence.

### Utilizes Appropriate Adaptations, Accommodations, & Technology

- ✓ Clearly understands and can articulate the array of accommodations that each student needs and uses.
- ✓ Collaborates with related services personnel to develop individualized adaptations to address physical/motor, sensory, and/or cognitive needs.

- ✓ Is knowledgeable about technology resources, obtains necessary resources, and integrates technology in teaching and learning.

#### Promotes Inclusive Education

- ✓ Instruction takes place in integrated settings to the maximum extent possible.
- ✓ Facilitates interactions and social relationships with peers considered non-disabled.

#### Establishes Effective Classroom Environment & Instructional Materials

- ✓ Physical environment is arranged to allow smooth flow of activities, promote collaboration, and meet individual student needs.
- ✓ Classroom environment reflects age-appropriate activities and displays.
- ✓ Instructional materials are well organized and reflect meaningful, activity-based learning and up-to-date resources.

#### Uses Positive & Effective Classroom Management Approaches

- ✓ Students assist in developing classroom rules
- ✓ Teacher is positive and supportive of students
- ✓ Teacher is fair and consistent when interacting with students
- ✓ Students are actively engaged in learning

#### Uses Positive Behavior Support Methods

- ✓ There is an emphasis in proactive avoidance of conflict
- ✓ Behavior support approaches are based on thorough assessment information
- ✓ Students are involved in developing and monitoring their behavior-related interventions
- ✓ Behavior support approaches are positive & individualized
- ✓ Factors related to student environments, activities, and supports are addressed in the context of student behavior.

#### Promotes Student Self-determination (self-advocacy, choice, decision-making)

- ✓ Teacher assists students to express their goals, interests, and support needs
- ✓ Teacher assists students to make wise choices and decisions in their daily life

- ✓ Students are aware of the impact of their disability and advocate for appropriate accommodations and supports

Collaborates with Relevant Team Members (families, general educators, related services, etc.)

- ✓ Students and parents are equal members of team discussions about individualized education plans
- ✓ Student and parent priorities are reflected in IEPs
- ✓ Related services goals are integrated within IEP goals and daily activities
- ✓ Teacher co-plans and co-teaches (as appropriate) with general education teachers
- ✓ Team members meet on a regular basis to discuss student progress and needs

## **Roles and Responsibilities**

Close guidance and supervision are the cornerstones of the practicum concept. Such supervision ensures university students receive the best possible opportunities and supports.

### Roles of the Practicum Student

The student's role is that of a learner – studying the teaching/learning process, and of an evolving teacher – building one's repertoire to enhance student learning in the classroom.

1. Follow school rules and regulations and maintain professional behavior throughout practicum experiences.
2. Respect confidentiality when working with students, family members, and other professionals.
3. Be open to new ideas. Ask for advice or assistance from your site supervisor and university supervisor as needed.
4. Request constructive feedback relative to your professional progress. Accept feedback with a professional attitude.
5. Be a role model for others. Use person-first language and treat students with dignity and respect.
6. Act as a change agent to introduce and demonstrate new ideas and practices, share resources, and challenge negative practices in positive ways.

### Roles of the Site Supervisor

*(For undergraduates and graduate students who are not in their own classroom)*

Working with practicum students is a great opportunity and an important responsibility. Site supervisors/mentors assume responsibility to:

1. Review core competencies within IUPUI Mild Intervention Program Manual.
2. Acquaint the student with practicum site policies and procedures. Introduce the student to the faculty, staff, and school.
3. Provide the student with space and materials, as needed, as well as access to student records, technology, and equipment.
4. Acquaint the student with the needs of the pupils, the curriculum, and general instructional plans and schedules.

5. Share effective teaching, evaluation, classroom management, and behavior support strategies, as needed.
6. Meet at least one hour per week with the student and conduct regular observations of the student in various activities. Provide constructive feedback and guidance to the student, both formally and informally.
7. Assist the student to set weekly schedules and responsibilities.
8. Assist the student to complete targeted activities by structuring appropriate opportunities and experiences.
9. Participate in the initial set-up meeting and student evaluation meetings.

### Roles of the University Supervisor

The university supervisor assumes responsibility for the practicum student and serves as the liaison between the School of Education and practicum site personnel. University supervisors are expected to:

1. Set up an initial meeting with the practicum student and the site supervisor (if applicable) at the beginning of the practicum to review expectations, roles, and responsibilities.
2. Schedule at least three student observations during the course of the practicum: two prior to the midterm, and one after the midterm.
3. Conduct feedback and evaluation meetings with the student and supervisor, if appropriate, after each observation.
4. Schedule and attend practicum meetings.
5. Monitor practicum requirements.
6. Submit practicum grades.

**APPENDIX A:**

**INDIANA PROFESSIONAL STANDARDS BOARD**

**CORE STANDARDS FOR EDUCATORS  
OF STUDENTS WITH EXCEPTIONAL NEEDS**



Appendix C

IUPUI Special Education Practicum

Verification of Completion of Experience

I, \_\_\_\_\_, (supervising teacher, principal, or director) do hereby verify that

\_\_\_\_\_ has successfully completed

(student name)

the practicum/student teaching experience by having at least 100 hours/\_\_\_\_\_ weeks\*\* of instructional time during  
(circle appropriate quantity)

the past semester with students with special needs in the area of Mild Intervention (e.g., Learning Disabilities, Mild Cognitive Disabilities, Mild Emotional Disabilities) as mandated by State and IUPUI practicum requirements.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(title)

\_\_\_\_\_  
(date)

**\*\*Please attach Contact Log/Experience Record**

## Appendix D

### K595 Practicum Observation/Evaluation

School of Education  
Indiana University Purdue University Indianapolis

Practicum Student \_\_\_\_\_ Observation Date \_\_\_\_\_

Practicum Site \_\_\_\_\_ Subject Area/Grade \_\_\_\_\_

Site Contact \_\_\_\_\_ Observation # \_\_\_\_\_

A. Uses Multiple Approaches for  
Planning and Evaluation

Goals/Next Steps for  
Improvement:

B. Develops Individualized Instructional Plans

Goals/Next Steps:

C. Implements Individualized/Differentiated Instruction

Goals/Next Steps:

D. Utilizes Appropriate Adaptations, Accommodations,  
& Technology

Goals/Next Steps:

E. Promotes Inclusive Education

Goals/Next Steps:

F. Establishes Effective Classroom Environment  
& Instructional Materials

Goals/Next Steps:

G. Uses Positive & Effective Classroom Management  
Approaches

Goals/Next Steps:

H. Uses Positive Behavior Support Methods

Goals/Next Steps:

I. Promotes Student Self-determination  
(self-advocacy, choice, decision-making)

Goals/Next Steps:

J. Collaborates with Relevant Team Members  
(families, general educators, related services, etc.)

Goals/Next Steps:

Student \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)