Special Education for Indiana Schools Today (SPEDFIST) Handbook

Indiana University

Revision
August 29, 2013

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Welcome to our SPEDFIST Programs!

The need for highly qualified Special Education teachers to work in the diverse and changing landscapes of today’s classrooms has come to the forefront in the last decade. Indiana University-Bloomington has designed its preparation program for current and future special educators with an eye toward the future.

Special Education for Indiana Schools Today (SPEDFIST) provides program options including Graduate Special Education Certification for Licensure, a Master’s Degree in Special Education, and a Master’s Degree plus Certification for Licensure in Special Education. In addition, the program offers advanced courses in specific Special Education areas such as Autism, Behavior Specialist, Instructional Strategies, Intense Interventions, and Early Childhood. These courses may allow you to gain specific expertise in various aspects of special education.

SPEDFIST preparation includes:
- An (online) hybrid format with both online and face-to-face components
- Ongoing field-based experiences with a chosen teacher mentor in classrooms
- A cohort experience and seminars to foster community among students and faculty
- A professional portfolio to meet licensure requirements
- A capstone project to complete Master’s Degree requirements

This handbook describes each of the SPEDFIST program options and their components in detail. Further information can be found at the SPEDFIST website.
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SPEDFIST Contacts

The [SPEDFIST website](https://www.indiana.edu) offers comprehensive information about all SPEDFIST programs and program components. The homepage is kept updated with new information and announcements about the programs. This includes downloadable materials such as the SPEDFIST brochure and the SPEDFIST postcard. The most recent SPEDFIST newsletter, published 2-3 times a year, is also attached.

To receive more specific information, individuals are encouraged to contact one of the following people based on their inquiry:

**For Initial Advising regarding Application to the Program, CASA, and Other Information:**
Alfreda Clegg, Graduate Advisor
alclegg@indiana.edu
School of Education 1070
812-856-8514

**SPEDFIST Secretary:**
Aimee Polk,
aimpolk@indiana.edu

**For Course Authorizations:**
Jeff Heller, Coordinator of Distance Education and Professional Development
deregstr@indiana.edu

**Faculty Advisor:**
Gretchen Butera, Professor of Special Education
gbutera@indiana.edu

Application to SPEDFIST Programs

Students who are interested in applying to a SPEDFIST Graduate Special Education Licensure Program and/or the Master’s Degree in Special Education should complete the application procedures listed on the [IU School of Education Graduate Studies website](https://www.education.indiana.edu/grad-studies). Qualified students are admitted on an ongoing basis (there are no application deadlines). Students may begin attending courses prior to admittance, but it is important to complete application and be admitted before accumulating over 12 credit hours. Contact Jeff Heller, deregstr@indiana.edu, for course authorization.

For questions regarding tuition and financial assistance, follow the [Office of Student Financial Assistance link](https://www.indiana.edu), also located on the IU School of Education Graduate Studies website.
Checklist for SPEDFIST Students

This list is designed as a resource to help you navigate your way through your SPEDFIST program. Note that many of the supportive resources referred to on this list can also be found on the SPEDFIST website.

Before You Enter a SPEDFIST Program

☐ Take time to read through the description of programs in the handbook to learn how the various program options will help you meet your goals. Also, take note of the minimum technology requirements (Appendix F) and your responsibilities within an (online) hybrid environment (Appendix G).

☐ Apply for your SPEDFIST program of choice through the IU School of Education Graduate Studies website. Take note of the steps listed on this website, as your program may require specific resources such as transcripts, GRE scores, and reference letters.

☐ Print/copy the program of studies for your program from Appendix C. Make note of the course sequence and begin to think about how this aligns with your other responsibilities. The timeline of when core SPEDFIST courses are offered can be found in Appendix B. A description of each course can be found in Appendix A.

☐ If you are pursuing a Master’s Degree, you will choose courses that reflect your interests in consultation with the faculty advisor. One of your elected courses must be from outside the Special Education program, so that you develop interdisciplinary knowledge and skills.

☐ Register for your first semester of courses on IU OneStart. In order to receive authorization to enroll in distance education courses, email Jeff Heller at deregstr@indiana.edu. In the first fall semester of your program, enroll in S500: Orientation Seminar (2 credits).

☐ If you have not already completed a criminal record check, you will need to have this completed for both the Graduate Certification for Licensure and the Master’s Degree programs. Information can be found at the IU School of Education Office of Early Field Experience and in Appendix H.

☐ Note that SPEDFIST courses require you to have a classroom setting to complete many assignments. Unless you are currently teaching, you will need to find a teacher mentor to work with for one day a week (or six hours a week) for the duration of your program. Begin thinking about possible teachers and schools. You must have a teacher mentor by the end of your first semester. See info in Appendix I.

☐ Plan to attend a yearly student orientation meeting in the summer to get to know SPEDFIST faculty, staff, and your fellow cohort members. The specific date of this meeting can be found on the SPEDFIST website or by email, spedfist@indiana.edu.

☐ If you are interested in obtaining an initial teaching license through SPEDFIST (you have no other teaching license), see Alfred Clegg, alclegg@indiana.edu, about the procedures for admission to the Teacher Education Program.

(Continued on next page)
By The End of Your First Semester
☐ Complete your program of study by the end of the first semester and hand it in to your S500: Orientation instructor.

☐ Meet the Basic Skills Assessment requirement, ACT, or GRE exam (if necessary), See Alfreda Clegg, alclegg@indiana.edu, if questions.

☐ Make sure you have a mentor teacher and a classroom setting where you can complete assignments and work for at least one day a week (or six hours per week). A field setting is essential for 2nd semester courses.

☐ If you are completing Graduate Certification or adding Special Education Licensure, aim to have 2 portfolio expectations at substantial progress at the end of your first semester (The expectations required for both an Initial License and Additional License, as well as tips for completing portfolio expectations, can be found in Appendix D). If you are adding a license in special education, plan to sign up for S500: Portfolio Completion (1 credit hour) next semester and each subsequent semesters, until portfolio work is completed. If you are completing an initial license, plan to enroll in an S500: Community of Teachers (CoT) Seminar. Your orientation instructor will discuss the procedure with you.

Halfway Through Your Program
☐ If you are obtaining an Initial Licensure, you are required to complete a semester of student teaching. Coordinate and plan this with your mentor and seminar leader.

☐ Continue to make progress in completing your portfolio if you are obtaining a special education license. If you have fewer than 10 portfolio expectations at substantial progress or better, you are required to enroll in S500: Portfolio Completion (1 credit) until you complete the required number (10) for student teaching.

☐ Keep your program of study up to date.

☐ If you are enrolled in the Master’s Degree program begin to think about your capstone project. The capstone course is generally offered every other year. Please plan accordingly. Further Information can be found in Appendix E.

Two Semesters Before Graduation
☐ Apply for graduation for a Master’s Degree at the IU School of Education Graduate Studies Office. If you are earning a teaching license or license addition, check with Alfreda Clegg, alclegg@indiana.edu, about the procedure to apply for your added license.

☐ If you are obtaining an Initial Certification for Licensure, you are required to complete CPR/Heimlich certification. Information on this state requirement can be found at the Indiana Department of Education website.

(Continued on next page)
**In Your Last Semester**

☐ Confirm that you have or will meet all of your program requirements, which may include coursework, portfolio expectations, student teaching, and a soon-to-be completed capstone project.

☐ Ensure that your faculty advisor has signed your program of study. Submit signed copy to graduate studies office.

☐ After Sept. 1, 2013, students who need the basic skills requirement will have to take the Core Academic Skills Assessment (CASA) Exam instead of Praxis I. Students will still be able to document their basic skills competency without having to take CASA or Praxis I if they have satisfied one of the following below:

- ACT with a composite score of 24
- SAT with a score of at least 1100 based on critical reading and math
- GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11 or GRE with a score of at least 301 based on verbal and quantitative after 8/1/11
- Master's degree or higher from a regionally accredited institution.

Beginning Sept. 1, 2013, Praxis II will no longer be used as a licensing exam. There will be a new special education licensing exam and a pedagogy exam that students will have to take for licensing. Contact our Licensing Office before registering for an exam for updated testing information. If you have questions, please contact Dorothy Slota or Sharon Vance at (812) 856-8511. Students who have not applied for their license by August will need to complete the new licensing procedure.

If students are successful on the current ETS Praxis II test, it can be used for licensing no matter when they apply for a license. However, anyone requesting a license on or after Sept. 1, must also complete the pedagogy test.
SPEDFIST Programs

SPEDFIST offers a variety of program options for preparation to meet the needs of diverse learners:

- Graduate Special Education Certification for Licensure in Indiana
  - Initial certification for licensure
  - Additional certification for licensure
  - Renewal of certification for licensure
- Master’s Degree in Special Education
- Master’s Degree in Special Education PLUS Certification for Licensure
- Specialty Certifications in Specific Special Education Areas
  - Autism (PESA)
  - Early Childhood (under development)
  - Intense Interventions (under development)

The following pages detail each of these programs. More information about program components can be found at the SPEDFIST website.
Graduate Special Education Certification for Licensure in Indiana

SPEDFIST offers a hybrid program leading to Graduate Special Education Certification for Licensure in Indiana in mild/moderate interventions. Based on Special Education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for Special Education teachers working in today’s classrooms.

SPEDFIST students choose from the following options:

**Initial Licensure**
This option is for students without a teaching license who are teaching with an emergency permit or are seeking a teaching position in Special Education. It is important to note this option requires a semester-long student teaching experience. To meet the qualifications to apply for a license, students enroll in two semesters of CoT seminar and complete a total of 16 portfolio expectations based on Indiana standards (Appendix D).

**Additional Licensure**
This option is for students who hold a teaching license in the state of Indiana. To complete an additional license, students will complete 8 portfolio expectations based on Indiana standards (Appendix D).

**Renewal of License**
Students seeking to renew their Indiana license may also complete SPEDFIST courses. Prospective students are encouraged to select courses within our specialty areas and consult the SPEDFIST faculty advisor.

Required core courses within the Graduate Certificate program include evidence-based instruction in classroom management, collaboration & service delivery, assessment, instructional strategies, & working with families. A list of core courses & their descriptions can be found in Appendix A.

Students completing an initial licensure will enroll in two semesters of CoT seminar to complete portfolio requirements (16 expectations) & ensure they have acquired teaching competencies. They will also complete a semester of student teaching. If needed, students will enroll in additional semesters of CoT seminar or S500: Portfolio Completion (1 credit) to complete the portfolio for licensure.

Students adding or renewing a teaching license must enroll in K590: Portfolio Completion (1 credit) until their portfolio is complete.

The program of study forms for both the Initial License and License Addition are available on the [SPEDFIST website](#) and in Appendix C.
SPEDFIST Master’s Degree in Special Education

The SPEDFIST Master’s Degree program is an online (hybrid) program focused on the teaching competencies required to teach students with mild/moderate disabilities. Based on Special Education professional standards from the Council for Exceptional Children (CEC) and the State of Indiana, the courses in this program address the knowledge, skills, and dispositions needed by Special Education teachers working in today’s classrooms.

The required core courses within this program include evidence-based instruction in classroom management, collaboration and service delivery, assessment, instructional strategies, and working with families. A list of core courses and their descriptions can be found in Appendix A.

Students select elective courses in consultation with their advisor. They may choose to complete credit hours in one or more of the following specialty areas:

- Autism
- Early Childhood (under development)
- Intense Interventions (under development)

One of the elective courses must be from outside the Special Education program so that students develop interdisciplinary knowledge and skills.

Students complete a capstone project focused on a topic of interest or concern in Special Education. The capstone project requirements are described in Appendix E.

The program of study for the Master’s Degree is available on the SPEDFIST website and can be found in Appendix C.
The SPEDFIST Master’s Degree program in Special Education PLUS Certification for Licensure is an online (hybrid) program focused on the teaching competencies required to teach students with mild/moderate disabilities. Based on Special Education professional standards, the courses in this program offer advanced opportunities to address the knowledge, skills, and dispositions needed by Special Education teachers working in today’s classrooms. The required (core) courses within this program include evidence-based instruction in classroom management, collaboration and service delivery, assessment, instructional strategies, and working with families. Students must also complete a course in methods of teaching reading or its equivalent. A list of core courses and their descriptions can be found in Appendix A.

Students can complete the additional Master’s coursework while completing the license requirements or afterwards. Students must complete at least one course outside of the Special Education department. In consultation with the faculty advisor, students may select coursework within specialty areas including:

- Autism
- Early Childhood (under development)
- Intense Interventions (under development)

Students completing an initial licensure will enroll in two semesters of CoT seminar to complete portfolio requirements (16 expectations) and ensure they have acquired teaching competencies. They will also complete a semester of student teaching. If needed, students will enroll in additional semesters of CoT seminar or S500: Portfolio Completion (1 credit) to complete the portfolio for licensure. More information can be found in Appendix D.

Students complete a capstone project focused on a topic of interest or concern in Special Education. The capstone project requirements are described in Appendix E. The program of study for the Master’s Degree in Special Education PLUS Certification for Licensure program can be found on the SPEDFIST website and in Appendix C.
SPEDFIST Specialty Areas in Special Education

SPEDFIST offers courses in specific Special Education areas. Students may earn Preparing Educators of Students with Autism (PESA) certificate documenting successful completion of a series of courses in Autism. Other specialty areas are under development, but individual courses are available. Consult faculty advisor for further information.

The emphasis areas include:

**Autism**
The courses in this specialty area provide knowledge of current research, evidence-based practices in autism assessment and intervention, and the perspectives of individuals with Autism Spectrum Disorders (ASD) and their families.

**Early Childhood (Under Development)**
Within this emphasis area, participants will study the development of young children and have opportunities to develop their knowledge and skill of evidence-based assessment, instruction, and intervention strategies used in early childhood Special Education.

**Intense Interventions (Under Development)**
Courses within this emphasis area aim to provide participants with current knowledge of interventions for students with intense disabilities and the advanced skills to design and monitor an effective intervention.
SPEDFIST Program Components

Online (Hybrid) Delivery in Core Courses

SPEDFIST core courses are offered in an online (hybrid) format. While most of the course content is offered online, SPEDFIST cohorts see each other in person periodically. Face-to-face meetings help to establish authentic relationships, better discussions, and opportunities for collaboration and learning.

Online contact is generally through Oncourse, Indiana University’s classroom management platform, and/or Adobe Connect. Students can access Oncourse upon registration using their Indiana username and password. Students are encouraged to become familiar with Oncourse before their first course. A helpful overview is available including a Quick Start Overview of Oncourse For Students (PDF document).

Instructors may use Oncourse to download syllabi, assignments, readings, video clips, podcasts, and other course material. It is also likely that a video conferencing tool such as Skype or Adobe Connect will be used for online meetings. SPEDFIST students are thus required to have a computer with a high-speed Internet connection, a webcam, headset, and access to a video camera. The minimum technology requirements are detailed in Appendix F.

Each core course has two to four face-to-face meetings during the semester. The schedule of meetings is provided at the beginning of the course. Students who live outside of a 50-mile radius of campus are encouraged to make arrangements with their instructor about video conferencing options or alternative assignments if they are unable to travel to campus.

The SPEDFIST online (hybrid) course delivery requires unique roles for both the student and the instructor, that are detailed in Appendix G.
SPEDFIST Program Components

Field Experience with a Chosen Mentor

Teachers acquire many essential skills in the field of practice, as most individuals learn to be a teacher by teaching. SPEDFIST students complete course assignments based on activities and observations they conduct during their field experience. Therefore, students who are teaching full-time must find a mentor colleague. This individual should be an experienced teacher who is willing to spend time with you discussing and examining practice.

SPEDFIST students who are not currently teaching are required to participate in an ongoing field experience one day a week (six hours) with a mentor teacher of their choice. Furthermore, students complete their student teaching in the classroom of their mentor once they have completed at least 10 expectations. Considerations for choosing a mentor can be found in Appendix I.
SPEDFIST Program Components

Student Teaching for Initial Special Education Licensure

SPEDFIST students seeking an initial license in Special Education are required by the State of Indiana to complete a semester of student teaching in the grade level for which they are seeking licensure. This experience allows a student to participate fully, actively applying and practicing their new knowledge and skills as a Special Educator.

Usually this requirement occurs at the end of a student’s program (Appendix C). Students who plan to student teach must complete 10 portfolio expectations at substantial progress.

Before students can begin student teaching, they must also complete a criminal record check. See Appendix J.
SPEDFIST Program Components

Secondary or Elementary License Focus

The SPEDFIST required (core) courses have been designed to include evidence-based content specific to both a secondary and elementary focus. There are opportunities throughout a course to choose readings, activities, and assignments based on the setting in which a student plans to teach. All class assignments should be completed at the intended levels for certification (elementary or secondary).

Students’ chosen mentor should reflect the subject area and/or grade level in which a student plans to gain teaching competencies and a subsequent license.

The majority of portfolio expectations apply to both elementary and secondary students with the expectation of teaching reading and writing (1.4: Teaching Reading and Writing). However, evidence in each expectation should reflect student’s focus in elementary or secondary.

K-12 Special Education License

Students seeking to complete an INITIAL K-12* special education license must:

- Designate a "primary" and "ancillary" licensure focus. (i.e., Primary: K-6, Ancillary: 7-12; or Primary: 7-12, Ancillary License: K-6)
- Complete a minimum of 6 weeks student teaching in their secondary licensure area in addition to the required 10 week students teaching experience for a primary license.
- Find a field mentor placement within the secondary licensure area to participate in a half (½) day per week experience for a minimum of two (2) semesters.
- Complete a minimum of two (2) additional methods courses in Reading and one (1) additional content area of your choice (Math, Science, Social Studies).
- Continue to register for S500 (1 credit hour) until portfolio is complete. Portfolio expectations will require evidence from both the primary and secondary placements.

Students seeking to complete a LICENSE ADDITION in K-12* special education license must:

- Designate a "primary" and "ancillary" licensure focus. (i.e., Primary: K-6, Ancillary: 7-12; or Primary: 7-12, Ancillary License: K-6)
- Find a field mentor placement within the secondary licensure area to participate in a half (½) day per week experience for a minimum of two (2) semesters.
- Complete a minimum of two (2) additional methods courses in Reading and one (1) additional content area of your choice (Math, Science, Social Studies).
- Continue to register for S500 (1 credit hour) until portfolio expectations have been met. Portfolio expectations require evidence from primary and secondary placements.

*SPEDFIST/CoT is seeking approval for developing a K-12 special education license. This has yet to be approved. Please contact Dr. Gretchen Butera if you are interested in seeking this K-12 license.
SPEDFIST Program Components

Seminar Experience

The seminars are an important part of SPEDFIST. They offer students opportunities to engage with other students seeking to be teachers as they reflect upon practice and their learning.

S500 Orientation Seminar (2 credits)
Students enroll in this seminar in their first semester with other SPEDFIST students. The class will combine online and face-to-face meetings. Goals of this seminar include completing a program of study, finding a mentor teacher, understanding the portfolio requirement, working on portfolio expectations, and understanding student responsibilities in online (hybrid) courses. Note that this seminar is offered in the fall only.

S500 Community of Teachers (CoT) Seminars (Initial License Only) (3 credits)
Students seeking a license will enroll in this seminar for at least two semesters. This inclusive seminar joins groups of teacher candidates in general and special education. The seminars are composed of students at different stages in their professional education and different subject areas, and students remain with the same seminar throughout their preparation. Each semester, the students in the seminar choose a thematic focus, and, with their faculty coordinator, develop readings and assignments. All seminar groups meet once a week (Tuesdays), either on campus, online using Oncourse, or using video conferencing technology.
SPEDFIST Program Components

Cohort Experience

SPEDFIST is designed to begin in the fall and be completed with a cohort of students with which an individual stays throughout their program. However, this is not always possible.

In some cases, circumstances prevent students from taking courses in the recommended time frame. In these circumstances, students are encouraged to discuss their plan with an advisor.
SPEDFIST Program Components

Portfolio Assessment for Certification

Students enrolled in SPEDFIST seeking licensure (initial or addition) will complete a portfolio that demonstrates their teaching competencies. The portfolio is composed of expectations based on the Council of Exceptional Children (CEC) standards for special educators and Interstate Teacher Assessment and Support Consortium (INTASC) standards. Because they include knowledge dispositions and skills of all teachers, all of the expectations apply to elementary and secondary levels.

Evidence for portfolio expectations may take a variety of forms. Because students have experiences both in and out of the teaching profession that have contributed to their competencies as a special educator, they are encouraged to draw on past experiences to provide portfolio evidence. Additionally, many of the core course assignments have been designed to meet portfolio expectations and may be used if the end product is representative of high-quality work.

Students obtaining an Initial License must complete 16 portfolio expectations. Individuals completing an Additional License will complete 8 expectations. A list of the portfolio expectations and tips for completing expectations can be found in Appendix D.
SPEDFIST Program Components

edTPA Assessment toward Portfolio Expectation Completion

Starting this fall 2013, SPEDFIST students will be given the opportunity to complete edTPA assessment. Developed by Stanford University, edTPA is a nationally recognized assessment of readiness to teach for new teachers. Completion of edTPA will provide you with additional credibility as a national, professionally defined standard by which all new teachers are held accountable.

The activities completed for edTPA above can be used to fulfill the evidence requirements for the following expectations: Individual Development, Instructional Strategies, Diverse Learners, and Evaluating Student Learning. To use edTPA as portfolio evidence, students will be required to write a reflection justifying the argument that the activities submitted for edTPA also meet the CoT requirements for each expectation.

What’s in it for me?

- Additional credibility based on a nationalized standard
- Evidence to fulfill requirements for four portfolio expectations
- Additional practice and support in creating lesson plans and assessments
- Feedback on teaching ability from an objective observer

The assessment requires that students select learners with special needs and develop and teach 3-5 consecutive lessons designed to meet the student’s needs based on both the student’s IEP and the academic curriculum. Applicants will submit lesson plans, videos of instruction, assessments of student learning, and a reflective commentary to edTPA. Lesson plans and assessments will be developed as part of class requirements in K510, K535, and K536, and the implementation of lesson plans and assessments will be completed during student teaching.

For more information, please go to the following website: http://edtpa.aacte.org/
You can also contact Gretchen Butera (gbutera@indiana.edu) for more information about how edTPA requirements will fit in with your program of studies.
SPEDFIST Program Components

Culminating Capstone Project for Master’s Degree

Students completing a Master’s Degree in Special Education complete a capstone project as their culminating experience near the end of their program. The goal of the project is to integrate students’ learning across coursework, seminars, and field experiences in a summative project. Students design a project that reflects their interests or an area of concern in special education.

Capstone project is described in Appendix E.

An educational research course is a prerequisite to the capstone course. Options include Y510: Action Research (3 credits) or Introduction to Research (3 credits) (Y520 or Y521).

After completing the prerequisite, students enroll in K590: Capstone Project (3 credits) in the fall and K590 (1 credit) or K599 (1 credit) in the spring. These courses are offered every other year.
APPENDICES
Appendix A: Required (Core) Courses and Seminars in SPEDFIST Programs

S500 Orientation Seminar (2 credits)
This seminar provides an orientation to the SPEDFIST program for students completing graduate certification or Master's in Special Education. The purpose of this seminar is to orient students to online learning technologies, completing portfolio expectations, finding a mentor, planning a program of study and the capstone project. In addition, this seminar provides an opportunity for the cohort to get to know each other.

S500 Portfolio Completion Seminar (1 credit)
This seminar provides the opportunity for SPEDFIST students completing a license addition or otherwise completing the portfolio to receive guidance and support about their portfolio.

K505 Introduction to Exceptional Children (3 credits)
The course is a prerequisite to all other SPEDFIST courses. The first part of this course focuses on school law and policy related to individuals with disabilities. The second part focuses on diversity, race, and culture as they relate to disabilities and the need for special educators to practice a strengths-based approach to individuals with disabilities. The third and final section of this course provides the special educator with an understanding of the typical and atypical developmental patterns of children with disabilities with a focus on understanding the state and federal eligibility requirements for various disability categories (i.e., learning disabilities, emotional-behavioral disorders, visual impairment).

K510 Assistive Technology in Special Education (3 credits)
The purpose of this course is to provide an introduction to assistive technology (AT) and Universal Design for Learning (UDL), to assure teacher's ability to incorporate equipment and devices that enable individuals with and without disabilities to learn, work, and participate in society.

K535 Assessment and Remediation of the Mildly Handicapped (3 credits)
K510 is a prerequisite for this course. This course provides a foundation for understanding assessment procedures and for conducting formal and informal assessments. It addresses assessment procedures used in decision making and program planning for students with exceptional learning needs and from diverse backgrounds.

K536 Assessment & Remediation of the Mildly Handicapped II (Instructional Strategies) (3 cr.)
K535 is a prerequisite for this course. The course provides a foundation for understanding instructional strategies and practices for students with high incidence disabilities. The course focuses on differentiation of instruction in the general education classroom, including the adaption of materials. The course also addresses instructional practices for small group and individual instruction. Students will learn about cognitive learning strategies and direct, explicit instruction.

K548 Family, Schools, and Society (3 credits)
Students examine the potential impacts of disabilities on the daily lives of families and consider how the broader context of school and community both affects and are affected by interactions with individuals with disabilities and their families. The course also presents historical, legal, and ethical perspectives on family involvement and empowerment. Throughout the course, students reflect on their own experiences in and with families and consider their roles in establishing partnerships with the families of individuals with disabilities.
**K553 Classroom Management (3 credits)**

Topics about developing positive relationships with students, the role of curriculum in supporting positive classroom interactions, and how to teach students discipline, self-control, conflict resolution, and other self-management skills are addressed. Students develop and implement behavior intervention and management plans in cooperation with parents, teachers, and other personnel. Knowledge and skills for developing and maintaining a productive and proactive classroom environment are discussed.

**K565 Collaboration and Service Delivery (3 credits)**

The focus of this course is on service delivery options and approaches to students receiving Special Education services. It covers service delivery approaches or systems such as the continuum of least-restrictive programs, wrap-around services, and systems of care. Collaborative skills, including effective communication strategies and consultation techniques, are discussed. Students observe and participate in an actual co-teaching situation at a school of their choice.

**S500 Community of Teachers Seminar (3 credits)**

The CoT Seminar offers teacher candidates an opportunity to develop their courses of study and to reflect on teaching in a community of peers. Each seminar comprised of 18 to 20 teacher candidates who represent all stages of preparation from beginners to student teachers and content areas. The Seminar is facilitated by a faculty member, but is student led focusing on a semester theme related to practice as determined by the group.

**K590: Capstone Project (3 credits) and K590/K599 (1 credit)**

Students completing their Master’s Degree in Special Education complete a capstone project (K590/K599). More information on this requirement is available in Appendix E.
Appendix B: Schedule of SPEDFIST Required (Core) Courses

The required (core) courses in any of the SPEDFIST programs are usually offered once a year. Students should be aware of when courses are available so they can complete their programs of study in a timely manner. Master’s Degree students may also complete emphasis area courses, which are not listed below but are generally announced on the SPEDFIST website, newsletter, and/or IU Onestart.

The table below lists the courses typically offered during the fall, spring, and summer semesters. Please note that course offerings are based on student enrollment and thus are subject to changes.

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
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<td>K505 Introduction to Exceptional Children (3 credits) <em>(prerequisite)</em></td>
</tr>
<tr>
<td></td>
<td>K548: Family, School, and Society (3 credits)</td>
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<tr>
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<td>Y520: Strategies for Educational Inquiry (3 credits) <strong>OR</strong> Equivalent Research Course</td>
</tr>
<tr>
<td>Fall</td>
<td>S500: Orientation Seminar (2 credits)</td>
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<td>K505 Introduction to Exceptional Children (3 credits) <em>(prerequisite)</em></td>
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<tr>
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<td>S500: Portfolio Completion Seminar (1 credit)</td>
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<td>S500: Community of Teachers Seminar (3 credits)</td>
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<tr>
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<td>K510: Assistive Technology in Special Education (3 credits)</td>
</tr>
<tr>
<td></td>
<td>K536: Assessment and Remediation of the MH II (3 credits) <em>(prerequisite K535)</em></td>
</tr>
<tr>
<td></td>
<td>K565: Collaboration and Service Delivery (3 credits)</td>
</tr>
<tr>
<td></td>
<td>K590: Master’s Degree Capstone Project (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Y520: Strategies for Educational Inquiry (3 credits) <strong>OR</strong> Equivalent Research Course</td>
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<tr>
<td>Spring</td>
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<td>K535: Assessment and Remediation of the MH II (3 credits) <em>(prerequisite K510)</em></td>
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<tr>
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Appendix C: SPEDFIST Programs of Studies

The program of studies can be copied from the following pages or downloaded from the SPEDFIST website.

- Graduate Special Education Certification for Licensure in Indiana
- Graduate Special Education License Addition in Indiana
- Master’s Degree in Special Education
- Master’s Degree in Special Education PLUS Certification for Licensure in Indiana
The IUB graduate certification program in Special Education offers primarily online coursework leading to a license in mild/moderate interventions. Based on Special Education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for Special Education teachers working with students who have mild/moderate disabilities. The program focuses on teaching methods and materials, cultural diversity, management and intervention, collaborative strategies, resource and service utilization, and other teaching strategies to maximize student success in school and community life. One of the primary goals of this program is to prepare teachers to work in inclusive school and community settings. Although inclusive settings are a focus, this program also addresses other types of Special Education settings, such as resource and self-contained classrooms. The final semester of the program requires students to complete a semester of student teaching.

SCOPE OF THE MILD INTERVENTION LICENSE

This license in mild/moderate interventions focuses either on K-6 elementary or 5-12 secondary licenses. Students should focus their coursework on either level.

COURSE REQUIREMENTS

The program is recommended to be completed with a cohort group. The following is a suggested sequence of courses for each semester of the program.

YEAR ONE

Prerequisite course (does not count toward Master’s Degree or teacher certification)
- K505 Introduction to Exceptional Children (3) (may be taken in first semester)

Fall semester – 8 credits
- K510 Assistive Technology in Special Education (3) (prerequisite for K535)
- K565 Collaboration and Service Delivery (3)
- S500 SPEDFIST Orientation seminar (2)

Spring semester – 9 credits
- K535 Assessment and Remediation of the Mildly Handicapped (3) (prerequisite for K536)
- S500 CoT Seminar (3)

Summer – 3 credits + Language Education
- K548 Family, School and Society (3)
- EDUC L517 Advanced Study of the Teaching of Secondary School Reading* (secondary educators only) OR
  EDUC L504 Identifying and Working with Learner Literacy Difficulties* (elementary/secondary educators) (3) OR
  EDUC L545 Advanced Study of the Teaching of Reading in Elementary Schools* (elementary educators only) (3)
YEAR TWO
Fall Semester – 6 credits
❖ K536 Assessment and Remediation of the Mildly Handicapped II (3)
❖ S500 CoT Seminar (3)

Spring Semester - 10 credits or 1 credit
❖ M550 Student Teaching** (10) (Required for initial license only) OR
❖ S500 Portfolio Completion Seminar (1) (taken until portfolio requirements are met for student teaching)

* Language Arts course may be waived based on previous coursework
** Initial License students may student teach full-time as early as spring II if they have completed 10 portfolio expectations at Substantial Progress (SP).

REGISTRATION
Registration periods for coursework vary from semester to semester. For continuing students these usually fall around the first week in April for the fall semester, the third week in October for the spring semester, and the third week in March for summer school. New student registration typically occurs a week before the session begins. Students can obtain specific information about course offerings, schedules and registration procedures from the IU web pages.

IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS

Field-Based Experiences with Mentor Teacher: SPEDFIST incorporates an ongoing field based experiences so that students can practice skills in situ. Finding a mentor and affiliating with this person throughout the program is one of the cornerstones of the program. Students in the program will spend the first semester of the program finding a mentor and practicum site. Students wishing to complete an initial license will student teach at the completion of the program in their mentor’s classroom. Students currently teaching need to find a mentor at their school.

Portfolio: All students will complete a portfolio designed to demonstrate their teaching competencies in mild/moderate disabilities and teaching strategies for students with mild/moderate disabilities.

Seminars: Seminar activities are focused on building a community of learners and provide the opportunity to reflect critically about practice. Students will complete portfolio expectations each semester of a CoT seminar.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a webcam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program.

Course Schedule: Students may use the course schedule included in this guide for general program planning. Listings, times, and locations for courses may be obtained in the Schedule of Classes on IU Registrar's web page: http://www.indiana.edu/~registra/.
**ADVISING FORM FOR LICENSE IN MILD/MODERATE INTERVENTION**

Name:  
Student ID #:  
Local Address:  
City:  
Zip:  
Permanent Address:  
City:  
Zip:  
Home phone:  
Cell Phone:  
E-mail:  
Advisor:  
Campus Address:  
Phone:  
E-Mail:  

**Approved**

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Prerequisite

K505: Introduction to Exceptional Children

I. Mild Intervention Requirements

K565: Collaboration and Service Delivery

S500: SPEDFIST Orientation Seminar

K553: Classroom Management

K535: Assessment and Remediation of the Mildly Handicapped I

S500: CoT Seminar

K548: Families, School, and Society

EDUC L517 OR EDUC L504 OR EDUC L545*

K510: Assistive Technology in Special Education

K536: Assessment and Remediation of the Mildly Handicapped (Instructional Strategies)

S500: CoT Seminar

M550: Student Teaching **

S500: Portfolio Completion Seminar***

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*Language Art course may be waived based on previous coursework  
**Students may student teach after having 10 portfolio expectations completed at SP. Required for initial license only.  
***Students who have not completed 10 portfolio expectations at SP are required to enroll prior to M550.
The IUB graduate certification program in Special Education offers primarily online coursework leading to an additional license in mild/moderate interventions. Based on Special Education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for Special Education teachers working with students who have mild/moderate disabilities. The program focuses on teaching methods and materials, cultural diversity, management and intervention, collaborative strategies, resource and service utilization, and other teaching strategies to maximize student success in school and community life. One of the primary goals of this program is to prepare teachers to work in inclusive school and community settings. Although inclusive settings are a focus, this program also addresses other types of Special Education settings, such as resource and self-contained classrooms. The final semester of the program requires students to complete a semester of student teaching.

**SCOPE OF THE MILD INTERVENTION LICENSE**

This additional license in mild/moderate interventions focuses either on K-6 elementary or 5-12 secondary licenses.

**COURSE REQUIREMENTS**

The program is recommended to be completed with a cohort group. The following is a suggested sequence of courses for each semester of the program.

**YEAR ONE**

Prerequisite course (does not count toward Master’s Degree or teacher certification)

- K505 Introduction to Exceptional Children (3) *(may be taken in first semester)*

Fall semester – 8 credits

- K510 Assistive Technology in Special Education (3) *(prerequisite for K535)*
- K565 Collaboration and Service Delivery (3)
- S500 SPEDFIST Orientation seminar (2)

Spring semester – 7 credits

- K533 Classroom Management (3)
- K535 Assessment and Remediation of the Mildly Handicapped (3) *(prerequisite for K536)*
- S500 Portfolio Completion Seminar (1)

Summer – 3 credits + Language Education

- K548 Family, School and Society (3)
- EDUC L517 Advanced Study of the Teaching of Secondary School Reading* (secondary educators only) **OR**
- EDUC L504 Identifying and Working with Learner Literacy Difficulties* (elementary/secondary educators) (3) **OR**
- EDUC L545 Advanced Study of the Teaching of Reading in Elementary Schools* (elementary educators only) (3)
YEAR TWO
Fall Semester – 4 credits
  ❖ K536 Assessment and Remediation of the Mildly Handicapped II (3)
  ❖ K590 Portfolio Seminar (1)

Spring Semester - 1 credit (if needed)
  ❖ S500 Portfolio Completion Seminar (1) (taken until portfolio requirements are met)

* Language Arts course may be waived based on previous coursework

REGISTRATION

Registration periods for coursework vary from semester to semester. For continuing students these usually fall around the first week in April for the fall semester, the third week in October for the spring semester, and the third week in March for summer school. New student registration typically occurs a week before the session begins. Students can obtain specific information about course offerings, schedules and registration procedures from the IU web pages.

IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS

Field-Based Experiences with Mentor Colleague: SPEDFIST incorporates an ongoing field based experiences so that students can practice skills in situ. Finding a mentor colleague and affiliating with this person throughout the program is one of the cornerstones of the program. Students in the program will spend the first semester of the program finding a mentor and practicum site. Students currently teaching need to find a mentor at their school.

Portfolio: All students will complete a portfolio designed to reflect their understanding of mild/moderate disabilities and teaching strategies for students with mild/moderate disabilities. Students will enroll in a Portfolio Seminar until all required expectations are completed.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a webcam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program.

Course Schedule: Students may use the course schedule included in this guide for general program planning. Listings, times, and locations for courses may be obtained in the Schedule of Classes on IU Registrar’s web page: http://www.indiana.edu/~registra/.
ADVISING FORM FOR ADDITIONAL LICENSE IN MILD/MODERATE INTERVENTION

Name: 
Local Address: 
Permanent Address: 
Home phone: 
Cell Phone: 
E-mail: 

Student ID #
City: 
Zip: 
City: 
Zip: 

Advisor: 
Campus Address: 
Phone: 
E-Mail: 

Prerequisite
K505: Introduction to Exceptional Children

I. Mild Intervention Requirements

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<thead>
<tr>
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<th>Sem</th>
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<td>K553: Classroom Management</td>
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</tr>
<tr>
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<td>K548: Families, School, and Society</td>
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<td></td>
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<td></td>
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</table>

*Language Art course may be waived based on previous coursework
The IUB Master's Degree program in Special Education offers primarily online coursework with a focus in Mild/Moderate Intervention. Based on Special Education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for Special Education. The program centers on research methods, instructional strategies and materials, and other interventions that maximize student success in school and community life. Although inclusive settings are a focus, this program also addresses other educational settings for students with high incidence disabilities, such as resource and self-contained classrooms. As part of the program, students will design an individualized program of study by taking courses based on their area of interest. At least 6 credit hours of the 36 credit hour total must be from courses taken outside of Special Education. The program culminates with students completing a capstone project.

COURSE REQUIREMENTS

Thirty-six credits are required to complete a Master's Degree in Special Education. The following is a list of courses for each semester of the program.

YEAR ONE
Prerequisite course (does not count toward Master's Degree or teacher certification)
    K505 Introduction to Exceptional Children (3) (may be taken in first semester)

Fall semester – 8 credits
    K510 Assistive Technology in Special Education (3) (prerequisite for K535)
    K565 Collaboration and Service Delivery (3)
    S500 SPEDFIST Orientation seminar (2)

Spring semester – 9 credits
    K535 Assessment and Remediation of the Mildly Handicapped (3) (prerequisite for K536)
    Elective Course (3)

Summer – 6 credits
    Y520 Strategies for Education Inquiry (3) OR Equivalent Research Course
    K548 Families, Schools, and Society (3)

YEAR TWO
Fall Semester – 6 credits
    K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3)
    K590/K599 Capstone Project (3)

Spring Semester – 7 credits
    K590/K599 Capstone Project (1)
    Elective Course (3)
    Elective Course (3)
REGISTRATION

Registration periods for coursework vary from semester to semester. For continuing students these usually fall around the first week in April for the fall semester, the third week in October for the spring semester, and the third week in March for summer school. New student registration typically occurs a week before the session begins. Students can obtain specific information about course offerings, schedules and registration procedures from the IU web pages.

IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS

Field-Based Experiences with Mentor Colleague: SPEDFIST incorporates an ongoing field based experiences so that students can practice skills in real life settings. Students in the program will spend the first semester of the program finding a practicum site. Teachers already in a teaching assignment may use their current classroom as a practicum site and find a mentor in this setting.

Electives: The Master program in Special Education requires students to choose four electives approved by the faculty advisor. Students may combine courses from different departments or programs in the SoE or focus on a specialty area in Special Education. Presently, courses are offered in the specialty areas of autism, behavior specialist, early childhood education, intense interventions, and instructional strategies. Courses may also be from outside the Special Education department.

Capstone Project: All students pursuing a Master’s Degree in Special Education will complete a capstone project. Students must successfully complete a research course (Y520 or equivalent) prior to enrollment in the Capstone and have approval from their advisor.

Required Technology: All students will need regular access to a computer and a high-speed internet connection. In addition, a web cam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program.

Course Schedule: Students may use the course schedule included in this guide for general program planning. Listings, times, and locations for courses may be obtained in the Schedule of Classes on IU Registrar’s web page: http://www.indiana.edu/~registra/
PROGRAM OF STUDY
MASTER’S DEGREE IN SPECIAL EDUCATION

Name:   
Local Address:    
Permanent Address:   
Home phone:   
Cell Phone:   
E-mail:   
Student ID #   

Advisor:   
Campus Address:   
Phone:   
E-Mail:   

City:  
Zip:  
City:   
Zip:   

Prerequisite
K505: Introduction to Exceptional Children

I. Mild Intervention Core Requirements

        Credit | Year | Sem | Grade
K565: Collaboration and Service Delivery | 3 | | |
S500: SPEDFIST Orientation Seminar | 2 | | |
K510: Assistive Technology in Special Education | 3 | | |
K535: Assessment and Remediation of the Mildly Handicapped | 3 | | |
K553: Classroom Management | 3 | | |
Y520: Strategies for Educational Inquiry OR equivalent | 3 | | |
K548: Families, School, and Society | 3 | | |
K590: Sped Research Seminar (Y520 or equivalent Preq) | 3 | | |
K536: Assessment and Remediation of the Mildly Handicapped II | 3 | | |
K590/K599: Capstone Project (1)* | 1 | | |

Approved

_______________________
Signature

_______________________
Date
II. **Elective Requirements**  
(Write in course numbers and names below. See additional requirements***)

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<td><strong>Total</strong></td>
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* Consult advisor about when to take the Capstone.  
** At least 6 credit hours of the 36 credit hour total must be from courses taken outside of Special Education. (Y520 or equivalent may count as a course outside of Special Education).  
*** Students must take three elective courses to complete the program. One of these must be taken outside the Special Education program. Students who have a concentration in secondary education must take K541: Transitions Across a Lifespan as an elective course.
The IUB graduate certification and Master’s Degree program in Special Education offers primarily online coursework leading to a license in Mild/Moderate Intervention. Based on Special Education professional standards, the courses in this program address the knowledge, skills, and dispositions needed for Special Education. The program centers on research methods, instructional strategies and materials, and other interventions that maximize student success in school and community life. Although inclusive settings are a focus, this program also addresses other educational settings for students with high incidence disabilities, such as resource and self-contained classrooms. As part of the program, students will design an individualized program of study by taking courses based on their area of interest. At least 6 credit hours of the 36 credit hour total must be from courses taken outside of Special Education. The program culminates with students completing a capstone project.

SCOPE OF THE MILD INTERVENTION LICENSE

This additional license in mild/moderate interventions focuses either on K-6 elementary or 5-12 secondary licenses. Student teaching is required for students who are seeking an initial license in Special Education.

COURSE REQUIREMENTS

Depending on prior experience and coursework, credits will vary to complete a license in the area of Mild/Moderate Intervention. The program is recommended to be completed with a cohort group. The following is a suggested sequence of courses for each semester of the program.

YEAR ONE

Prerequisite course (does not count toward Master’s Degree or teacher certification)

- K505 Introduction to Exceptional Children (3) (may be taken in first semester)

Fall semester – 8 credits

- K510 Assistive Technology in Special Education (3) (prerequisite for K535)
- K565 Collaboration and Service Delivery (3)
- S500 SPEDFIST Orientation seminar (2)

Spring semester – 9 credits

- K533 Classroom Management (3)
- K535 Assessment and Remediation of the Mildly Handicapped I (3) (prerequisite for K536)
- S500 CoT Seminar (3)
Summer – 6 credits + Language Education
- Y520 Strategies for Education Inquiry (3) OR equivalent Research course
- K548 Family, School and Society (3)
- EDUC L517 Advanced Study of the Teaching of Secondary School Reading* (secondary educators only) OR
  EDUC L504 Identifying and Working with Learner Literacy Difficulties* (elementary/secondary educators) (3) OR
  EDUC L545 Advanced Study of the Teaching of Reading in Elementary Schools* (elementary educators only) (3)

YEAR TWO
Fall Semester – 9 credits
- K536 Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies) (3)
- K590/ K599 Capstone Project (3)
- S500 CoT Seminar (3)

Spring Semester – 4 credits
- Elective Course (3)
- K590/ K599 Capstone Project (1)

Summer II – 6 credits
- Elective Course (3)
- Elective Course (3)

YEAR THREE
Fall Semester - 10 credits or 1 credit
- M550 Student Teaching** (10) (Required for initial license only) OR
  S500 Portfolio Seminar (1) (taken until portfolio requirements are met for student teaching)

* Language Arts course may be waived based on previous coursework
** Initial License students may student teach full-time as early as spring II if they have completed 10 portfolio
  expectations at Substantial Progress (SP).

REGISTRATION
Registration periods for coursework vary from semester to semester. For continuing students
these usually fall around the first week in April for the fall semester, the third week in October for
the spring semester, and the third week in March for summer school. New student registration
typically occurs a week before the session begins. Students can obtain specific information about
course offerings, schedules and registration procedures from the IU web pages.

IMPORTANT COMPONENTS TO ENROLLMENT AND EARNING CREDITS
Field-Based Experiences with Mentor Teacher: This program incorporates an ongoing field based
experiences so that students can practice skills in real life settings. Finding a mentor and affiliating
with this person throughout the program is one of the cornerstones of the program. Courses are
designed to be completed in a practicum setting with the support of an experienced teacher.
Students in the program will spend the first semester of the program finding a mentor and
practicum site. Teachers already in a teaching assignment may use their current classroom as a
practicum site and find a mentor in this setting.
**Portfolio:** All students will complete a portfolio designed to demonstrate their teaching competencies in mild/moderate disabilities and appropriate teaching strategies for Special Education settings.

**Seminars:** Seminar activities are focused on building a community of learners and the opportunity to reflect critically about teaching with colleagues.

**Electives:** The Master program in Special Education requires students to choose four electives approved by the faculty advisor. Students may combine courses from different departments or programs in the SoE or focus on a specialty area in Special Education. Presently, courses are offered in the specialty areas of autism, behavior specialist, early childhood education, intense interventions, and instructional strategies. Courses may also be from outside the Special Education department.

**Capstone Project:** All students pursuing a Master's Degree in Special Education will complete a capstone project. Students must successfully complete a research course (Y520 or equivalent) prior to enrollment in the Capstone and have approval from their advisor.

**Required Technology:** All students will need regular access to a computer and a high-speed internet connection. In addition, a webcam and headset is required so students can meet with instructors and fellow students online. More detailed information is available on our website regarding software requirements for the online portion of the program.

**Course Schedule:** Students may use the course schedule included in this guide for general program planning. Exact listings, times, and locations for courses may be obtained in the *Schedule of Classes* on IU Registrar's web page: [http://www.indiana.edu/~registra/](http://www.indiana.edu/~registra/)
### PROGRAM OF STUDY FORM FOR A MASTER'S DEGREE AND LICENSE IN MILD/MODERATE INTERVENTION

Name: 
Student ID #: 
Local Address: 
City: 
Zip: 
Permanent Address: 
City: 
Zip: 
Home phone: 
Cell Phone: 
E-mail: 

Advisor: 
Campus Address: 
Phone: 
E-Mail: 

Approved 
__________________________ 
Signature 
__________________________ 
Date 

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### I. Mild Intervention Core Requirements

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<td>S500: SPEDFIST Orientation Seminar</td>
<td>2</td>
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<tr>
<td>K535: Assessment and Remediation of the Mildly Handicapped I</td>
<td>3</td>
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<tr>
<td>K553: Classroom Management</td>
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<tr>
<td>S500: CoT Seminar</td>
<td>3</td>
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<tr>
<td>Y520 Strategies for Educational Inquiry OR equivalent research course</td>
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<tr>
<td>K548: Families, School, and Society</td>
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<tr>
<td>EDUC L517 OR EDUC L504 OR EDUC L545*</td>
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<tr>
<td>K510: Assistive Technology in Special Education</td>
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<tr>
<td>K536: Assessment and Remediation of the Mildly Handicapped II (Instructional Strategies)</td>
<td>3</td>
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<tr>
<td>S500: CoT Seminar</td>
<td>3</td>
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<td></td>
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<tr>
<td>M550: Student Teaching **</td>
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<tr>
<td>S500: Portfolio Completion Seminar</td>
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<td></td>
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<tr>
<td>K590/K599: Capstone Project</td>
<td>3</td>
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<tr>
<td>K590/K599: Capstone Project</td>
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II. ***Elective Requirements  
(Write in course numbers and names below. See additional requirements****)

<table>
<thead>
<tr>
<th>Elective Course I -</th>
<th>3</th>
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<tbody>
<tr>
<td>Elective Course II -</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course III -</td>
<td>3</td>
</tr>
</tbody>
</table>

* Consult faculty advisor about when to take the Capstone.  
** At least 6 credit hours must be from courses taken outside of Special Education.  
*** Students must take three elective courses to complete the program. One of these must be taken outside the Special Education program. Students who have a concentration in secondary education must take K541: Transitions Across a Lifespan as an elective course.
Appendix D: Portfolio Expectations

16 Portfolio Expectations Required for Initial Graduate Licensure in Indiana

Students enrolled in a SPEDFIST Initial Graduate Special Education Certification for Licensure in Indiana will complete 16 expectations based on state requirements.

1. **Subject Matter**
   Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

2. **Teaching Reading and Writing**
   - **Secondary**: Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.
   - **Elementary**: Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

3. **Individual Development**
   Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students’ development.

4. **Curriculum Development**
   Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

5. **Instructional Strategies**
   Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students’ critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

6. **Self-Directed Learning**
   Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

7. **Diverse Learners**
   Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students’ learning by working with them and their families to develop individually meaningful learning programs.
8. Classroom Management & Community
   Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in
designing and managing daily classroom routines and fostering a sense of community among their students.

9. Learning from Others
   Our teacher candidates will demonstrate that they can facilitate their students’ learning in a variety of group
situations.

10. Multicultural Understanding
    Our teacher candidates will demonstrate that they can teach effectively in multicultural settings.

11. Evaluating Students’ Learning
    Our teacher candidates will demonstrate that they can systematically and thoughtfully gather and analyze
information regarding their students’ performance in school and that they can employ a variety of assessment
tools and strategies to evaluate their students' work.

12. School and Community Specialists
    Our teacher candidates will demonstrate responsiveness to their students’ specific needs by seeking the help
of school specialists and community resources when appropriate.

13. Collaboration
    Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key
stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their
students.

14. Professional Growth
    Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking
questions about their teaching and their students’ learning and finding ways to answer those questions.

15. Expressing Convictions
    Our teacher candidates will demonstrate that they support human rights, can participate in salient debates
on major social issues, and can respond thoughtfully and appropriately when controversial issues arise in
the classroom. They will also demonstrate that they are able to create a classroom climate that encourages
similar behavior in their students.

16.*  a. Extracurricular Activities
    Teacher candidates demonstrate dedication to roles & responsibilities outside the instructional school day.

    b. Equity and School Law
    Our teacher candidates will demonstrate that they can provide their students with a fair and equitable
education based upon their knowledge of school policies as well as state and federal legislation that affects
their students’ well-being as individuals within the school system.

*For #16, students will choose either (a) or (b). Any newly created expectations will likely be designated as additional options for
#16.
8 Portfolio Expectations Required for Additional Graduate Special Education Certification for Licensure in Indiana

Students enrolled in an Additional Graduate Special Education Certification for Licensure in Indiana will complete 8 portfolio expectations based on state requirements.

#2: **Teaching Reading and Writing.** Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

#3: **Individual Development.** Our teacher candidates will be able to demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students’ development.

#5: **Instructional Strategies.** Teaching for Problem-Solving. Our teacher candidates will demonstrate that they can develop their students’ critical thinking, decision-making, and inquiry abilities, and that they can employ a variety of instructional approaches. Our teacher candidates will demonstrate that they can use state-of-the-art communication and information technologies to enhance their teaching.

#7: **Diverse Learners.** Our teacher candidates will demonstrate that they can teach effectively students with diverse abilities and/or special needs. Our teacher candidates will demonstrate that they can personalize the learning of their students by working with them and their families to develop individually meaningful learning programs.

#8: **Classroom Management & Community.** Our teacher candidates will demonstrate that they can employ a variety of approaches to foster a sense of community within the groups of students with which they work. Our teacher candidates will demonstrate that they can employ a variety of approaches to design and manage daily classroom routines.

#10: **Multicultural Understanding.** Our teacher candidates will demonstrate that they can teach effectively in multicultural settings.

#11: **Evaluating Students’ Learning.** Our teacher candidates will demonstrate that they can systematically and thoughtfully gather information regarding their students’ performance in school. Our teacher candidates will demonstrate that they can employ a variety of assessment tools and strategies to evaluate their students’ work.

#13: **Collaboration.** Our teacher candidates will demonstrate that they can build sound relationships with parents and other family members to enlist them as allies in promoting the learning of their children. Our teacher candidates will demonstrate that they can collaborate with colleagues and other professionals to the benefit of their students. Our teacher candidates will demonstrate that they can directly and constructively resolve interpersonal problems and conflicts with colleagues.
SPEDFIST/COT Portfolio Completion Policy

Maintaining progress on portfolio:

- SPEDFIST students must complete 16 portfolio expectations judged as Ready to Teach (RT) for initial license. License addition students must complete 8 portfolio expectations at Ready to Teach (RT).
- First semester: During the S500 orientation course (2 credits) SPEDFIST students must complete two expectations judged at Substantial Progress (SP) level.
- Second semester: SPEDFIST students seeking an initial licensure will enroll in a CoT seminar (3 credits) if they completed the required expectations above and have found a mentor. During their second semester, they are required to complete 2 portfolio expectations at Substantial Progress (SP).
- Third Semester: SPEDFIST students seeking an initial licensure will enroll in a CoT seminar (3 credits). They are required to complete 2 portfolio expectations at the Substantial Progress (SP) level.
- Students who have completed 10 portfolio expectations at Substantial Progress or better and required certification [core] coursework will enroll in student teaching (M550 - 10 credits).
- Students who are not yet ready to student teach (have not completed 10 expectations at Substantial Progress or better) will enroll in either S500 (3 credits) again or S500 (1 credit). SPEDFIST faculty and staff will supervise the student’s field placement and ensure that the student is making good progress there and in their portfolio.
Tips on Completing Portfolio Expectations

Writing a Reflection

Things to consider when writing your reflections for the portfolio expectations:

- **WHAT?**
  Discuss the rationale for the evidence you include and how it relates to the expectation. Provide a description of the evidence. What is this expectation about to you? What is the evidence you include and why is it included?

- **SO WHAT?**
  What does this evidence mean? Why is it important? What have you learned from it? How is it connected to learning to teach?

- **NOW WHAT?**
  Build from the “so what” to consider what you might do with this information or knowledge. What does the future look like related to this topic, issue, or skill you discuss in your reflection? How might it impact your future teaching and/or life? Collaborative relationships? Choices? Approach to curriculum development?

**Planning when to complete expectations**

- Consider your future course work as you plan to complete portfolio expectations. For example, if you have a course on instructional strategies next semester you may want to hold off on expectations that relate to this topic.
- Consider what evidence you already have from accomplishments or experiences in your life. Plan to complete expectations that are built around these accomplishments. Even things you did while in high school can count!
- Save EVERYTHING! Create a file system to keep track of possible evidence you could include in a portfolio expectation. File the evidence in a folder and begin to work on expectations that have a few pieces of evidence collected in the file system.
- Student teaching is a goldmine for portfolio expectations, so save everything. You may not have time during student teaching to complete the expectations, but we recommend you complete the remaining expectations as soon as possible.
Appendix E: Completing the Master’s Degree

Capstone Project in SPEDFIST Master’s Degree

The Master’s Degree program in Special Education is designed for advanced study of the topics in Special Education and/or disability services. This degree can be completed to complement your current work in education, advance your understanding of Special Education and open new opportunities in the field, and/or prepare you for future doctoral level study in Special Education. Many students will complete their Master’s Degree while working on certification in Special Education.

To complete the Master’s Degree program, students undertake a capstone project. The Capstone Project is intended to integrate students’ learning across their coursework and provide a summative product that completes the program of study. The final project should focus on the student’s area or areas of interest during the program and can be linked to portfolio expectations. In conceptualizing the project, a student should consider how it furthers him/herself as a researcher and/or leader in Special Education.
# Appendix F: Minimum Technology Requirements

<table>
<thead>
<tr>
<th>Software/Hardware</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System</td>
<td>Windows XP, Macintosh OS X</td>
</tr>
<tr>
<td>Processor</td>
<td>1.2 GHz or higher preferred</td>
</tr>
<tr>
<td>Memory</td>
<td>256 MB or RAM or higher</td>
</tr>
<tr>
<td>Multimedia Ready</td>
<td>Required</td>
</tr>
<tr>
<td>USB Port</td>
<td>Required</td>
</tr>
<tr>
<td>Monitor</td>
<td>15” monitor with 800 x 600 resolution capability or larger</td>
</tr>
<tr>
<td></td>
<td>Real Player – <a href="http://www.real.com">http://www.real.com</a></td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer, Mozilla, Firefox (or other plugin-based browsers)</td>
</tr>
</tbody>
</table>
| Software          | Microsoft Office 2007 or higher  
| Internet Connection Speed | Broadband or DSL access is required. An Ethernet connection is required, as wireless doesn't work as well. |
| Webcam            | Required in order to participate in video conferencing. Items that need to be considered when buying a webcam are discussed here: [http://www.wisegeek.com/what-should-i-consider-when-buying-a-webcam.htm](http://www.wisegeek.com/what-should-i-consider-when-buying-a-webcam.htm) |
| Headset           | Required in order to participate in video conferencing. |
| Video Camera      | If not owned, you need access to one in order to complete some course assignments. It is possible to check a camera out at the School of Education through UITS (link). |

Further technology information may be ascertained by visiting the Indiana University Information Technology Services (UITS) website at uits.iu.edu.

**IMPORTANT LINKS FOR ADOBE CONNECT:**

This link ([http://admin.adobeconnect.com/common/help/en/support/meeting_test.htm](http://admin.adobeconnect.com/common/help/en/support/meeting_test.htm)) will take you to the Connection Test, which checks your computer to make sure all system requirements are met. It is recommended that you test your computer prior to attending a meeting.

The following link is a quick start guide for Adobe Connect: [https://seminars.adobeconnect.com/_a227210/vqs-participants/](https://seminars.adobeconnect.com/_a227210/vqs-participants/)

IU provides additional information for Adobe Connect here: [http://collaboration.iu.edu/](http://collaboration.iu.edu/)
Appendix G: Student and Instructor Responsibility in an (Online) Hybrid Environment

Online learning replaces face-to-face meetings with less compressed but more frequent electronic forms of interaction and communication. Online learning formats bring advantages beyond convenience. It is highly participatory and a passive approach to learning will result in even less success than it might in face-to-face formats. The instructor role is also different. Researcher William Draves (2007) describes the role of the online instructor as less of a “sage on stage” than a “guide on the side.” Greater initiative is required of students and the instructor’s role is to guide exploratory learning. In a strong online community, students support one another’s learning and collegial relationships can thrive. Creating a sense of community is a shared responsibility among students and the instructor. This can be achieved through always-courteous communication, regular participation, prompt response to communications, and effective use of interactive technologies.

Students should expect to spend 6-9 hours weekly on a SPEDFIST course. They are expected to check into Oncourse daily and to respond to any questions in the active forum. Occasionally the Oncourse system may be down for maintenance or systems problems. Please avoid submitting work at the last minute to allow for this contingency. All course work is expected to be of high quality, to reflect ongoing development, and to follow guidelines outlined in the syllabus. Instructor feedback should be applied to future work in the course (e.g., writing quality and other considerations). Therefore, expectations for quality will increase as the course progresses. Students are required to know how plagiarism is defined at IU (see http://education.indiana.edu/~frick/plagiarism/). Plagiarizing will result in a failing grade and subject the student to further University actions.

It is recognized that the technologies that are used in the SPEDFIST courses such as podcasts, videos, and video conferencing may be new to some of the students. While instructors will take responsibility to explain the technologies and make them available, students must also work to feel comfortable with their use.

Information adapted with permission from Hannah Schertz, Ph.D., Assistant Professor of Special Education, Indiana University.
Appendix H: Obtaining a Criminal Record Check for SPEDFIST Field Experiences and Student Teaching

As schools continue to review their policies for criminal history checks, students may or may not be required to have a criminal record check to participate in a field experience. Individual school corporations may have their own procedures. It is the student's responsibility to ensure that they meet the school corporation’s requirements.

Many schools require students to provide an annual criminal history check. Certified Background is a service provided to students to allow them to purchase the required background checks for local, nationwide, and/or multiple county level and for other placements. The results are posted to a secure site by Certified Background that can be accessed by students and the school. If you have a criminal history you will need to submit a letter to your placement school requesting that the school consider you for placement. We will do our best to assist you; however, we cannot be responsible for disruptions in your program due to the decisions of schools regarding your placement.

To obtain the required nationwide sex and violent offender check and multi-county criminal check for student teaching or field experience:

1. Go to www.CertifiedBackground.com and click on “Students”
2. In the Package Code box, enter package code: NI57 (N as in Nancy and I as in ink)
3. Select a method of payment: Visa, MasterCard or money order. (The initial check will cost $30.00)

Once your order is submitted, you will receive a password via email so you can view and print the results of your background check. The results will generally be available in 48-72 hours. Print the results and deliver them to your placement site on your first visit. If you do not receive a confirmation email or if you have any issues with your order, please contact Certified Background at 1-888-666-7788.

For international students, enter 000-00-0000 for the social security number and include a special note on the order stating: As an international student, I do not have a social security number. Please be certain to enter Monroe County – Bloomington, IN as your current residence (even if it is temporary).

Please order as early as possible. If you have a criminal record, please contact our office as soon as possible to discuss how to handle your placement and the additional steps required. Information from the IU School of Education Office of Early Field Experience.
Appendix I: Field Experience Mentors
Considerations for Choosing a Mentor for SPEDFIST Field Experiences

SPEDFIST students build a supportive relationship with an experienced classroom teacher (mentor) for the entire duration of the program. It is the student’s responsibility to find a mentor and classroom. This is an important decision, so choose carefully.

Consider:

What do you want from a mentor?
- Someone who has time to talk with you about teaching
- Someone interested in helping future teachers
- Someone who has a job similar to a future position you would like to obtain
- Someone who has teaching methods that intrigue you & make you want to learn
- Someone who seems willing to let you gain experience in their classroom through observation and teaching opportunities
- Someone who is secure in their job

What is required of the mentor?
- Openness to having a university person observe you at least once a semester
- Willingness to participate in a three-way meeting with you and a SPEDFIST instructor to facilitate the relationship
- Willingness to complete some paperwork, particularly during student teaching
- Openness to having field assignments completed within their classroom, including observations, feedback, and teaching opportunities

How do I find the perfect mentor?
- Prior to starting the program, think about possible classrooms and/or mentor teachers you would like to learn more about
- If you are located in the Bloomington/Indianapolis area, view the list of schools and teachers that have participated in SPEDFIST or Community of Teachers program in the past, known as the Participating Schools list. This list can be found through the student portal of the CoT website
- Discuss mentor recommendations from school personnel, parents, friends, and fellow students
- Contact the principal of the school first to gain permission to contact teachers
- Visit as many schools and/or teachers as possible after getting permission from the principal of that school
- Remember that your goal is to decide on a mentor by the end of your first semester
Sample Letter of Introduction for a SPEDFIST Student Seeking a Field-Experience Classroom and Mentor

Date

Dear Mentor's Name,

As a student in the Special Education (SPEDFIST) and Community of Teachers (CoT) programs at the IU School of Education, an important aspect of the program is working with a mentor teacher throughout my program.

A central component of my teacher preparation is an apprenticeship, in which we choose our mentor teachers and work with them for the equivalent of one day a week. This allows us to develop relationships with a mentor teacher and the students at the school, providing an opportunity to be a part-time assistant part of the school and a help to our mentor teachers. It also allows us an environment, to complete weekly assignments from the courses, which may include observations, discussions, and lesson teaching.

The second component of the program is enrollment in a seminar each semester where we discuss teaching and our mentorship experiences. The third major component of CoT is the portfolio. Since its inception, CoT has required its teacher candidates to compile a portfolio that demonstrates our completion of 8 (or 16) performance-based expectations as a final benchmark for the teaching license. Evidence for completion is often based on apprentice teaching activities, and so as we work together I will be reflecting on my experiences, and I will hope to become increasingly involved (and helpful) in classroom instruction. The degree of my involvement will depend on your comfort and mine, and we can discuss it as our time together progresses.

Finally, I will need to student teach at the completion of my program. By serving as an assist in your class for a few semesters prior, I feel I will be able to set into this role effectively.

Thanks for your time and consideration, and I hope we will have the opportunity to work together.

Sincerely,

Your Name