Early Intervention/Early Childhood Special Education Master’s Program

Student Handbook

Early Intervention Program
Special Education and Clinical Sciences Department
College of Education
University of Oregon

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The Early Intervention Program
Student Handbook

WELCOME

Welcome to the University of Oregon Early Intervention Graduate Program. This handbook is intended to assist you by providing information necessary for successful completion of the master’s program in Early Intervention. It is our recommendation that you read through this handbook carefully, as it contains important information, and refer to it often throughout your graduate studies at the University of Oregon. For clarification or further information, please consult with your advisor.

Policies and procedures outlined in this handbook are subject to change. Students should confirm program plans with their advisor. The Early Intervention Program website, http://eip.uoregon.edu/index.html, is updated on a regular basis. Information regarding University of Oregon policies, procedures, deadlines, and forms required by the College of Education can be found on the University of Oregon College of Education website: http://education.uoregon.edu/path.htm?setpath=19. We strongly encourage you to regularly check these resources for updated information.

INTRODUCTION

The Early Intervention Program (EIP) at the University of Oregon is in the Department of Special Education and Clinical Sciences (SPECS) in the College of Education, and is housed in the Center on Human Development, a University Center for Excellence in Developmental Disabilities (UCEDD). The Early Intervention Program provides an interdisciplinary field of specialization focusing on infants, toddlers, preschool children, and young school-aged children who are at risk or disabled, and their families. This specialization combines a theoretical, research, and clinical base from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. Since 1979, the personnel preparation component of the Early Intervention Program has offered quality courses and field placements leading to a master's degree, a teaching endorsement and a doctoral degree. This training program is designed to prepare personnel to provide quality services to young children from birth to eight years, who are disabled or at risk, and their families. Students are
prepared to fill a variety of roles, including interventionists who deliver services to children and their families, program coordinators or supervisors who manage and direct personnel that deliver direct services, policy analysts, researchers and instructors.

The EIP is composed of four separate but interconnected components: 1) personnel preparation offered at the master's and doctoral levels; 2) program development focused on the creation of state-of-the-art intervention programs for infants and young children and their families; 3) research funded by a variety of grants that explores new strategies and develops new tools for assessment and intervention; and 4) dissemination activities designed to share information, research findings, and new approaches with professional and paraprofessional audiences.

**Philosophy of the Early Intervention Personnel Preparation Program**

The five major philosophical perspectives that guide our personnel training are transactional, family involvement, developmental, educational, and interdisciplinary.

**Transactional Perspective.** The transactional (Cicchetti, et al., 1988; Sameroff & Chandler, 1975; Sameroff & Fiese, 1990) or interactional (Lewis, 1987) model is focused upon the social responsiveness of the environment and interactive nature of the child-environment exchange. The child's growth and development occur through actions to and reactions from the environment over time (Sameroff, 1981, 1993). Consequently, concern must extend to children and their impact on the environment as well as the reverse. The transactional perspective is represented in the simple schematic below, which was designed to indicate the cyclical and reciprocal nature of the child-environment interaction.

In addition to the emphasis on the reciprocal aspects of interactions, the transactional model reinforces attention on the importance of the child's social environment. The infant's and young child's initial exposure to the environment is largely mediated by the primary caregivers. This social mediation should be a focal point for interventionists interested in facilitating the development of infants and young children.
**Family Involvement Perspective.** As the transactional perspective suggests, family involvement is fundamental to the success of early intervention. The greater the family's involvement, the greater the probability that the child's potential will be realized. The federal mandate of IDEA has provided legislative credence to family involvement and has emphasized to all agency personnel delivering services to young children the importance of including family members in planning, executing, and evaluating programs of intervention.

To be effective in intervention efforts, early intervention personnel must take into account families' larger social context. Sameroff (1982; Sameroff & Fiese, 2000) and Simeonsson (1988) have articulated the need to consider the resources, stresses, cultural values, and desires of family members before developing elaborate intervention plans that the family may find unsuitable or even distasteful. Shonkoff and Phillips (2000) among others (for example, Aber, Jones, & Cohen, 2000; Bornstein & Tamil-LeMonda, 2004; Crockenberg & Leerkes, 2000; Holmes, Reich, and Pasternak, 1984; McLinden, 1990; Roberts and Wasik, 1990; Brooks-Gunn, Duncan & Aber, 1997; McCormick, Brooks-Gunn & Buka, et.al., 2006) have assembled evidence that strongly suggests intervention efforts are significantly enhanced when the primary caregiver receives adequate support from social partners and when caregivers, in turn, receive adequate community support, whether from extended family members, organizations (e.g., church, social agencies), or friends. Thus, it is important to place the family in the larger ecological context (Bronfenbrenner, 1979; Dunst & Trivette, 1990; Singer & Irvin, 1989; Turnbull & Turnbull, 1986, Cowan & Cowan, 2006).

**Developmental Perspective.** Developmental theory provides a general description of normal development during infancy and early childhood. The application of general developmental theory is enhanced by the skill theory perspective. Fischer (1980) suggests that cognitive and other domains of behavior are a composite of individual skills. Skill acquisition follows a developmental hierarchy that moves from the simple concrete level, to the representation level, to the level of abstraction. A skill sequence develops relatively independently to certain levels, at which time coordination between skills or clusters of skills occurs. The skills that develop and the speed with which they are acquired are dependent upon environmental input and emphasis. Developmental theory provides general maps of emerging behavior. These maps suggest typical patterns of development for the young child in the motor, cognitive, social-emotional, and adaptive domains. These developmental hierarchies should be viewed as composites of sequentially acquired skills that are, in many instances, the focus of interventions. Such a framework specifies long-range goals and also suggests intervention sequences. However, these sequences only provide general guidelines and the interventionist should expect that
many children who are disabled will deviate from the typical pattern and show variation in acquisition rates across skill areas.

**Educational Perspective.** Another perspective underlying this training approach is its educational orientation. The approach is designed to permit the interventionist to focus on actively arranging environmental contingencies to produce change in the child and family. This perspective requires that education be defined in its broadest sense and does not refer exclusively to programming of skills more traditionally thought of as academic (e.g., reading and writing). Rather, education refers to any skill or behavior that can be acquired through some form of environmental manipulation. Thus, most interventions formulated by allied health professionals appropriately fall under this definition of education.

To deliver the appropriate intervention content to children, a child-directed, activity-based technique is emphasized in this program (Bricker, Pretti-Frontczak & McComas, 1998; Pretti-Frontczak & Bricker, 2004). The activity-based intervention approach is designed to take advantage of children’s motivation in high interest activities to teach functional, generalizable skills, and to do so in a way that is objective and measurable. Activity-based intervention is a child-directed, transactional approach that embeds children’s individual goals and objectives in routine, planned or child-initiated activities and uses logically occurring antecedents and consequences to develop functional and generative skills (Bricker et al., 1998, p. 11).

In this approach, intervention is woven into the child's ongoing activities. For example, rather than directly teaching names of objects, items are named in the context of a relevant and motivating activity. Integration of intervention targets into the child's daily activities often eliminates motivational problems. When embedding target objectives in child-selected activities, contingent events can be naturally reinforcing. Further, this approach assists in keeping intervention objectives functional and relevant for the child. Each acquired skill is useful and aids the child in adjusting to and coping with environmental demands.

**Interdisciplinary Partnerships.** The educational orientation of this program is tempered by the recognized need for multiagency, multidisciplinary collaboration if quality services are to be developed (Bricker & Widerstrom, 1996; Harbin, McWilliam, & Gallagher, 2000). Quality services often require the cooperation of many disciplines and agencies (e.g., medical, social, educational). If the family is environmentally at risk, social service or legal agencies may be involved; therapeutic services may also be essential. Increasingly, the children and families being served in EI/ECSE programs have multiple and often chronic needs. To meet these needs, EI/ECSE leadership personnel must have a conceptual
framework to incorporate this reality. They must also be committed to the development and implementation of programs that include and coordinate input from a variety of agencies and disciplines. No single agency, discipline, or person can solve the many challenges facing children who are at risk and disabled and their families.

**Faculty of the Early Intervention Program**

The Early Intervention Program has five primary teaching faculty and a variety of adjunct instructors, supervisors, and research personnel. Doctoral students participate in research projects, assist faculty in teaching courses, and supervise students. The teaching faculty include:

**Jane Squires, Ph.D.** (University of Oregon, 1988). Dr. Squires is the Early Intervention Program Director; Professor in Special Education/Early Intervention, Director of the Center for Excellence in Developmental Disabilities; academic advisor with interests in assessment of infants and young children, including developmental assessments completed by parents/caregivers, curricula for early childhood/special education, screening and monitoring of at-risk children, and personnel preparation in EI/ECSE. Dr. Squires directs the doctoral program and conducts research on early identification of delays, developmental screening, and social-emotional interventions.

**Jantina Clifford, Ph.D.** (University of Oregon, 2006). Dr. Clifford began working with young children in 1988 and received her Ph.D. from the Early Intervention Program at the University of Oregon in 2006. She currently teaches *Foundations in EC/EI, Assessment and Evaluation, Curriculum in EC/EI*, and graduate level courses in the Early Intervention Master’s degree Program. Dr. Clifford is also involved in several research studies focused on the development of assessment measures for young children and in technical assistance and outreach, providing trainings nationally and internationally on the use of the *Ages and Stages Questionnaires* (ASQ), a system to screen infants and children who are at risk for developmental delays, and the *Ages and Stages Social-Emotional Questionnaires* (ASQ:SE), a screening tool focused on social-emotional behaviors of children.
Linda Albi, M.S. (University of Oregon, 1997). Ms. Albi is the Field Experience Coordinator for the Early Intervention Master's program and instructor of graduate level courses. She currently teaches the Methods III-IV sequence. Her professional interests are personnel preparation and clinical supervision in EI/ECSE. Ms. Albi is also an academic advisor, practicum and student teaching supervisor, and Director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom.

Kris Funk, MA, LCSW (University of Chicago, 1999) Ms. Funk is a Senior Research Assistant, project coordinator, child assessment development and trainer, and is licensed in clinical social work. Her interests include the identification and safe care of substance-exposed newborns, and preventing behavior disorders and improving social-emotional competency in infants and toddlers with disabilities.

Misti Waddell, M.S. (University of Oregon, 1993). Ms. Waddell, is a Senior Research Assistant, Project Coordinator, and Supervisor in the Early Intervention Program at the University of Oregon. In addition to coordinating numerous research projects over the past decade, she is a curriculum developer and has contributed to development and research of the Assessment, Evaluation and Programming System (AEPS), a curriculum-based assessment for young children. Her research projects include Project SEAM: Preventing Behavior Disorders and Improving Social Emotional Competence. Ms. Waddell enjoys providing field supervision to master's students in the Early Intervention Program.

Debra Eisert, Ph.D. (University of Nebraska-Lincoln, 1978). She completed her post-doctoral training in Pediatric Psychology at the Children’s Hospital of Michigan in 1980. Dr. Eisert is an Associate Professor at the U of O and Full Clinical Professor in the Department of Pediatrics at the Child Development and Rehabilitation Center, a division of Oregon Health Sciences University. She is the director of Training and Dissemination of the University Center for Excellence in Developmental Disabilities in Eugene, OR. She has been a licensed psychologist in the state of Oregon since 1984. She teaches the Autism in Early Intervention course in the Early Intervention Master’s Program.
Lois Pribble, Ph.D. (University of Oregon, 2013). Dr. Pribble worked as an ECSE classroom teacher, Child Find screener, and inclusion consultant before earning her doctorate in EI/ECSE. She currently teaches the *Early Intervention Methods* and *Application of a Linked System* sequences of courses. She is also co-director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom. In addition to teaching in the EI/ECSE program she is a Postdoctoral Research Associate for the Early Childhood Personnel Preparation Center (ECPC). Her interests include early childhood social-emotional development and intervention, personnel preparation, and EI/ECSE curricula development.

**Doctoral Students of the Early Intervention Program**

The Early Intervention Program has 10 doctoral students currently on campus working on requirements for a Ph.D. degree in Special Education/Early Intervention. Doctoral students participate in research projects, assist faculty in teaching courses, and supervise students. The Early Intervention Doctoral Program includes:

- **Kate Ascetta** earned a B.S. degree in Special Education with Elementary Education Certification from State University College at Geneseo, New York in 2004; and an M.Ed. degree in Early Childhood Special Education (B-2) Certification from Bank Street College of Education in New York in 2008. She has professional certifications for working with students with disabilities in New York, and an Initial 1 Teaching license for SPED with ECE/ELE license in Oregon. She has worked as Research Assistant, Adjunct Professor, Assistant Regional Manager for Head Start, and Faculty Advisor.

- **Allison Wilson** earned a B.S. degree in Child Development and Family Relations from the University of Idaho in 2007; an M.Ed. degree in Early Childhood SPED from the University of Montana in 2010; and is starting the SPED/Early Intervention Ph.D. program in fall 2011. She has worked as a lead early childhood teacher in Missoula MT, working with children with autism, speech/language disorders, and other disabilities. Mrs. Wilson serves as a teaching assistant and supervisor for the EI Master’s Program.
Silvia “Ruby” Batz earned a M.A. degree in Early Intervention at the University of Oregon in 2009 as a Fulbright Scholar from Guatemala. She has trained in Early Intervention and Diversity in Early Childhood in Latin America, and has worked as Assistant Professor at the Child Development Department of the Universidad del Valle de Guatemala, teaching psychology undergrad students in Child Development, Special Needs, and Behavior & Classroom Development, as well as supporting and supervising students on their undergraduate thesis work. Ms. Batz will be a supervisor for the Early Intervention master’s program.

Chieh-Yu “Tom” Chen earned a M.A. degree in Special Education at the Taipei Municipal University of Education, Taipei, Taiwan in 2006. He has worked as a teacher, music instructor, and made teaching aids for children in Jian-Xing Elementary School in Taichung, Taiwan. He has also worked as a research assistant on a project that studied implementation and opinions of the provision of therapy services in educational environments in Taiwan.

Jill Dolata earned a M.A. degree in Communication Sciences and Disorders from University of Texas at Austin in 2005. Her work experience includes Speech-Language Pathologist and Assistant Professor at Oregon Health Sciences University; Adjunct Faculty at Portland State University; and Speech Language Pathologist, Clinical Fellow at Toronto Preschool Speech and Language Services. Her master’s thesis was focused on finding an acoustical analysis of rhythmicity in infant babbling. Ms. Dolata will be a supervisor for the Early Intervention master’s program.

Rebecca Frantz Rebecca Frantz earned a B.A. degree in English from Mount Holyoke College in Mass. in 2007; an M.A. degree in Psychology in Education from Teachers College, Columbia University in 2011; and is a Ph.D. candidate in Special Education transferring from Peabody College, Vanderbilt University. She has worked as a Research Assistant at Columbia Mailman School of Public Health and Vanderbilt Kennedy Center and as a Behavior Interventionist. Her research interests include early intervention, autism spectrum disorders, social emotional competence, and family centered practices.
Sarah Hansen earned a B.S. degree in Psychology, Minor in English Literature from University of California at Davis in 2010; and a M.A. degree in Early Childhood Education from Mills College, Oakland, CA in 2012. She has worked as a student teacher at Mills College Children’s School, and as a Research Assistant at Mills College Language Development Lab, and at the MIND Institute at Davis, CA. Her master’s thesis was based on finding new ways of assessing and looking at the strengths of a child.

Overview of the Master's Degree and Licensure Program

The Early Intervention Program offers both master's degree only, and master’s degree with a State of Oregon initial teaching license for ages birth-primary grade with an EI/ECSE endorsement. Master’s degree only students enroll in the same courses as the master’s/licensure students, except for student teaching in spring term. All students who successfully complete the program will receive an M.S. in Special Education with an emphasis in Early Intervention/Early Childhood Special Education.

Master’s degree program objectives include preparing students to:

1. Provide high quality early intervention services to infants, toddlers, and preschoolers that are at risk for and experiencing disabilities.
2. Provide services in a culturally sensitive manner that meets the needs of children and families from diverse situations and backgrounds.
3. Facilitate the inclusion of children in community programs and provide family-guided intervention.
4. Assess and evaluate child/family progress and program effectiveness within a variety of service delivery models with an emphasis on inclusive settings.
5. Operate effectively within an interagency, interdisciplinary team approach.
6. Understand and use research outcomes to enhance educational services delivered to children who are at risk and/or experiencing disabilities and their families.

Core Competency Areas

A carefully designed series of courses and practica prepare students to meet objectives within eight core program competency areas. These competency areas are: 1) Foundations in Early Intervention, 2) Typical and Atypical Development, 3) Infant, Toddler, and Preschool Assessment, 4) Family Involvement, 5) Design of Intervention, 6) Implementation of Intervention, 7) Evaluation of Intervention, and 8) Interdisciplinary and Interagency Collaboration. Two additional optional competency areas are offered to students who want to address the following: 9) Research Application, and 10) Program Administration. The program competency areas are described below:
1.0 **Foundations in Early Intervention**
The early interventionist is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting the profession of early intervention.

2.0 **Typical and Atypical Development**
The early interventionist is able to demonstrate knowledge across developmental domains of the sequence and age of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with pediatric disabilities.

3.0 **Infant, Toddler, and Preschool Assessment**
The early interventionist is able to select, administer, summarize results in writing, and interpret to parents/caregivers and professionals a comprehensive assessment of infants, toddlers, and preschool children.

4.0 **Family Involvement**
The early interventionist is able to select, administer, summarize results in writing, and interpret to professionals a family-guided assessment to identify the family’s resources, priorities and concerns important to the development of their infant, toddler, or preschool child who is at risk or has a disability.

5.0 **Design of Intervention**
The early interventionist is able to design a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or have a disability, and their families.

6.0 **Implementation of Intervention**
The early interventionist is able to implement a family-guided early intervention program for infants, toddlers, and preschool children.

7.0 **Evaluation of Intervention**
The early interventionist is able to evaluate a family-guided early intervention program for infants, toddlers, and preschool children.

8.0 **Interdisciplinary and Interagency Collaboration**
The early interventionist is able to assume the professional roles and responsibilities of an interdisciplinary member, a service coordinator, a supervisor, a consultant, a community liaison, and an educator.

**Optional Competency Areas**

9.0 **Research Application**
The early interventionist is able to demonstrate knowledge of current research related to the profession of early intervention.
10.0 Program Administration
The early interventionist is able to demonstrate effective management and leadership skills in the administration of an early intervention program.

Requirements of the EI Master's Degree & Licensure Program

Student Responsibilities
It is the student's responsibility to ensure that Early Intervention Program and College of Education requirements are satisfactorily completed. The design and rigor of the Early Intervention Program requires a major time commitment by full-time students. To qualify for financial support offered by program options, students must carry a minimum of nine hours per term including practicum or full-time student teaching and the appropriate Application of a Linked System and Methods courses. A single university credit is typically equivalent to three hours per week of study or outside class work; however one credit of practicum is equivalent to four hours per week. Full-time students must spend 42 to 50 hours per week in coursework and practica or completing full-time student teaching. We have found that students who work outside the program may experience significant hardship due to this time commitment.

Students are expected to attend all classes and to be present on all scheduled practicum and student teaching days. In addition, students are expected to check their electronic mail and on-campus student mailboxes at least once a week, as faculty and staff use these methods for communicating important information to students. It is the responsibility of the student to retrieve information provided by the EIP program faculty and staff.

Students who have concerns related to personal travel, transportation, child care or work-related responsibilities that may interfere with program requirements should discuss their concerns with the appropriate faculty member as early as possible. For issues that may potentially interfere with practicum or student teaching responsibilities, contact the field experience coordinator; for issues that may interfere with attending courses, contact the instructor.

Coursework Requirements
Full-time students enroll for a minimum of 9 credit hours each term, 3 of which must be practicum hours for the first two terms. Part-time students can enroll for as few as 3 credit hours per term.
Most required courses are offered only once per year and consequently it is important for students to carefully plan their program of studies. Students may add additional electives to develop areas of specialization if their schedules permit.

The course and practica schedule for the Early Intervention/Early Childhood Special Education Master's Degree and Licensure Program is given on page 23 and the general guidelines for completing a master’s degree in the College of Education are summarized on the form on page 24. The Master's/Licensure Program Plan found on page 25 should be completed at the end of the first term of study when students are planning their course sequence; its completion is required by the College of Education by the last term of study as part of the degree and licensure granting process.

**Grade Requirements**

Participation in both the Master’s degree and licensure components of the program is conditional upon acceptable performance in coursework and practica. Students must maintain a minimum of a 3.0 grade point average (GPA) in all graduate courses taken in the degree and licensure program. In addition, students must receive a grade of “A” or “B” in all Early Intervention courses. Students who receive a grade of “C” or lower in an Early Intervention Program course must retake the class. Early Intervention Program courses which are graded “pass” or “no pass” require students obtain a minimum of a “B-” to receive a “pass.”

Students who are experiencing difficulty in either coursework or practica are expected to immediately notify the course instructor or practicum coordinator and advisor. During practicum and student teaching, any student who is asked to withdraw from his or her site by site or university personnel, voluntarily withdraws from their site, receives one grade of no pass, or receives an incomplete will not be placed in a subsequent practicum or student teaching site. A letter grade of “D” or “F” or an “N” (no pass) in a graduate course at the University of Oregon is not accepted for credit, but is computed as part of the GPA. The accumulation of more than 5 credits of “N” or “F” grades regardless of the GPA or a GPA below 3.0 at any time is considered unsatisfactory. Students may have no more than 5 credits of “incomplete” at any one time. Students who are experiencing difficulty with the writing requirements in coursework are required to access the Academic Services Writing Lab, located in the lower level of PLC. The lab is available to all university students, offering individual assistance to students in developing their writing skills.
**TK20 Data System**

The UO College of Education has purchased TK20, a comprehensive data system that provides faculty, staff, and students a rich set of tools to enhance our academic programs and students’ experience. The TK20 system will allow us to serve students better by providing tools for advising, managing field placements, and using data for ongoing program improvement. For students, the TK20 system will provide tools to facilitate academic success and professional development, such as:

- Building course and licensure-related products
- Submitting important work and receiving feedback online
- Creating electronic portfolios for sharing work
- Creating and storing records of licensure/certification activities
- Actively participating in advising activities related to program completion and licensure

College of Education students will need to subscribe to the program to access TK20 in order to complete program activities, program assessments, and/or field experiences. Consult your program director for information about how and when to sign up and activate your student subscription. The cost to activate your TK20 student subscription is one-time only and will be available either through the Tk20 website or at the bookstore. Your subscription allows you to access the system as long as you need it, even after graduation.

**Competencies and Objectives for Coursework**

Eight core competency areas guide the content for coursework and field experiences in the program. Satisfactory completion of all required objectives in the first eight competency areas is required for completion of the EI/ECSE Master's Degree/Licensure Program.

Coursework and field experiences have different objectives associated with each. Coursework competency objectives are identified each term on the syllabi for SPED courses. Objectives specific to coursework are listed below. Objectives specific to practicum can be found in the field experience section of the handbook.

### 1.0 FOUNDATIONS IN EARLY INTERVENTION

Student is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting their field.

| 1.1 | Demonstrates knowledge of the legal basis of early intervention\(^1\), including PL 94-142 and PL 102-119, related litigation, and the impact of public policy on the delivery of services to children |

\(^1\)Early Intervention is inclusive of all programs for children birth through eight years of age.
| 1.2 | Discusses state and local regulations affecting the delivery of services to young children with special needs |
| 1.3 | Identifies and discusses roles, responsibilities and goals of early intervention in the delivery of services to children and their families |
| 1.4 | Demonstrates knowledge of the professional standards of competency in early intervention |
| 1.5 | Demonstrates knowledge of federal, state, and local resources important to the advancement of the profession of early intervention and the improvement of services to young children and their families |

**2.0  TYPICAL AND ATYPICAL DEVELOPMENT**

Student demonstrates knowledge across developmental domains of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities.

| 2.1 | Demonstrates knowledge of biological and environmental factors associated with prenatal development and birth |
| 2.2 | Demonstrates knowledge of the range of typical child development including the sequences, characteristics, and interrelationships in development across domains |
| 2.3 | Identifies medical conditions, biological and environmental factors that place a child at risk for atypical development |
| 2.4 | Recognizes the etiology and characteristics of common developmental disabilities in children, including cognitive, behavior disorders, vision and hearing impairments, speech and language impairments, orthopedic and health impairments, autism, and multiple disabilities |
| 2.5 | Recognizes the potential developmental impact of specific disabilities, delays, or risk factors on developmental domains |
| 2.6 | Interprets available child and family histories and reports concerning young children |

**3.0  INFANT, TODDLER, AND PRESCHOOL ASSESSMENT**

Student is able to select, administer, summarize results in writing, and interpret to parents, caregivers, and professionals a comprehensive assessment of infants, toddlers, and preschool children who are at risk or disabled.

| 3.1 | Demonstrates best practice in the selection of norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes |
| 3.2 | Identifies, compares, selects valid, reliable, and culturally sensitive assessment instruments appropriate to age, population, disability, and setting |
| 3.3 | Demonstrates best practice in the administration of norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes |

**4.0  FAMILY INVOLVEMENT**

Student is able to select, administer, summarize results in writing and interpret a family-guided assessment to identify the family's resources, priorities and concerns important to the development of their infant, toddler, or preschool children who are at risk or disabled.

| 4.1 | Demonstrates knowledge of the importance of family systems theory and its application to early intervention |
| 4.2 | Within the ecological model recognizes the effect of a child who is at risk or disabled on the family unit |
| 4.3 | Identifies and discusses cultural, socio-economic, ethical, historical factors and personal values affecting the development of the family and the child |
4.4 Gains familiarity with, and demonstrates best practice in the selection of family-based assessment instruments to identify the families’ resources, priorities, and concerns

**5.0 DESIGN OF INTERVENTION**

| 5.1 | Prioritizes early intervention needs based on child's history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team. |
| 5.2 | Demonstrates sound professional decision making in determining an appropriate early intervention service model |
| 5.3 | In collaboration with the family and the other members of the interdisciplinary team develops an Individualized Family Service Plan to meet the needs of the family and young child. |

**5.0 IMPLEMENTATION OF INTERVENTION**

| 5.0 | Student is able to design a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled. |
| 5.1 | Prioritizes early intervention needs based on child's history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team. |
| 5.2 | Demonstrates sound professional decision making in determining an appropriate early intervention service model |
| 5.3 | In collaboration with the family and the other members of the interdisciplinary team develops an Individualized Family Service Plan to meet the needs of the family and young child. |

**6.0 IMPLEMENTATION OF INTERVENTION**

| 6.0 | Student is able to implement a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled. |
| 6.1 | Demonstrates knowledge of child development and learning theories |
| 6.2 | Demonstrates knowledge of evidence-based intervention strategies (i.e., ABI, FBA, PBS, ABA, PECS) |

**7.0 EVALUATION OF INTERVENTION**

| 7.0 | Student is able to evaluate a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled. |
| 7.1 | Produces accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services |

**8.0 INTERDISCIPLINARY AND INTERAGENCY COLLABORATION**

| 8.0 | Student is able to assume the roles and responsibilities of an interdisciplinary team member, a case manager, a supervisor, a consultant, and a community liaison. |
| 8.1 | Demonstrates the knowledge and ability to function as an interdisciplinary team member |
| 8.2 | Demonstrates the ability to interpret results of the assessment with the interdisciplinary team members and the family |
| 8.3 | Demonstrates an understanding of the role of interdisciplinary early intervention team members, including the family, physical and occupational therapist, speech-language specialist, psychologist, social worker, early childhood educator, and physician |
| 8.4 | Demonstrates knowledge of the dynamics of group interactions and determines strategies for team development |
| 8.5 | Identifies the administrative and interpersonal factors that influence the effectiveness of a team |

### Optional Coursework Competencies & Objectives

**9.0 RESEARCH APPLICATION**

| 9.0 | Student is able to demonstrate knowledge of current research related to the profession of early intervention. |
| 9.1 | Demonstrates the ability to conduct a literature review using appropriate reference materials |
| 9.2 | Demonstrates knowledge of current research related to legal and ethical policy decision, typical and atypical development, developmental disabilities, family systems theory, early intervention assessment, curriculum, and evaluation |
9.3 Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings

**10.0 PROGRAM ADMINISTRATION**
The early interventionist is able to demonstrate effective management and leadership skills in the administration of an early intervention program.

**COURSEWORK OBJECTIVES**

<table>
<thead>
<tr>
<th>10.1</th>
<th>Demonstrates understanding of the educational, health, and social trends that have implications for early intervention programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>Identifies the need of the community for early intervention services, the population of at-risk and/or disabled infants, toddlers, and preschool children and their families to be served</td>
</tr>
<tr>
<td>10.3</td>
<td>Determines the philosophy and goals for an early intervention program</td>
</tr>
</tbody>
</table>

**Early Intervention Master’s Program Course Descriptions**

EI/ECSE required (*) and optional courses are described below.

* **SPED 680 Foundations in Early Childhood and Early Intervention** - Historical perspectives and philosophical basis of early intervention; rationale for early intervention; link between assessment, intervention, and evaluation; early interactions between the developing child and the environment; normal developmental sequences and atypical development; effects of disabling and at-risk conditions.

* **SPED 681 Family-Guided Early Intervention** - Historical and current perspectives of family involvement; family systems and social system theories; intervention strategies and service delivery methods; communication skills; functional IFSP process; parents’ perceptions; knowledge of special populations; group process techniques; self-evaluation strategies.

* **SPED 682 Assessment and Evaluation** - Theoretical concepts of assessment and program evaluation in early intervention; knowledge of assessment instruments, curricula and instructional strategies, and program evaluation methodologies highlighted as well as applications to a variety of inclusive intervention settings.

* **SPED 683 Curriculum in Early Childhood and Early Intervention** - Fundamentals of program planning for individuals and groups of children; review and evaluation of popular curricula used in early childhood education and in early childhood/special education programs. Philosophical focus on the link between philosophy, assessment, intervention, and evaluation.
* **SPED 684 and SPED 685 Application of a Linked System I and II** – The mission of this two-course sequence is to provide a foundation for the understanding of the components of the linked system, how they influence one another, and how they are implemented within a best practice model for early intervention/early childhood special education. The focus in Applications I is on the preparation for intervention (i.e., assessment for current level of functioning, identification of goals and objectives) and evaluation (i.e., development of data collection tools for monitoring child progress). In Applications II, the focus shifts to the design, implementation, and evaluation of intervention. Successful completion of activities and assignments in both courses will lead to the completion of the first sample of teaching evidence required by Oregon’s licensing agency, the Teacher Standards and Practices Commission (TSPC).

* **SPED 687, SPED 688, SPED 689, and SPED 690 - Early Intervention Methods I, II, III, and IV** - The EI Methods I-IV (four-term) sequence is designed to provide specific content information relevant to field experience. Methods courses are designed to address specific issues that students will face as practicing professionals of early intervention teams in early intervention and early childhood special education settings. Coursework competencies will address topics such as naturalistic teaching strategies, child focused teaching strategies, universal design for learning, transdisciplinary teaming, consultation and coaching in inclusive environments, and instructional and assistive technologies for high needs children with disabilities. Activities will be linked to practicum/student teaching sites, as scholars are given opportunities to practice strategies in early childhood settings in order to link theory with practice.

* **SPED 526 Behavior & Classroom Management** - Applied behavior analysis strategies with focus on behavioral assessment and evaluation procedures, behavior change strategies, maintenance and generalization techniques, and social skills training.

* **EDUC 611 Research Methods** - This course provides students with a survey of methods used in educational research, including qualitative, quantitative group and single subject research methods. The role of systematic approaches to research in education is considered, and an overview of multiple ways of conducting research is provided. Emphasis will be placed on developing students' competence in locating, evaluating and using published research to inform decision making in educational, clinical, and social settings.
* **SPED 609 Early Intervention Practicum** - Field-based experience with young children who are at risk and/or disabled and their families. Students are required to have practicum placements that ensure contact with children who are typically developing, at risk, and who have special needs. This includes weekly practicum seminars which assist in the acquisition of necessary knowledge and skills to be successful in assigned practicum and student teaching settings. Four objectives: 1) to provide specific content information relevant to the various practicum settings; 2) to provide opportunities to practice the content; 3) to provide input on topics that may not be covered in coursework or practicum settings; and 4) to provide an opportunity for students to ask questions, share concerns, and provide relevant information about various practicum settings. Students are expected to enroll in these seminars for four sequential terms.

* **SPED 625 Final Supervised Field Experience (Full-Time Student Teaching)** - Students have responsibility for the full range of teaching duties for a ten-week period. Teachers Standards and Practices Commission (TSPC) defines “full responsibility” to mean that the student teacher is engaged for the entire school day in activities comparable to a regular classroom teacher. These experiences may include, but are not limited to, the following: 1) joint planning and team teaching with the cooperating teacher(s); 2) working with small groups and individual students to attain or exceed the state and district standards for grade and subject; 3) teaching the large group of students while the cooperating teacher works with small groups or individual students; 4) planning teaching and evaluating units of instruction to create teaching samples to document student learning gains; 5) working with the cooperating teacher on a professional development or school improvement activity; 6) coordinating and conducting field trips, science fairs, or outdoor school; 7) supervising students in recess and lunch time; 8) researching and planning curriculum in consultation with the cooperating teacher; and 9) simultaneously teaching three or more classes for an extended period of time.

* **SPED 628 Law & Special Ed** - Review of legal and legislative decisions affecting public schools and other human resource services.

* **SPED 510 Diversity in SPED** - Review of current thoughts, practices, and theory of human diversity as they apply to professionals working in schools and human service agencies and to populations these professionals and settings serve.
* **SPED 607 Autism in Early Intervention** - The purpose of this seminar is to provide the knowledge and skills necessary to implement recommended, evidence-based practices with young children with autism (under 8 years of age). The seminar will provide information regarding the etiology of autism, diagnostic procedures, current theoretical approaches to autism intervention, and current research on supporting young children with autism and their families in naturalistic settings. An in-depth treatment of evidence based practices in the assessment, intervention, progress monitoring, and collaboration with families of children with autism will be included. The focus of the seminar will be on interventions with research support for young children with autism in naturalistic and inclusive settings.

* **SPED 511 Foundations of Disability** - This introductory course surveys the range of exceptionalities of individuals ages birth through 21. Particular focus is allocated to school-age students and their special education needs. Course content is organized in three areas: (a) foundation and context of education for individuals with disabilities, (b) characteristics, definitions, and educational considerations for individuals with disabilities, and (c) issues and trends in special education. Individual disabilities will be examined from within- and cross-categorical perspectives.

**ACHIEVE Grant Required (bolded) and Elective Courses**

**The following courses (below) are required for those who qualify for Project ACHIEVE, the federal training grant.**

**SPED 440 Early Literacy for Diverse Learners**- Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early-elementary-aged students with disabilities.

**ASL 311 American Sign Language for Educators I**- Designed for students with no knowledge of ASL who plan to work in professions with clients who have some degree of hearing loss.

**SPED 410 Supporting Students with Low Incidence Disabilities**- Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities.

**The following courses (below) are optional and meant to be taken if space is available on your schedule. This would be only if you have already taken one or more of the required courses.**
**SPED 536 Advanced Behavior and Classroom Management** - Provides students with the skills to identify and assess problem behavior, design and implement behavioral interventions, design learning environments that prevent and remediate problem behaviors, and apply behavioral procedures on a school-wide basis.

**CDS 560 Developmental Disorders in Communication** - Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.

**SPED 434 Education Studies with Behavior Disorders** - Provides overview of promising and preferred practices for educating children and youth who have emotional and behavioral disorders.

Below is a sample **Early Intervention Master’s Program course schedule**. All students required to meet with their advisors prior to registering to develop their individualized program plan.

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>• SPED 526 Behavior &amp; Classroom Mgmt (4)</td>
<td>• SPED 680 Foundations in EC/EI (3)</td>
<td>• SPED 681 Family Guided EI (3)</td>
<td>• SPED 690 EI Methods IV (1-2)</td>
<td>• SPED 690 EI Pract/BOOST (3)</td>
</tr>
<tr>
<td>• SPED 511 Foundations of Disability (3)</td>
<td>• SPED 687 EI Methods I (1)</td>
<td>• SPED 682 Assessment and Eval (3)</td>
<td>• SPED 689 EI Methods III (2)</td>
<td>• SPED 609 Diversity in SPED (3)</td>
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<tr>
<td>• EDUC 611 Survey of Education Research Methods (3)</td>
<td>• SPED 684 Application Link Sys I (2)</td>
<td>• SPED 628 Law &amp; SPED (3)</td>
<td>• SPED 625 Final Field Exp (9)</td>
<td>• SPED 410 Supporting Students with Low Incidence Disabilities (4)</td>
</tr>
<tr>
<td>• SPED 440 Early Literacy for Diverse Learners (4)</td>
<td>• SPED 609 EI Practicum (3)</td>
<td>• SPED 688 EI Methods II (1)</td>
<td>• SPED 609 EI Practicum (3)</td>
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<tr>
<td>• ASL 311 American Sign Language for Diverse Learners I (3)</td>
<td>• SPED 607 Autism in EI (2)</td>
<td>• SPED 607 Autism in EI (2)</td>
<td>[Master’s only]</td>
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<tr>
<td>• SPED 685 Application Link Sys II (1)</td>
<td>• SPED 609 EI Practicum (3)</td>
<td>• SPED 688 EI Methods II (1)</td>
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<td></td>
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<tr>
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<td>• SPED 689 EI Methods III (2)</td>
<td>• SPED 625 Final Field Exp (9)</td>
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<tr>
<td>Optional courses</td>
<td>• SPED 690 EI Methods IV (1-2)</td>
<td>• SPED 609 Pract/BOOST (3)</td>
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<tr>
<td>SPED 536 Adv Beh Mgmt (3)</td>
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<tr>
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<td>• SPED 685 Application Link Sys II (1)</td>
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Note: Italicized classes are required for students who are participating in Project ACHIEVE. These courses are optional for all other students.
College of Education – University of Oregon
Guidelines for Meeting Requirements for the Master's Program

The following is a list of master's degree completion requirements that meet College of Education and Graduate School requirements. Please refer to these guidelines frequently throughout your program and meet with your advisor to plan your program. The area or program of the College of Education in which you have been admitted may require additional credits for completion of your degree. Please consult your advisor or program's Student Handbook.

__ Registration the term of admission to the Master's program (formal admission is required).

__ A planned program of study signed by your advisor and filed with Licensure/Student Records Coordinator, College of Education, by the end of the second term of the program. This includes any transferred or petitioned credits (College of Education requirement).

__ Up to 15 graduate credits can be transferred by request into a Master's Program to meet Graduate School requirements.

__ Residence requirement is 30 hours taken at the UO for 45-hour or more programs.

__ "600" level course requirement is a minimum of 9 credits at the UO.

__ Graded course requirement is 24 credits at the UO.

__ Education course requirement is a minimum of 30 graduate credits IN YOUR MAJOR.

__ Minimum GPA of 3.00.

__ Adhere to program professional requirements and professional code of ethics.

__ Maintain good standing within Early Intervention Program (see SPED Master’s Handbook)

__ Complete all degree work within 7 years.

__ Graduation:
  • Register for a minimum of 3 credits.

  • File an application for completion with College of Education Office of Academic Services and Student Support by the end of the first week of the term you intend to graduate. Turn in updated planned program of study to Licensure/Student Records Coordinator.
SPECIAL EDUCATION
MASTER’S PROGRAM PLAN

Name_____________________________ Date of filing program_______________________________

M.A._____ M.S._____ M.Ed._____  

Major____________________________________________________

Advisor’s Name______________________________________________________________________

Program Committee (if applicable)________________________________________________________

____________________________________________________________________________________

Date of Expected Completion____________________________________________________________

____________________________________________________________________________________

Student Signature  Date

Advisor Signature  Date
TERM ONE____________________

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<thead>
<tr>
<th>Course Title/Number</th>
<th>Credits</th>
<th>Instructor</th>
<th>Required/ Elective</th>
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TERM TWO____________________

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<th>Course Title/Number</th>
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### TERM THREE

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<th>Instructor</th>
<th>Required/Elective</th>
<th>Grade</th>
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### TERM FOUR

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<th>Course Title/Number</th>
<th>Credits</th>
<th>Instructor</th>
<th>Required/Elective</th>
<th>Grade</th>
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MASTER’S PROGRAM PLAN ADDENDUM
## MASTER’S REQUIRED COURSES TAKEN AT THE UO AS AN UNDERGRADUATE

List required master’s courses taken as an undergraduate at a 400 level. You DO NOT need to take these courses again at the 500 level but these credits are not counted in your total number of required master’s credits. By listing the courses below, you do not need to petition to waive these courses.

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course Title/Number</th>
<th>Credits</th>
<th>Instructor</th>
<th>Required</th>
<th>Elective</th>
<th>Grade</th>
</tr>
</thead>
</table>

## TRANSFER CREDITS

List the credits you are transferring into your master’s program plan. You will need to file a Request for Transfer of Graduate Credit for each of the courses listed. You may transfer in 15 quarter hours of credit.

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course Title/Number</th>
<th>Credits</th>
<th>Institution</th>
<th>Required</th>
<th>Elective</th>
<th>Grade</th>
</tr>
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</table>
Field Experience

A special emphasis of the EIP training program lays in the practica and final supervised field experience activities that provide the experiential counterpart to instructive coursework. In order to be adequately prepared to provide quality intervention to children of different ages with a variety of disabilities, it is important that students have exposure to varied field experiences.

The EIP requires that students who are planning to attain licensure and participate in final supervised field experience during spring term must have all fingerprinting and clearance forms completed by the first day of orientation so students doing practicum can be cleared to obtain a COE badge.

Full-time students must register for Early Intervention Practicum (SPED 609) for three credits both fall and winter term. Students must continue to enroll in practicum spring term (3 credits) and summer term (3 credits) for the master’s only degree option. Students who are working on their combined master’s degree and licensure register for final supervised field experience (SPED 625) for 9 credits during spring term and practicum for 3 credits in summer term.

Overview of Field-Based Activities

FALL TERM. The initial practicum in Early Intervention is designed to familiarize students with the eight core competency areas that are emphasized throughout the program in both practica and coursework. Students together with their assigned university supervisors and cooperating professionals, identify the opportunities in their practicum settings that will allow students to practice activities that correspond with the core competency areas and objectives. Activities are selected that will build on the students' interests, experience and knowledge, as well as build on and enhance the overall operation of the program for children and their families. Students receive feedback from their supervisors, cooperating professionals and peers throughout the term. In addition, students engage in self-reflection exercises by completing a weekly log of their practicum activities and evaluating their overall progress on competency areas at the middle and end of the term with their supervisor and cooperating professionals.

WINTER TERM. The second practicum in Early Intervention is an extension of the first, as the student remains in the same setting with children and families. There are three reasons for this. First, it provides stability to children and families served by the site. Second, students continue to practice core competency areas with a greater level of independence and responsibility. Third, the fall/winter combination provides sufficient time for students to complete their first teaching sample for licensure.
based on a focus child they select from their practicum site. By the second term, students should be familiar with the program they are placed in and are expected to demonstrate more initiative and independence. Students work with the same supervisor, cooperating professional, and team of peers. Students continue to keep a weekly log and participate in mid and final evaluations with their supervisor and cooperating professional.

**SPRING TERM.** The third term is the final supervised field experience. For those students seeking licensure, it is designed to permit the student to practice the skills necessary to assume the role of a full-time interventionist in an EI/ECSE or special education setting. Students are recommended for student teaching by their supervisor, field experience coordinator, and faculty. Students are required to participate in their field placement for full days Monday through Friday during this time and assume as many of the responsibilities of their cooperating professional as are feasible and negotiable with the cooperating professional. In most cases, students enter into a relationship with the cooperating professional, which is similar to “co-teaching” or being an active member of a team. During this experience, students are expected to demonstrate particular teaching objectives identified by the Teachers Standards and Practices Commission (TSPC) and to independently complete a second teaching sample that serves as documentation of their work towards those objectives. The cooperating professional, university supervisor, and student’s peer team meet regularly during the term to discuss the student's progress, teaching samples, issues, and evaluations.

**SUMMER TERM.** The fourth practicum provides many students with an opportunity to expand their learning in new directions as they plan and implement services for young children with special needs and typically developing peers in the student-run 5 week BOOST (on-campus) classroom. During spring term, students participate in a comprehensive, guided planning process which prepares them to assume various responsibilities in the summer preschool classroom. Students are given a framework for identifying the skills, interests and competencies they will address during the term. Students are expected to develop a plan that promotes a collaborative relationship between their supervisor, other professionals at their site, and peers to accomplish their targeted activities.

**CONDUCTING RESEARCH.** Occasionally, a student will have the opportunity to conduct a research project under the supervision of a faculty member in the EIP. Research projects are only to be conducted with the formal written approval from an EIP faculty member.
Description of Field Experience Placements

A variety of practicum/final supervised field experience options are available to students which provide multiple and varied opportunities for students to practice and observe professionals demonstrating skills from the EIP competency areas. Practicum/final supervised field experience sites include: home and community-based EI/ECSE programs and research-based programs for children and their families, public schools (typical and alternative), community preschools, and Head Start programs in local and rural settings. Within this range of settings, students have the opportunity to work with families with young children ages birth through eight who have disabilities and/or developmental delays or are considered “at risk.” Most sites are classroom-based. The EIP typically uses the sites listed below for placements in practicum or final supervised field experience. On occasion, one of the sites listed below may not be used due to changes in program and staff. The field experience coordinator will inform students of available sites throughout the year. Student placements are determined by the field experience coordinator based on several factors including faculty recommendation, the student's prior experiences, availability of sites, and student preferences. Students are required to practice their skills in a variety of practicum/student teaching settings (e.g., Head Start, toddler classroom, BOOST) to ensure preparation for working with different populations and diverse intervention models. The following is a list of some of the sites used for practicum/student teaching.

**Early Childhood CARES** - This agency serves children in Lane County who are between the ages of birth and five years and have a disability or developmental delay. For children who are birth to three, EC CARES provides a home-based program, a toddler classroom, and parent support group. EC CARES also provides consultation services to community-based programs that serve children ages 3-5 years who qualify for Early Childhood Special Education. Consultants from the program work with site staff to meet the needs of the child with special needs based on their Individualized Family Service Plan.

**Specialized EC CARES programs:**

- **A Child’s Garden**: this classroom is specifically designed for children up to age 5 with an educational eligibility of autism and who need a very structured educational program.
- **Circle of Friends**: This classroom is specifically designed for children who will benefit from a highly structured environment with many sensory experiences and support for motor needs.
- **Parent-toddler Classroom**: This program offers weekly parent-child groups. Parents have an opportunity to learn skills and parenting information while children have the opportunity to learn in an enriched environment. In addition, home visits are provided to all children and their parents.
- **Community Preschool**: Children with developmental delays receive education services in community preschools. Early childhood special educators assist preschool teachers to meet the child’s unique learning needs. Parent consultation is also provided.
Home Visiting and Consulting: Parents receive regular home visits from an early intervention specialist. This program helps parents learn techniques and ideas to help their child learn new skills.

Early Education Program (EEP) - This non-profit preschool program offers educational services to children with and without developmental disabilities between the ages of 2 1/2 and 5 years, and support to their families. Classrooms operate in a variety of settings and locations in Lane County. The curriculum focuses on language, motor and social skills. A combination of teaching approaches is used in settings to best accommodate children’s needs. These approaches include direct instruction, structured teaching, and activity-based intervention.

Willamette Family & Child Development Center - Provides early education experiences that enhance children’s development and supports families in treatment, recovery and parenting roles. Children 6 weeks - 6 years participate in this program. It is CDC’s belief that children learn best through play and exploration and through these experiences they thrive in all areas of their development.

Head Start of Lane County - Head Start is a federal program for preschool children (ages 3-5) from low-income families designed to excite children about learning and prepare them for kindergarten. Children who attend Head Start participate in a variety of educational activities which address mental, social, emotional, physical and individual strengths and needs. They also receive developmental, vision and hearing screenings, and free medical and dental care. The Head Start program of Lane County offers a combination of programs. Children and their families may participate in a half-day center-based program, all day childcare program, home-based services or combination home and center-based program. In addition, Head Start offers families a variety of support services and opportunities to be involved in their child’s education. Head Start staff includes a mental health specialist, educational disabilities consultant, nutritionist, early childhood teachers, and family advocates/home visitors. Head Start also contracts with other agencies to receive assistance and services they provide such as speech therapy, physical therapy, and occupational therapy.

Public Schools - Currently, the Early Intervention Program offers limited practicum and student teaching placements at local elementary schools. Within these elementary schools, students have a variety of options to fulfill their student teaching hours while working with children who have a variety of disabilities and/or developmental delays.

Relief Nursery- Relief Nursery is a non-profit program proven to strengthen high-risk families and keep their vulnerable young children safe and healthy. Nationally recognized, the Relief Nursery stops the cycle of child abuse and neglect with its blend of therapeutic early childhood services and comprehensive family support, including alcohol & drug recovery support services. The mission of the Relief Nursery is to prevent the cycle of child abuse and neglect by early intervention that focuses on building successful and resilient children, strengthening parents and preserving families. They serve low-income multi-stressed families with young children between birth and six years of age, who are at-risk for child abuse and neglect. Relief Nursery programs are an effective model of child protection and family preservation services that build on the belief that most children are best served when they remain with their families.

Pearl Buck Center- The mission of Pearl Buck Center Incorporated is to create opportunities and provide support to individuals with developmental disabilities and others at risk, their children and families, to promote their independence and active participation in the community. Many in our
community are born with developmental disabilities such as mental retardation, epilepsy, cerebral palsy, and autism; others are born to parents with these conditions. Each of these individuals has the ability to function in, be a part of, and contribute to society. Pearl Buck Center recognizes and nurtures the abilities of each individual, rather than focusing on their disabilities. This benefits the individuals with disabilities, their children and the larger community we share.

**BOOST** – (Building on Opportunities for Summer Teaching and Learning) is a unique two-term experience that provides Master’s students with an opportunity to design and run an activity-based intervention classroom for preschool children with special needs that operates during summer term. In addition to providing a valuable experience for students, the program provides much needed early childhood special education services for young children who might not otherwise receive intervention during summer months. Specific knowledge that Master’s students gain during the experience includes program development, teaming, interagency collaboration, and advanced intervention strategies.

### Student Responsibilities for Field Experiences

#### Attendance

- Students are expected to attend their practicum and student teaching placements on their scheduled days for the entire term. The practicum site depends on their presence in order to provide quality services to children and families.

- Students are not allowed to deviate from practicum and student teaching schedules after they are arranged by the field experience coordinator unless changes in schedule have been approved by the field experience coordinator in advance.

- Students are allowed one sick day per term. Students do not need to make up practicum hours on this sick day, but should call their cooperating professionals and supervisors to let them know they will not be at the site, so the cooperating professional can make plans to cover the absence. Sick days beyond one per term must be made up.

- When program sites are closed due to holidays, school grading, weather, etc., students must make up lost hours. University holidays are not counted and do not need to be made up (e.g., Thanksgiving, Memorial Day holidays).

- Students are permitted one conference day per term. Students may attend a conference for one day and do not need to make up hours at their field placement for that day. However, they must notify their cooperating professional and the conference must be approved in advance by the student’s supervisor or the field experience coordinator. See information on weekly log for instructions on documenting conference attendance.

- Students who arrive late at their sites or are absent more than two times in one term will be given a written warning from their supervisor, who will also notify the field experience coordinator. If a student is late or absent a third time, the field experience coordinator will take remedial action by requiring the student to submit a plan of action to the supervisor to rectify the problem. Both supervisor and field experience coordinator must agree to the plan of action and the student must follow it for the remainder of the term or the student will receive a “no pass” grade for the practicum or final supervised field experience credits that term.

- The student is responsible for ensuring reliable transportation to and from practicum or student teaching sites.
**Professional Behavior**

- Any student who does not conduct himself or herself in a professional manner will be informed by their university supervisor of the specific concerns. A plan of action to address the issue(s) that pertains to the student’s unprofessional behavior will be developed, and both supervisor and field experience coordinator must agree to the terms of the plan of action. The student must follow the plan for the remainder of the term or the student will receive a “no pass” grade for the practicum or final supervised field experience credits that term.

- Students must hold in strictest confidence all information obtained from programs about children and families at the site. The information is only to be used in relevant communicative exchanges with other duly authorized personnel.

- Files on children and/or families are not to be taken from practicum premises. Access to records should be limited to those necessary to complete the tasks and experiences identified in your practicum agreement. Paperwork from any source relevant to child and family issues must have identifying information promptly removed. Most programs require students to sign a form indicating they will keep information confidential.

- Students will not independently release to other agencies any information on children or families without written consent from parents or guardians. The consent form used in the program will be provided by instructor.

- Results of standardized assessments as well as the content of files are shared with parents upon request. If an agency or the court request standardized test data, it is to be released with the following qualifiers: 1) the test was conducted for purposes of evaluation or research and was not conducted for diagnostic or placement purposes, 2) the individual who administers the test will sign the form indicating their professional credentials.

Students must purchase a College of Education Identification (ID) badge at the beginning of the year to wear while at their practicum and/or student teaching field placement. The ID badge includes your name and a picture. The card is purchased at the UO ID card shop in the EMU.

During all practica and final supervised field experiences, students are expected to follow the administrative rules, regulations, and policies of the host agency. As part of a student’s orientation, the practicum supervisor will remind students to read and check for understanding of this information. Some programs schedule an in-house orientation to inform students of their rules, regulations and policies. However, it is the student’s responsibility to be familiar with them.

Students are expected to dress and behave in a professional manner consistent with the setting, arrange for their own transportation, and assume responsibility for any personal illnesses they may experience during the time of their practicum experience, including making sure that they are in good health and have any immunizations or medical tests required by the site.

Due to liability concerns, students should never be left alone with children at their practicum/student teaching sites. A staff member from the site should remain with the children at all
times. If a student has concerns about this policy as it applies to their practicum site, they should speak with their university supervisor and/or their cooperating professional.

Field Experience Requirements

Field Experience Hours

- Students must complete their practicum hours during a ten-week period for fall, winter, and spring terms, and during an eight-week period for summer term.
- When enrolling for 3 credits of practicum, students must schedule a total of 12 hours per week of practicum activities for a total of 120 hours across 10 weeks.
  - This must include a minimum of 9 hours per week of direct contact with children and/or families in their field placement, and a maximum of 3 hours per week of other activities which include meetings with their university supervisor, meetings with cooperating professionals, peer coaching activities, writing weekly logs, team meetings, and planning and preparation.
- Students must complete six Early Intervention practicum credits before enrolling for final supervised experience credits.
- When completing the 9 required credits of final supervised field experience, students must schedule 36 hours per week of teaching activities for 10 weeks, for a total of 360 hours.
- During summer term, students enroll for 3 credits of practicum and must complete 12 hours of practicum activities per week.

Competencies and Objectives of Field Experience

- Specific practicum objectives have been designed to help students develop the knowledge and skills contained in the eight core competency areas. Students contract to complete all competency areas 1.0 - 8.0 and their required objectives during fall, winter, and summer terms by signing the Quarterly Practicum Contract. Students practice all objectives each quarter with a goal of attaining a higher level of mastery and ability to apply knowledge and skills across varied field placements. Objectives are met based on opportunities available in the selected field placement, and on the student's education and experience, background, level of knowledge and skill, and professional goals. The practicum supervisor, in collaboration with the cooperating professional and student, determines specific performance criteria for completion of the objectives. Students must achieve a “pass” in
their practicum and student teaching competencies to satisfactorily complete their program. After successful completion of two terms of practicum, students may contract for objectives in competency areas 9.0 and 10.0 with the approval of their practicum supervisor and a member of the Early Intervention faculty. Interested students can submit a letter to the faculty stating which competency area and objectives they want to address and showing a plan for working on activities that are associated with the competencies during the term. A complete list of practicum objectives can be found below.

During student teaching, a different set of professional standards are used to guide students' practice and evaluate their progress. These standards are listed in the Professional Growth Assessment document, which will be handed out during Student Teaching in spring term.

**EI Program Practicum Competencies**

<table>
<thead>
<tr>
<th>1.0 FOUNDATIONS IN EARLY INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Demonstrates professional behavior by adhering to the legal and ethical standards as specified in the laws governing early intervention/early childhood special education and DEC and NAEYC codes of conduct.</td>
</tr>
<tr>
<td>1.2 Reflects on their practices through self-assessment and evaluation. Critiques and analyzes the effects of their choices and actions on others (children, family members and other professionals) as a basis for program planning, implementing change in self, and continuing professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.0 TYPICAL AND ATYPICAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Encourages social interactions between typically developing children and children with disabilities in early education settings.</td>
</tr>
<tr>
<td>2.2 Adapts strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, and special abilities.</td>
</tr>
<tr>
<td>2.3 Demonstrates an understanding of integrating knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities with children, who are at-risk, have a disability or developmental delay, or special abilities.</td>
</tr>
<tr>
<td>2.4 Applies knowledge of handling and positioning, including adaptive equipment, orthotic and prosthetic devices, and feeding requirements of young children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.0 INFANT, TODDLER, AND PRESCHOOL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Collects, interprets and summarizes in writing information from available records of children in the program.</td>
</tr>
<tr>
<td>3.2 Administers criterion referenced (e.g., curriculum-based assessment instruments) for program planning and child progress.</td>
</tr>
<tr>
<td>3.3 Demonstrates alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment.</td>
</tr>
</tbody>
</table>
3.4 Individualizes and adapts the assessment procedures to meet the special needs of the child, the family, and the members of the child’s time.

3.5 Involves the family as a member of the child’s team in the assessment of their child.

3.6 Interprets evaluation information based on assessment, observation and parent report, and writes summary.

3.7 Shares and discusses programmatic assessment results with the family and members of the interdisciplinary team.

4.0 FAMILY INVOLVEMENT

4.1 Demonstrates personal and professional characteristics which are respectful of the family and promote a successful family-professional partnership.

4.2 Demonstrates professional written and verbal communication skills that enhance interaction with family members.

4.3 Collaborates with family and administers a family-based assessment instrument to identify their priorities, resources, and concerns.

4.4 Assists the family and/or team members in identifying and developing internal and external resources, a social support network and advocacy skills (e.g., uses Eco-map).

5.0 DESIGN OF INTERVENTION

5.1 Based on appropriate assessment information, student writes measurable and observable goals with corresponding long and short-term behavioral objectives, which include recommendations of the child’s team and priorities of the family.

5.2 Participates in the coordination and/or implementation of IFSP/IEP meetings for children in the program.

5.3 In collaboration with the family and other team members, develops an IFSP/IEP to meet the needs of the family and young child.

5.4 In collaboration with the family and other team members, develops a comprehensive intervention plan for addressing individual children’s goals and objectives.

6.0 IMPLEMENTATION OF INTERVENTION

6.1 Works within the context of the family system to implement IFSP or IEP goals/objectives that facilitates the development of the young child.

6.2 Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning and independence of children with disabilities, considered “at-risk” or with special abilities.

6.3 Demonstrates an understanding of methods and strategies for providing individual, small and large group intervention through a variety of formats (i.e., play, environmental routines, parent-mediated activities, and systematic instruction situations relevant for young children).

6.4 Uses individual, group guidance, and problem solving techniques to promote the following: 1) positive and supportive child/adult relationships, 2) positive conflict resolution outcomes between children, and 3) personal self-control, self-motivation and self-esteem in children.

6.5 Demonstrates appropriate and effective interactions with children through verbal and non-verbal communication. Shows verbal and non-verbal responsivity to children’s initiations by establishing joint reference and/or maintaining and elaborating on exchanges with child.
### 7.0 EVALUATION OF INTERVENTION

| 7.1 | Demonstrates the knowledge and ability to monitor progress of children through objective means. |
| 7.2 | Demonstrates the knowledge and ability to monitor family outcomes. |
| 7.3 | Based on routine collection data, student makes recommendations to revise the IFSP/IEP in consultation with the family and child’s team. |

### 8.0 INTERDISCIPLINARY AND INTERAGENCY COLLABORATION

| 8.1 | Demonstrates appropriate and effective interpersonal communication skills. |
| 8.2 | Demonstrates professional roles in early intervention settings by following the practicum and early intervention program policies and practices. |
| 8.3 | Practices team collaboration in the early intervention/early childhood special education setting by sharing and meeting work schedule demands, tasks, and responsibilities. |
| 8.4 | Demonstrates professionalism. |
| 8.5 | Provides constructive feedback to peers by following the supervision guidelines, contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor. |

### 9.0 RESEARCH APPLICATION

| 9.1 | Demonstrates ability to conduct a literature review using appropriate reference materials. |
| 9.2 | Demonstrates knowledge of current research related to legal and ethical policy decisions, typical and atypical development, developmental disabilities, family systems theory, and early intervention assessment, curriculum, and evaluation. |
| 9.3 | Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings. |
| 9.4 | Applies knowledge of research in the decision, implementation, and evaluation of family-guided early intervention programs. |
| 9.5 | Seeks the assistance of experienced professionals in interpreting published research and developing clinical research projects when appropriate. |

### 10.0 PROGRAM ADMINISTRATION

| 10.1 | Understands the educational, health, and social trends that have implications for early intervention programs. |
| 10.2 | Understands eligibility criteria for children at-risk or with disabilities and their families based on federal, state, and local regulations. |
| 10.3 | Determines the philosophy and goals for an early intervention program. |
| 10.4 | Establishes assessment, intervention and evaluation policies and procedures for a family-guided early intervention program. |
| 10.5 | Defines roles and responsibilities of early intervention and related personnel based on knowledge of the contributions of other professionals involved in the delivery of early intervention services. |
| 10.6 | Directs family-guided early intervention program operations, including the delegation of appropriate responsibilities. |
10.7 Develops policies and procedures for documenting early intervention services to children and their families in accordance with the Code of Ethics of the Council for Exceptional Children, funding agency policies, and federal, state, and local regulations.

10.8 Monitors the quality of early intervention services to children with special needs and their families by designing and implementing child progress and family progress evaluations.

10.9 Participates in public relations activities to promote interagency collaboration and public awareness of early intervention.

Supervision of Students in Field Experiences

Team Model

The EIP uses a team approach towards supervising student activities and assignments during practicum and final supervised field experience placements. At the beginning of fall term, students are organized into teams of three to five peers. The student teams will remain the same for fall and winter terms since students have the same practicum placement for the first two terms. Each team of students is assigned a supervisor from the EIP who is responsible for ensuring that students practice the skills defined by the EIP core competency areas and/or TSPC student teaching competency areas. Supervisors schedule weekly one and a half hour team meetings in order to guide their student teams’ performance.

The teams engage in the following activities:

- Work to accomplish practicum goals and assignments
- Explore new concepts and ideas
- Develop consensus for decision making
- Engage in critical analysis that leads to self improvement
- Use open and honest communication built on trust, respect and confidentiality
- Develop systematic observation skills
- Provide supportive and constructive feedback to peers and supervisor

A team-oriented approach to supervision is designed with knowledge that students will become members of early intervention teams. The program recognizes that Master’s level students want and need to be involved in their learning by being given responsibilities, training to develop new skills, opportunities to participate in decision making and leadership, access to timely information, and recognition of their contributions. For individuals to become effective participants on an interdisciplinary and/or interagency team, they must have practice and experience to develop these skills. By participating on a team in their field-based activities, students practice team-building skills and are afforded opportunities to direct their learning in ways that are meaningful to them.
Supervisors

Supervisors are experienced professionals who are responsible for systematically observing students’ performance and providing constructive feedback throughout the term. At the beginning of each quarter, the student and supervisor discuss the Quarterly Practicum Contract, with competencies the student will target, how the competencies are to be met, and how the student's progress will be evaluated. In addition, the supervisor and student agree upon observation and meeting times. Supervisors are responsible for working with the cooperating professional at the practicum or final supervised field experience site to ensure that the student's needs are met. Students also receive feedback from the cooperating professionals at their field experience site.

Supervisors observe students’ performance at the field experience site during scheduled visits and provide written feedback. In addition, during the weekly team meetings supervisors and students discuss the feedback. The program permits considerable flexibility in the supervisor's approach to supervision. Supervisors are free to individualize approaches and strategies that they find effective with each student and team. Supervisors develop strategies that are appropriate to the site, the student, and the targeted competencies.

At the end of each term, students are asked to evaluate the supervisor's performance. General feedback is shared with supervisors to assist in improving their performance. Students should familiarize themselves with the information they have been provided on whom to contact for program and field placement questions/concerns.

Peer Coaches and Peer Coaching Model

In addition to feedback from the student’s assigned field supervisor and cooperating professional, a reciprocal peer-coaching model of supervision is employed. Peer coaching is a process in which students regularly observe one another and provide support and assistance to each other. Although a variety of peer coaching models exist based on different fundamental beliefs about how people learn and change, the EIP utilizes a cognitive reciprocal peer-coaching model.

The EIP reciprocal cognitive peer coaching model (a) assists students in developing a collegial relationship with their peers, and collaboratively as well as proactively improving their assessment, intervention, evaluation, and problem solving skills, (b) provides a process whereby students help each other improve skills through use of observation, analysis and constructive feedback, and (c) supports students in becoming critically self-reflective.
The EIP peer-coaching model is a non-evaluative process, based on the observations of peers followed by constructive feedback, and is aimed at improving the application of early intervention skills. This model may also include the use of videotaping followed by self analysis of teaching. Videotaped segments may be shared with peers during team meetings to provide additional feedback of the student’s intervention skills. Students learn and utilize the peer-coaching model in the Methods course in conjunction with their field placement. The instructor of the Methods courses will provide specific assignments for students to practice peer coaching in their practicum placements and during class. This will give students an understanding of how to use peer coaching in a variety of settings and with various teams.

**Field-Experience Forms**

The early intervention program supervisors employ a variety of tools to give structure to the practicum and student teaching experience. The primary forms used in the program are described in the table below. Other tools are also available to supervisors and may be used in conjunction with these forms.

<table>
<thead>
<tr>
<th>Form</th>
<th>Function</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities and Responsibilities for Achieving Practicum Competencies</strong></td>
<td>Used by students, supervisors, and cooperating professionals to plan how students will address the practicum competencies during each term. Examples of ways in which students are expected to address competencies are provided.</td>
<td>Student handbook Page 42</td>
</tr>
<tr>
<td><strong>Quarterly Practicum Contract</strong></td>
<td>Outlines the requirements for practicum and identifies the competency areas and objectives that the student, supervisor, and cooperating professional evaluate at mid-term and final.</td>
<td>Student handbook Page 48</td>
</tr>
<tr>
<td><strong>Midterm/Final Evaluation of Practicum Competencies</strong></td>
<td>Used by students and supervisors to summarize student’s progress toward meeting competencies at midterm and final.</td>
<td>EIP Hub on Blackboard</td>
</tr>
<tr>
<td><strong>EI/ECSE Cooperating Professional Feedback</strong></td>
<td>Designed for the Cooperating Professional to give students feedback about their demonstration of competencies and objectives on a regular basis throughout the term.</td>
<td>EIP Hub on Blackboard</td>
</tr>
<tr>
<td><strong>UO Professional Growth Assessment of Oregon Professional Standards for Beginning Teachers</strong></td>
<td>Designed by TSPC. Outlines the requirements for student teaching and identifies the professional standards that the student will be evaluated on during final supervised field experience.</td>
<td>Students will receive a copy during spring term</td>
</tr>
</tbody>
</table>
Student Activities and Responsibilities for Achieving Practicum Competencies

The purpose of this form is to provide a planning tool for students, supervisors, and cooperating professionals as they determine the student’s roles and responsibilities during the practicum experience. At the student’s initial planning meeting, the team will determine which activities will be addressed during fall term. The team then uses the form at midterm and final evaluations to assess which activities have been completed and to discuss opportunities for the student to implement the remaining activities during the rest of the term. The form should be used in the same way during winter term.

<table>
<thead>
<tr>
<th>Competency Area &amp; Objectives</th>
<th>Practicum Activities/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations in Early Intervention</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1 Demonstrates professional behavior by adhering to the legal and ethical standards as specified in the laws governing early intervention/early childhood special education, DEC and NAEYC codes of conduct. | • Be aware of and follow the NAEYC and DEC Codes of Ethics.  
• Obtain consent from family and program staff to complete activities associated with teaching sample and practicum competencies. (LS - F)  
• Ask CP about the program’s procedures for reporting abuse. Protect children by reporting concerns of abuse and neglect through appropriate channels.  
• Attend an early intervention council meeting.  
• Maintain confidentiality.  
• Follow all requirements/guidelines of practicum site (e.g., attending site orientation, fingerprinting, TB test)  
• Become a member of CEC.  
• Attend a professional conference in early intervention/special education field. |
| 1.2 Reflects on their practices through self-assessment and evaluation. Critiques and analyzes the effects of their choices and actions on others (children, family members, and other professionals) as a basis for program planning, implementing change in self, and continuing professional development. | • Complete weekly practicum logs with sufficient detail and completeness.  
• Discuss practicum issues and concerns with supervisor and peers during team meetings in a constructive and reflective manner.  
• Rate practicum competencies and summarize strengths and areas on midterm and final evaluations.  
• Seek feedback from peers, supervisor, and program staff.  
• Reflect on and evaluate intervention plan developed for focus child. (LS - W) |
| **Typical and Atypical Development** | |
| 2.1 Encourages social interactions between typical children and children with disabilities in early education settings. | • Utilize children’s initiations to promote social interactions between children.  
• Plan opportunities in activities that require social interactions between children (i.e., affection activities).  
• Select curricula and materials that build social skills between children.  
• Write/implement activity plans that include strategies to promote social interactions between children. (LS - W) |
| 2.2 Adapts strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, and | • Describe the environmental arrangements or strategies used with children.  
• Include all children in activities to the greatest extent possible; know how adaptations/modifications are made to meet the needs of all children. |
<table>
<thead>
<tr>
<th>Special Abilities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solve with peers, supervisor and/or staff about strategies and environmental arrangements that are effective with children.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.3 Demonstrates an understanding of integrating knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities with children who are at-risk, have a disability or developmental delay, or special abilities.

- Ask consultants (e.g., P.T., O.T., SLP, and Behavior Specialist) about strategies to use with children during activities in program and implement suggested strategies.
- Ask consultants for suggestions about activities to plan for children and implement activities.
- Participate with other professionals and parents in an interdisciplinary effort in the management of children’s behavior.

2.4 Applies knowledge of handling and positioning, including adaptive equipment, orthotic and prosthetic devices, and feeding requirements of young children.

- Work with P.T. and O.T. in program.
- Obtain information from family and staff about preferences or special conditions related to child’s disability.
- Share resources about positioning and handling.
- Attend feeding clinic (CDRC)

**Infant, Toddler, and Preschool Assessment**

3.1 Collects, interprets and summarizes in writing information from available records of children in the program.

- Review focus child’s file with permission of staff and child’s family.
- Use information from file to develop a description of child and family. (LS - F)

3.2 Administers criterion referenced (i.e., curriculum-based assessment instruments) for program planning and child progress.

- Complete administration of AEPS. (LS - F)
- Administer AEPS and other assessments for other children as needed in coordination with program staff

3.3 Demonstrates alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment.

- Gather information from family or other team members regarding children in program.
- Obtain another assessment tool from program, courses or supervisor to practice using with target child and other children.
- Compare and contrast tools used to gather information about child. Discuss in team meetings with supervisor and peers.

3.4 Individualizes and adapts the assessment procedures to meet the special needs of the child, the family and the members of the child’s team.

- Work with supervisor and staff/team/family to modify items and administration procedures of assessment (e.g. interview family by phone, delete items from assessment as needed, translate protocol into family’s primary language.)

3.5 Involves the family as a member of the child’s team in the assessment of their child.

- Ask family to participate by completing the AEPS Family Report and/or interview family to obtain assessment information. (LS - F)
- Sensitive to family’s preference/values in the assessment process

3.6 Interprets evaluation information based on assessment, observation and parent report, and writes summary.

- Write current level of functioning based on completion of AEPS and Family Report. (LS - F)
<table>
<thead>
<tr>
<th></th>
<th>Shares and discusses programmatic assessment results with the family and members of the interdisciplinary team.</th>
<th>Communicate with team and family the results of AEPS and Family Report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7</td>
<td>Follows recommended practice guidelines for administering a screening tool.</td>
<td>Communicate with team and family the results of AEPS and Family Report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate with team and family the results of AEPS and Family Report.</td>
</tr>
<tr>
<td>3.8</td>
<td></td>
<td>Communicate with team and family the results of AEPS and Family Report.</td>
</tr>
</tbody>
</table>

**Family Involvement**

<table>
<thead>
<tr>
<th></th>
<th>Demonstrates personal and professional characteristics, which are respectful of the family and promote a successful family-professional partnership.</th>
<th>Seek opportunities to develop relationships with parents that are based on mutual respect for their roles in achieving benefits for their child(ren).</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td></td>
<td>Recognize and respect cultural diversity.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates professional written and verbal communication skills that enhance interaction with family members.</td>
<td>Write notes home to parents and/or or send other written communication to family.</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td>Attend parent meetings and/or home visits and introduce self to parent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use primary language with families when appropriate.</td>
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<tr>
<td></td>
<td></td>
<td>Avoid jargon and over use of technical terms with families.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respect families’ right to privacy and confidentiality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use other modes of communication when needed by family (e.g., interpreter, TTY, e-mail).</td>
</tr>
<tr>
<td>4.3</td>
<td>Collaborates with family and administers a family-based assessment instrument to identify their priorities, resources, and concerns.</td>
<td>In collaboration with program staff, use information from the Family Report or other tool to gather this type of information from families. (LS - F)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use information to write family outcomes on IFSP. (LS - W)</td>
</tr>
<tr>
<td>4.4</td>
<td>Assists the family and/or team members in identifying and developing internal and external resources, a social support network, and advocacy skills.</td>
<td>Develop an Eco-map which visually identifies a network of a family’s own and community resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist program staff in building support networks for families; provide families with information on community services.</td>
</tr>
</tbody>
</table>

**Design of Intervention**

<table>
<thead>
<tr>
<th></th>
<th>Based on appropriate assessment information, student writes measurable and observable goals with corresponding long and short-term behavioral objectives, which include recommendations of the child’s team and priorities of the family.</th>
<th>Review children’s goals at site</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td></td>
<td>Write 3 – 5 goals and corresponding objectives for focus child. (LS - F)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seek opportunities to practice writing goals by rewriting goals/objectives contained in an IFSP/IEP that meets recommended criteria.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use goals and objectives as a basis for designing intervention and activity plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize that families from different cultures may have different expectations of their child (toileting, dressing feeding).</td>
</tr>
<tr>
<td>5.2</td>
<td>Participates in the coordination and/or implementation of IFSP/IEP meetings for children in the program.</td>
<td>Attend at least one IFSP/IEP meeting with team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Become aware of, and/or inform parents of, the educational rights of their children.</td>
</tr>
<tr>
<td>5.3</td>
<td>In collaboration with the family and other team members, develops an IFSP/IEP to meet</td>
<td>Develop and write an IFSP/IEP with team. (LS - F)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read articles/books on developing IFSP’s. (LS - F)</td>
</tr>
</tbody>
</table>
the needs of the family and young child.

| 5.4 | In collaboration with the family and other team members, develops a comprehensive intervention plan for addressing individual children’s goals and objectives. | • Write individual intervention guide and embedding schedule for focus child’s goals/objectives. (LS - W)  
• Obtain information from family and team to develop individual or group activity schedule for embedding child's goals in routine/natural environments. (LS - W)  
• Write 10 activity plans that describe strategies and methods you will use with individual children to facilitate their learning. (LS - W)  
• Includes adaptive technology when appropriate, to improve EI/ECSE services (e.g. Augmentative communication, picture systems, adaptive walker, adaptive feeding devices). |

### Implementation of Intervention

| 6.1 | Works within the context of the family system to implement IFSP or IEP goals/objectives that facilitate the development of the young child. | • Become aware of individual children’s goals, general classroom goals and family goals for their child.  
• Work with parents to develop strategies to implement children’s goals at home.  
• Focus intervention on goals that are important to the family. |

| 6.2 | Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning, and independence of children with disabilities, considered “at-risk”, and with special abilities. | • Become aware of program curricula and process for obtaining needed materials at site.  
• Assist with implementing a variety of activities (planned, routine, child initiated)  
• Use curricula to guide teaching throughout the classroom schedule (e.g. transitions, arrival, departure)  
• Gain knowledge of curricula that are developmentally appropriate (e.g. early literacy, numeracy, cultural & linguistic competencies)  
• Gain knowledge of current EI/ECSE research in best practices, including the ability to access technology for obtaining current research & reviewing effective practices (e.g. internet search engines, webinars).  
• Include information about program’s use of curricula in site description. (LS - F) |

| 6.3 | Demonstrates an understanding of methods and strategies for providing individual, small and large group intervention through a variety of formats (e.g., play, environmental routines, parent-mediated activities, systematic instruction situations relevant for young children). | • Supervisor and CP observe student implement strategies/methods in program with children and provide feedback to student.  
• Implement ABI, seeking opportunities to embed children’s goals during classroom time and home visits.  
• Implement activity plans and reflect on implementation in practicum log. (LS - W)  
• Arrange and set up materials for activities in advance.  
• Adapt activities to solve instructional problems. |

| 6.4 | Uses individual, group guidance, and problem solving techniques to promote the following: 1) positive and supportive child/adult relationships, 2) positive conflict resolution outcomes between children, and 3) personal self-control, self-motivation, and self-esteem in | • Applies principals, strategies, tools from Behavior Management as appropriate and in collaboration with team and family.  
• Apply behavior plans/strategies in site as recommended by behavior specialist/CP.  
• Monitor classroom climate and child behavior; take appropriate action to resolve conflicts.  
• Manages transitions decisively, effectively and without disruption to the classroom. |
<p>| | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>6.5</strong></td>
<td>Demonstrates appropriate and effective interactions with children through verbal and non-verbal communication. Shows verbal and non-verbal responsiveness to children's initiations by establishing joint reference and/or maintaining and elaborating on exchanges with child.</td>
<td>Supervisor and CP observe ongoing interactions between student and a variety of children in program.</td>
</tr>
</tbody>
</table>

### Evaluation of Intervention

| 7.1 | Demonstrates the knowledge and ability to monitor progress of children through objective means. | • Aware of program’s data collection system.  
• Record data on children’s individual goals/objectives with program forms from courses or self-designed forms; collect 10 different data points on target child’s goals/objectives. (LS - W)  
• Demonstrate a focused, systematic, and unbiased approach to observing children.  
• Perform both formal and informal observations of children; share information with team.  
• Assess focus child using AEPS after completing intervention (LS – W) |

| 7.2 | Demonstrates the knowledge and ability to monitor family outcomes. | • Attend home visits or parent meetings and observe methods staff use to monitor family outcomes.  
• Reads articles/books regarding family outcomes. |

| 7.3 | Based on routine collection data, student makes recommendations to revise the IFSP/IEP in consultation with the family and child’s team. | • Provide accurate data to team/family for the purpose of decision making related to an IFSP/IEP. |

### Interdisciplinary and Interagency Collaboration

| 8.1 | Demonstrates appropriate and effective interpersonal communication skills. | • Familiarize yourself with the program’s philosophy, goals, culture, traditions and beliefs in order to interact with CP, staff and families accordingly.  
• Develop effective communication with CP, program staff, team, family, and supervisor  
• Recognize and respect the strengths, uniqueness and potential of children, staff, CP, supervisor and families.  
• Appropriately uses online forms of communication (e.g. email, social media). |

| 8.2 | Demonstrates professional roles in early intervention settings by following the practicum and early intervention program policies and practices. | • Act in a manner that is ethical and respectful of laws governing EI/ECSE.  
• Write a description of the program including philosophy, mission, and population served. (LS - F)  
• Adhere to all policies and procedures outlined by practicum site and Early Intervention program relative to practicum.  
• Seek assistance as needed by program staff, peers, and supervisor.  
• Use appropriate procedures for bringing about change. |

| 8.3 | Practices team collaboration in the early intervention/early | • Accept and perform varied tasks in program.  
• Initiate assistance as you observe and determine it is needed. |
<table>
<thead>
<tr>
<th>8.4</th>
<th>Demonstrates Professionalism</th>
</tr>
</thead>
</table>
| **childhood special education setting by sharing and meeting work schedule demands, tasks, and responsibilities.** | *Share resources and information with CP, peers, and program staff.*  
*Recognize professional achievement in CP, peers, and program staff.*  
*Complete all paperwork required for practicum and turn in by scheduled due date.*  
*Develop and maintain relationship with others built on trust and cooperation.*  
* Appropriately utilize the training, experience, and expertise of CP, peers, staff, and supervisor.*  
*Follow through on activities/responsibilities that you are asked and required to perform.*  
*Be prepared with responsibilities assigned by program staff, supervisor, instructors, and student team (e.g., activity plans and materials, assessment protocol, data collection forms).*  
| **Arrive on time, allowing time to setup, meet with CP or debrief as needed.**  
**Maintain a consistent schedule of hours at practicum site.**  
**Notify CP and supervisor of absences immediately and in advance when possible.**  
**Dress appropriately for working with young children & professionals.** |

<table>
<thead>
<tr>
<th>8.5</th>
<th>Provides constructive feedback to peers by following the supervision guidelines contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor.</th>
</tr>
</thead>
</table>
| **Attend all student group meetings with peers and supervisor.**  
**Complete all peer coaching assignments within stated timelines.**  
**Use feedback from peer, CP, and supervisor to improve practicum activities.**  
**Uses technology as a vehicle for providing and receiving feedback in intervention practices (e.g. video tape coaching).** |
A. Early Intervention Program Competencies and Objectives:
The core Early Intervention Program competency areas and objectives numbered 1.0 - 8.0 serve as the criteria for a student’s participation in Early Intervention field-based activities. During Full-time Student Teaching, a similar but different set of competency areas and objectives designed by TSPC (Teacher’s Standards and Practices Commission) serve as the criteria for meeting the responsibilities of a student teacher. These competencies have a stronger orientation towards classroom settings. When applicable, the student, supervisor, and cooperating professional together, may modify competency criteria to match the opportunities available in the setting. The modified criteria will be written and included on a page titled, “modified objectives” and attached to the Quarterly Practicum contract.

B. Grading Procedure:
All Practicum and Full-time Student Teaching experiences are rated on a “pass” / “no pass” basis at the end of each term. The student’s assigned supervisor determines the final grade of a “pass” or “no pass”. The supervisor uses the rating scale below to evaluate and summarize student progress at the middle and end of the term. The supervisor discusses and considers feedback from both the student and the student’s cooperating professional when rating a student’s performance. Students self-evaluate their performance by rating each competency area and objective prior to meeting with their supervisor and cooperating professional for middle and final evaluations. Cooperating Professionals provide an overall rating for each of the eight competency areas at middle and final evaluations.
The rating scale includes:

Proficiency in Using Knowledge and Skill. Student meets the established criteria for the objective by demonstrating independence and proficiency. Student seeks out opportunities to practice/demonstrate competency area and objectives. Minimal or no change in performance is recommended at this time. Student is encouraged to continue using resources (e.g., supervisor, cooperating professional, and peers) as needed to maintain this level of performance.

Initial Proficiency in Using Knowledge and Skill. Student meets the established criteria for the objective and competency area by demonstrating an emerging proficiency in the competency area/objective. Student identifies various and/or multiple opportunities to practice/demonstrate criteria associated with objectives at site. Student’s performance is consistent with their present level of experience and training. Additional learning experience/practice will likely promote student’s independence and lead to increased consistency for meeting the established criteria of each objective.

Developing Capacity in Knowledge and Skill. Student meets only part of the established criteria for the objective. Student demonstrates evidence of effort and ability to develop professional abilities. Student is aware and may recognize examples and non-examples but has limited experience. Student may recognize good examples, but is not consistently able to demonstrate the same capacity when given the opportunity. Student’s performance may indicate difficulties applying information from various sources (e.g., Methods and other Early Intervention courses, cooperating professional, peers) that relate to the competency area/objectives in their practicum placement.

Missing Capacity in Knowledge and Skill. Student has little apparent awareness of either information or skills and achieves uneven results with child’s learning. Student requires extensive assistance in order to meet all or part of the established criteria for competency area and objective. A plan of action is necessary for student to improve performance and become more independent. Supervisor and student must meet and develop a plan of action within one week of evaluation. Plan of action requires approval of Field Experience Coordinator.
No Opportunity or Experience. Student has had little or no opportunity to use knowledge, demonstrate skills or observe either one in the context of good teaching. Site does not offer student an opportunity or experience to practice/demonstrate competency areas and objectives. Supervisor is aware of situation and has modified or identified alternative objective(s) for student to address at site.

During fall term, a final grade of “pass” is given when all competency areas and objectives are rated as “developing capacity,” “initial proficiency”, or “proficiency” by their supervisor at the final evaluation of the term. During winter and summer terms, a final grade of “pass” is given when all competency areas and objectives are rated as “initial proficiency” or “proficiency” by their supervisor at the final evaluation of the term. During some terms, a student may receive a “not observed” rating on a competency area or objective(s) at final evaluations because opportunities were not made available to student at their site. In these situations, a supervisor must note the reason for the “not observed rating and inform the Field Experience Coordinator two weeks prior to the final evaluation.

During fall term, a final grade of “no pass” is given when a student receives a “missing capacity rating” by their supervisor at the final evaluation of the term on any competency area or objective. During winter and summer terms, a final grade of “no pass” is given when a student receives a “missing capacity rating” or “developing capacity” rating by their supervisor at the final evaluation of the term on any competency area or objective. The “no pass” grade requires a student retake the practicum. In addition, the student’s supervisor in collaboration with the Field Experience Coordinator will develop an Action Plan for the student to follow during the term these practicum credits are repeated. Action Plans may also be developed when: 1) a supervisor feels it is necessary to assist a student in a particular area during the term or for the next consecutive term and 2) when a student’s performance at mid-term meets the criteria of “no pass”. The conditions of the Action Plan must be met in order for students to receive a final grade of “pass” at the end of the term.

C. Elected/Contracted Competencies
The Early Intervention Program offers students two optional competency areas (Research Application and Program Administration) to select objectives to practice, develop and learn at their sites. Further, students who wish to expand their skill level in any of the competency areas 1-8 may add objectives from those listed as “optional”. All elected/optional competencies must be chosen by the student with their approved supervisor at the beginning of each term. The student, supervisor, and cooperating professional determine and agree on the student’s specific responsibilities/criteria for practicing these competencies in their professional practice and/or student teaching setting. Elected competencies are always selected in addition to demonstrating/practicing the required 1-8 standard competencies each term.

D. Agreement
This Quarterly Contract has been reviewed with the student, Cooperating Professional and University supervisor. All parties have agreed to the required and selected competencies and corresponding objectives. Modified criteria have been discussed where needed. All parties understand their role, responsibilities, and participation in the grading process.

Student Signature __________________________ Date __________________________

Supervisor Signature __________________________ Date __________________________

Cooperating Professional Signature __________________________ Date __________________________
Endorsement/Teaching License

Responsibilities and Requirements

As a student in the EIP you will be provided with information about the endorsement/teaching license throughout your academic experience. All classes, including practica, have been organized to help the student complete both degree and endorsement requirements. In addition, meetings will be scheduled throughout the year to provide information informally and answer questions. Both your supervisor and the field experience coordinator can provide you with additional information as needed.

Information on the Endorsement/Teaching License

In January 1995, the State Teachers Standards & Practices Commission (TSPC) approved the EIP at the University of Oregon to provide students with the option of earning a teaching license with an endorsement in EI/ECSE. Students completing all degree and endorsement requirements can apply for an initial teaching license with a standard endorsement in Early Intervention/Special Education. This license allows you to work as an EI/ECSE specialist in any public school site, including Education Service Districts (ESD) in Oregon with children birth to eight years of age. You will be required to obtain a Continuing Teaching License after working three years in a public school site.

Reciprocity

The Oregon EI/ECSE license is only valid in Oregon, but several states including California, Alaska, Washington, and Utah have reciprocity agreements with Oregon's TSPC, and therefore this license may be transferable.

Program Options

Stand-Alone. Most students in the EI program will be working toward the Stand-Alone endorsement. The Stand-Alone endorsement provides an initial teaching license and an endorsement in EI/ECSE. Once the student obtains an initial license, other endorsements may be added to this license, such as a severe or mildly handicapped endorsement. Additional courses and testing would be required for these endorsements.

Add-On. If you already have a current Oregon Teacher's license, you will be applying for an Add-On endorsement. Please talk to your advisor or supervisor as soon as possible if you already have a teaching license; some of your coursework and endorsement requirements will vary.
Basic TSPC Requirements

- **Final Supervised Field Experience**: 9 credit hours of full-time student teaching.
- **Passing scores on required teaching exams**: The NES Essential Skills Test taken before entering student teaching. The Praxis II Series Early Childhood Special Education Specialty Test and ORELA Civil Rights exam taken during the term of student teaching.
- **Teaching Samples** (2 for Stand-Alone option or 1 for Add-On option).
- **Recommendation by faculty and supervisor** of placement in full-time student teaching experience.
- **Completed application for endorsement** sent to TSPC after the program is completed.

### Requirements of the Early Intervention Program to Complete the Early Intervention/Special Education Endorsement

The EIP requirements for completing the EI/ECSE endorsement for both options are described in detail on the following pages. See sample Early Intervention/Special Education Master’s degree/license program course schedule on page 23.

### CONTINUING ADD-ON ENDORSEMENT OPTION

**Early Intervention/Special Education Coursework (for current Oregon licensed teachers)**

<table>
<thead>
<tr>
<th>Required Master’s courses below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>SPED 680 Foundations in EC/EI (3)</td>
</tr>
<tr>
<td>SPED 687 EI Methods I (1-2)</td>
</tr>
<tr>
<td>SPED 684 Application Link Sys I (2)</td>
</tr>
<tr>
<td>SPED 609 EI Practicum (3)</td>
</tr>
</tbody>
</table>

Total credits: 9

Total credits: 11

### Completion of 1 Teaching Sample with Passing Score
PRE-PROGRAM SKILLS TEST (required by both endorsement options)

Required test prior to admission:  

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Evaluation Series (NES) Educator Licensure Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

(AND) for licensure during spring term

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS II: Preschool/Early Childhood (Early Intervention/Special Education endorsement test for licensure)</td>
<td>10691</td>
<td>159</td>
</tr>
<tr>
<td>ORELA Civil Rights Test</td>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>

Requirements for the Endorsements

- **Complete coursework requirements.** Coursework varies depending upon program options. Consult your advisor to plan program before beginning coursework.

- **Complete the PA-1 form (Full-time Student Teaching Report) and the fingerprint card (pay the fee).** Complete forms prior to fall term if admitted to Master’s licensure program and submit to the field experience coordinator. For other program options, complete forms before the beginning of the first term of the final supervised field experience. Fingerprinting must be completed prior to placement in your site.

- **Complete University Liability Information form.** Acquire appropriate insurance if your practicum or final supervised field experience site is off campus.

- **Testing.** Obtain passing score on the NES Educator Licensure Test before the term of final supervised field experience. The ORELA Protecting Student and Civil Rights in the Educational Environment examination is a customized educator licensure test designed to measure a candidate's knowledge and skills in relation to Oregon learning standards. This must be taken during winter term and before starting spring term student teaching. 
  
• **Complete practicum requirements.** The Early Intervention Program requires that students complete two Early Intervention Practica (SPED 609) for a minimum of 6 credit hours and pass the NES Educator Licensure Test before beginning the term of final supervised field experience.

• **Request Final Supervised Field Experience site.** Complete the Assignment Request form for a Final Supervised Field Experience site after you have reviewed and observed sites of interest. The forms are provided by the field experience coordinator at the end of winter term.

• **Register for Final Supervised Field Experience credit hours (SPED 625).** You must register for 9 credit hours total of Final Supervised Field Experience. TSPC requires students to complete 360 hours total of student teaching.

• **Complete teaching sample requirement.** Complete 2 teaching samples for the Stand Alone endorsement OR 1 teaching sample for the Add-On endorsement. You are required by TSPC to complete the teaching sample(s) during your practica and final supervised field experience. Typically your first teaching sample will be completed in fall and winter terms and the second in spring term.

• **Complete Final Supervised Field Experience Feedback form** at the completion of your student teaching. The College of Education requires a copy of the Final Supervised Field Experience feedback form. Upon completion of final supervised field experience, you will be asked to complete this form and give it to your supervisor.

• **Testing:** Obtain passing scores on the Praxis II Series Preschool/Early Childhood Test (during or after the Final Supervised Field Experience) and ORELA Protecting Student and Civil Rights (taken winter term) in the Educational Environment examination.

• **Apply to University of Oregon for licensure:** By the first week of the term you plan to graduate or receive your license, apply for licensure through the Graduate School or College of Education Licensure/Student Records Coordinator. Notify the Licensure/Student Records Coordinator (College of Education Room 113, 346-3528) that you are completing the licensure requirements. The Licensure Coordinator will process your application and notify you if any requirements have not been met.

• **Apply to TSPC for licensure.** (See following pages)
Applying to TSPC for an Oregon Endorsement

After the program requirements for the endorsement are completed, students who want to be licensed in Oregon must apply to TSPC for the Initial EI/ECSE Endorsement. The process for applying for the Stand-Alone and Add-On options are slightly different and are described below.

Stand-Alone Endorsement

The University of Oregon will serve as the recommending institution when you apply for initial licensure, when you add new endorsements completed at the University, and for as long as you wish to be licensed as a teacher. Most states require an institutional recommendation, so remember that the process is the same whether you are a new teacher or an experienced teacher relocating. The State of Oregon, Teacher Standards and Practices Commission (TSPC) requires that the Preparation for Teaching Report (form C-2) be completed by the recommending institution verifying completion of a teacher education program or the addition of endorsement(s) to an existing license in the state of Oregon.

After completion of program requirements, the student must apply to TSPC for licensure. The application to TSPC consists of the following:

1. **Original copy of passing scores on the National Evaluation Series Educator Licensure Test.** TSPC requires an original score report from the Oregon Educator Licensure Assessments website. Photocopies are not acceptable.

2. **Passing scores on the Praxis II Series Special Education Preschool Early Childhood 10691Test (currently passing score is 159) and ORELA Protecting Student and Civil Rights in the Educational Environment examination.** Have scores sent to TSPC.

3. **Completed Oregon Application Form (C-1).** Supply all information requested on Application Form C-1. You must answer the questions pertaining to dismissal, revocation, and conviction, and attach supporting documents as instructed on Application Form C-1, if necessary. Application Form C-1 must be signed and dated within the 90-day period prior to submission to TSPC.

4. **Two official transcripts of all coursework relevant to the EI/ECSE endorsement.** Order transcripts only after final grades have been recorded. Transcripts must bear the embossed seal of the institution and the signature of the registrar and must verify completion of the required degree(s). Two sets of official transcripts are required; one for TSPC and one for the Licensure Office of the University of Oregon College of Education.
5. **Two fingerprint cards and Instructions for Handling Fingerprint Cards form.** All applicants seeking their first Oregon license must submit a fingerprinting card and Instructions for Handling Fingerprint Cards form in an 8 1/2 x 10 sealed envelope and $59.00 fee.

6. **Application fee.** The current fee is listed in your orientation packet and is non-refundable. TSPC requires that an applicant submit a complete application. An incomplete application will be returned. If you have questions, contact TSPC at (503) 378-3586 or the University of Oregon Licensure Office, 130G HEDCO, at (541) 346-3528.

**Add-On Endorsement**

The University of Oregon will serve as the recommending institution when you apply for initial licensure, when you add new endorsements completed at the University, and for as long as you wish to be licensed as a teacher. Most states require an institutional recommendation, so remember that the process is the same whether you are a new teacher or an experienced teacher relocating.

The State of Oregon, Teacher Standards and Practices Commission (TSPC) requires that the Preparation for Teaching Report (Form C-2) be completed by the recommending institution verifying completion of a teacher education program or the addition of endorsement(s) to an existing license in the state of Oregon.

1. **Passing scores on the appropriate Praxis Series Special Education Preschool Early Childhood 10691 test** (passing score is currently 159). TSPC requires an original score report from the Educational Testing Service (ETS). Photocopies are not acceptable.

2. **Complete an Oregon Application Form (C-1).** Supply all information requested on the Application Form C-1. You must answer the questions pertaining to dismissal, revocation, and conviction, and attach supporting documents as instructed on the Application Form C-1, if necessary. The Application Form C-1 must be signed and dated within the 90-day period prior to submission to TSPC.

3. **Complete one Teaching Sample.** One teaching sample must be developed in an Early Intervention or Early Childhood Special Education setting. The required contents of the teaching sample are provided by the Early Intervention Program.

4. **Submit 2 official transcripts of all coursework relevant to the EI/ECSE endorsement.** Order transcripts only after final grades have been recorded. Transcripts must bear the embossed seal of the institution and the signature of the registrar and must verify completion of the required degree(s). Two sets
of official transcripts are required; one for TSPC and one for the Licensure Office of the University of Oregon College of Education.

5. Submit an application fee. The current fee is listed on the TSPC website: http://www.oregon.gov/TSPC/index.shtml and is non-refundable.

   TSPC requires that an applicant submit a complete application. An incomplete application will be returned. If your license has expired, TSPC may have additional requirements related to the reinstatement of your license. Please contact TSPC directly for their specific requirements.

   If you have questions, contact TSPC at (503) 378-3586 or the University of Oregon Licensure Office, 120 Education at (541) 346-3528.

Providing Evidence of Initial Teaching Competency: The Teaching Sample

What is the Teaching Sample?

Providing evidence of your knowledge and skills as a teacher is an important requirement for the EI program as well as EI/ECSE endorsement. Throughout the program you will be providing evidence that documents your ability to plan, administer and interrupt assessments, design and implement curriculums, evaluate the effectiveness of interventions and document teaching experiences that will result in child/family goal attainment. Oregon’s licensing agency, the Teachers Standards and Practices Commission (TSPC) requires that you successfully prepare two teaching samples showing initial teaching competency before receiving your initial teaching license and endorsement. The teaching samples are intended to reflect the process of teaching that you use in your field experience. Teaching samples are linked to your field experience and successful completion is required before passing practicum/student teaching courses.

What is the Timeline for Completing Teaching Samples?

   Teaching samples are required for: 1) students enrolled in the Master’s only EI program (complete 1 teaching sample) 2) students enrolled in the initial EI/ECSE licensure program (complete 2 teaching samples), 3) students enrolled in the EI/ECSE licensure program who are seeking an add-on endorsement (complete 1 teaching sample) and 4) students previously enrolled in the program who are now seeking an initial license and endorsement or an add-on endorsement (complete 1 teaching sample). The timeline for providing the teaching samples for each type of student is specified below:
Master’s only EI

Students enrolled in the EI/ECSE Master’s only program must successfully complete one teaching sample prior to graduation. The teaching sample will be completed during fall and winter terms and will be facilitated through coursework in SPED 684 Application of a Linked System I and SPED 685 Application of a Linked System II. The successful completion of assignments in these courses along with your practicum experience and weekly logs completed (and revised when necessary) during fall and winter terms will help you complete your teaching sample. The teaching sample is due week 10 of winter term.

Initial Stand-Alone EI/ECSE License.

Students enrolled in the EI/ECSE initial licensure program must successfully complete two teaching samples prior to graduation. The first sample will be completed during fall and winter terms. Students will need to successfully complete their 1st teaching sample before starting student teaching. The second teaching sample will be completed during full-time student teaching in Spring term and is due week 10 of the term. Students who do not finish either teaching sample by the established due date will be given an incomplete for the associated course (SPED 609 & SPED 625). Students are not permitted to graduate with an incomplete on their transcript and will thus need to complete the requirement prior to graduation.

Add-On EI/ECSE Endorsement.

Students pursuing an add-on EI/ECSE Endorsement must successfully complete one teaching sample. The teaching sample will be completed during fall and winter terms and will be facilitated through coursework in SPED 684 Application of a Linked System I and SPED 685 Application of a Linked System II. The successful completion of assignments in these courses along with your practicum experience and weekly logs completed (and revised when necessary) during fall and winter terms will help you complete your first teaching sample. The first teaching sample is due week 10 of winter term. Students who do not finish their teaching sample by the established due date will be given an incomplete for the course. Students are not permitted to graduate with an incomplete on their transcript and will thus need to complete the requirement prior to graduation.
Students Previously Enrolled in Program Seeking an Initial License/Endorsement or Add-On Endorsement

Students who are not currently admitted to the program must register for 3 credits of reading (SPED 605) in order to complete one teaching sample. Completing the teaching sample will be a requirement for passing this course. Students who do not finish the teaching sample by the established due date will be given an incomplete for the course. Students taking this reading course should anticipate completing the teaching sample with minimal assistance from Early Intervention faculty.

Students who would like additional support in completing the requirement should register for SPED 684 Application of a Linked System I in fall term and for SPED 685 Application of a Linked System II in winter term.

Students who are not currently admitted to the program will not be placed by the EI program in community sites for practicum credit. Students who are not enrolled in practicum must independently identify programs and families with whom they can work to complete the teaching sample (whether as part of their current job or as a volunteer). When volunteering in a community program, students must select a classroom that is not a placement used by the Early Intervention Program as it can be difficult for two students to complete requirements within one classroom.

Criteria for Completing the Teaching Sample

The teaching sample must reflect a linked system approach to intervention. In general, this involves conducting an assessment, developing an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP), planning intervention/curriculum, and monitoring child and family goals in a coordinated manner. The teaching sample will need to cover from 2 to 5 weeks of instruction and must document child/family goal attainment over the time period of instruction. The sample should be collected as you proceed through the intervention process. Use the Teaching Sample Scoring Guide to assist you in completing your teaching samples. Please note that the guide included in this handbook is subject to change. You will be given an updated copy immediately should the form be revised.

To maintain the confidentiality of the family, all identifying information (first and last names of child and family, address, etc.) must be blacked out; the child’s first initial may remain visible on documents included in the set of evidence.
Evaluation of the Teaching Sample

The components of your first teaching sample will be reviewed and feedback given throughout fall and winter terms by your practicum supervisor, the instructor(s) of the Application of a Linked System course, and a final grade given by the practicum course instructor (SPED 609). A peer will also review your teaching sample at the end of fall term and again during winter term.

During spring term, you will complete your second teaching sample independently. This second teaching sample will be evaluated using a two-tier process. First, a peer will evaluate your evidence. The peer will use the Scoring Guide to provide you with feedback. Once the peer review is completed, you will make revisions and modifications as needed based on the peer’s feedback. Then your sample will be reviewed by your supervisor for feedback/edits and the final evaluation will be given by the field experience course instructor who will use the same Scoring Guide as well as the scoring Key, to provide a numerical score and written feedback.
Student Name: __________________ Date:________________ Term:__________
Evaluator:______________  Field Placement: _______________Sample:  1 2

**Purpose of Scoring Guide:** The scoring guide is a tool used by the field experience coordinator, designated supervisors, and peers* to evaluate a sample of teaching evidence submitted by a student as part of their requirements for obtaining a teaching license and EI/ECSE endorsement.

**Directions:** The scoring guide is divided into 9 sections. Successful completion of each section is required as a sample of teaching evidence. Each section contains a specific checklist of required items and general criteria associated with each item and must receive a score of 4 in order for the student to receive a “pass” on the sample. Samples with sections not meeting passing criteria must be revised and resubmitted for evaluation.

Evaluators should use the following guidelines:
1. Review each item by evaluating the general criteria and check off if criteria are met.
2. Place a score (see rating scale below) next to completed items in each section.
3. Average scores within each section and circle the corresponding rating in order to summarize the overall quality of each section. In the Comment Section, include narrative feedback that recognizes the student’s accomplishments and/or provides suggestions for improvement.

**Rating Scale:**

1. **Missing Capacity** - section is incomplete and the quality of items is unacceptable.
2. **Developing Capacity** - section contains required items but the quality of the item(s) is inadequate and therefore in need of expansion and rewriting.
3. **Growing Competence** - section includes required items but the quality of the items requires a minimal amount of work to improve upon the section. Minor edits or revisions are required to pass.
4. **Competent** - section includes required items and the quality of the items meets expected standards. Minor edits or revisions are recommended but not required to pass.
5. **Exemplary** - section includes required items and the quality of the items exceeds expected standards. Few or no edits are needed.

*Students may choose not to rate their peer’s performance and only offer narrative feedback in the comment section.

I. **Consent Forms:** Do I have permission from appropriate sources to perform the requirements of the teaching sample with my focus child? (Note—you will need to make 4 copies of the Consent Form for 1) the parent(s), 2) your CP, 3) EIP files, 4) your Teaching Sample. Make sure to conceal the name on the Consent Form that is included in your Teaching Sample.)

**Section Contains:**

**Introduction**  1  2  3  4  5

___ Includes what information is in the section, why it is important, and how it is linked to other sections.

**Letter of Introduction to caregivers**

___ Include letter of introduction written by student to the caregivers of the children at their site (the letter should be approved by cooperating professional).
Consent Form

___ Includes description of activities and materials needed in order to complete Teaching Sample.
___ Includes student contact information.
___ Identifying information (i.e., caregiver’s name) is concealed.

Reflection 1 2 3 4 5
___ Describe how you presented the consent form to your focus child’s caregiver(s) as well as any challenges you encountered in the process of obtaining consent.

Score: 1 2 3 4 5
Comments:

II. Description of Site, Child and Family: Who is the child I’ve selected for this Teaching Sample?
Who are the child’s family members? Which program is serving the child and family?

Section Contains:

Introduction 1 2 3 4 5
___ Includes what information is in section, why it is important, and how it is linked to other sections.
___ Why is it important to gather information about the child and family and program that serves them?
___ How will the information you collected assist you in designing and implementing an intervention plan for your focus child?

Description of Site 1 2 3 4 5
___ Includes a description of program philosophy, mission and goals.
___ Provides a general description of children and families served by program.
___ Describes daily schedule of program activities

Description of Child 1 2 3 4 5
___ Describes history of child’s involvement with EI or ECSE services including: 1) when and how the child became eligible for services (e.g. brief description of the assessments used to determine child’s eligibility), 2) how long child has been receiving services, (e.g. duration and type of services child and family has received, is currently receiving, 3) type of disability or “at-risk” condition that qualified child for services.
___ Uses objective language to describe child
___ Includes factual information that is obtained from child’s file – does not include opinions that lack supporting evidence
___ Provides a general, yet personalized picture of child’s development based on child’s interests and strengths.

Description of Family 1 2 3 4 5
___ Describes family constellation (e.g., father, mother, siblings, extended family members directly and immediately involved with child).
___ Describes relevant family practices/information if known such as: daily routines, weekend activities, and sources of support.

Reflection 1 2 3 4 5
___ Explain how you gathered information for this section.
___ Describe any challenges you encountered in the information gathering process.
### III. Child and Family Assessment: What information about the child and family will be necessary to develop an IFSP/IEP with a multidisciplinary team?

**Section Contains:**
- **Introduction** 1 2 3 4 5
  - Includes what information is in section, why it is important, and how it is linked to other sections.
  - How will the information you collected assist you in designing and implementing an intervention plan for your focus child?

**Child Assessment Protocol, Assessment of Child from Family, Child Progress Record (AEPS only)**

1 2 3 4 5
- Assessment is comprehensive (e.g., AEPS, Carolina, Hawaii Early Learning Profile).
- Assessment is appropriate for child’s developmental level
- Assessment information was primarily obtained by observing the child during routine and planned activities at home and/or in EI/ECSE program. If not, text must accompany the assessment and explain why other methods of collecting information were required.
- Assessment is complete (all items scored, anecdotal information when application, summary graphs completed)
- Assessment includes information from parents or caregivers (e.g. AEPS family report, family interview)
- Child Progress Record includes dates, legend, reflects assessment results and is easy to understand.

**Child’s Present Level of Development** 1 2 3 4 5
- Includes narrative summary of child’s present level of functioning for each developmental area addressed in the child assessment (e.g., cognitive, fine motor).
- Written using family friendly, strength-based language.
- Reports objective information about the skills the child is currently using as well as skills that are emerging.
- Includes examples of how and where the child uses the skills reported in the summary and child’s interests related to skills.
- Includes pertinent information provided by parents and other team members about child’s use of skills in various activities and environments.

**Family Interest/Needs Assessment** 1 2 3 4 5
- Assessment is comprehensive [e.g. AEPS Family Report or Family Interest Survey; Family Needs Survey (Bailey & Simmeonsen); Family Needs Scale (Dunst et al.); Family Strengths Inventory (Stinnett & DeFrain)].

**Reflection** 1 2 3 4 5
- Were the assessment tools you selected appropriate for the child and family? Would you use different tools next time? If so, why?
- Describe any challenges you encountered in the assessment process.
- Describe how you assessed family interest/needs. Did this assist you in identifying family outcomes?

Score: 1 2 3 4 5
Comments:

IV. Child/Family Goals and Objectives: What skills does the child need to develop?

Section Contains:

Introduction 1 2 3 4 5
___ Includes what information is in section, why it is important, and how it is linked to other sections.

Child Goals and Objectives 1 2 3 4 5
___ Contains 2-3 Long Term Goals (LTG) in child’s area of need.
___ Contains corresponding Short Term Objectives (STO) for each LTG which are arranged in a sequential order leading to the goal (where applicable).
___ Goals are functional, generalizable, measurable, and appropriate for the child’s instructional context.
___ Goals and objectives are directly linked to assessment results and/or family priorities.
___ Goals and objectives include antecedent, behavior and criteria.
___ Family report supports the selection of the goals and objectives.

Reflection 1 2 3 4 5
___ How did you select the targeted LTG’s/STO’s?
___ Describe any challenges you encountered in developing your focus child’s LTG’s/STO’s.

Score: 1 2 3 4 5

Comments:

V. Individualized Family Service Plan/Individualized Education Program (IFSP/IEP): What services will best meet the strengths, needs, priorities and concerns of the child and family?

Section Contains:

Introduction 1 2 3 4 5
___ Includes what information is in section, why it is important, and how it is linked to other sections.

Family Outcomes 1 2 3 4 5
___ Contains 2 Family Outcomes
___ Includes summary of family priorities and concerns.
___ Includes family resources that are needed and available.
___ Includes steps to address priorities and concerns.
___ Include timeline and person responsible.
___ Reflects information gathered on family assessment.
___ Written in family-friendly language.

IFSP/IEP 1 2 3 4 5
___ Student completed IFSP is completely filled out including dates when eligibility was established, date of 6-month review, family outcomes, transition process, modifications required, etc.
___ Can do/needs to learn section reflects information in current level of functioning from section III.
A goal is written for each “needs to learn” area. “Needs to Learn” reflects prioritized goals only and not all areas from assessment where skills are emerging or absent. ECSE page and Placement Decision pages are included for children over three years of age. Original IFSP included (child and family personal information is concealed)

Reflection 1 2 3 4 5

Describe how the IFSP you wrote is different from your focus child’s current IFSP. Explain why some of the components of your IFSP are different from those in the child’s current IFSP.

Describe any challenges you encountered writing family outcomes.

If the family outcomes were addressed, describe how you did it. If you did not address the family outcomes, explain why.

Score: 1 2 3 4 5

Comments:

VI. Instructional Plans: What intervention will be most helpful for the child to master individual goals and objectives?

Section Contains:

Introduction 1 2 3 4 5

Includes what information is in section, why it is important, and how it is linked to other sections.

Individual Embedding Schedule 1 2 3 4 5

Includes all goal/objectives written for focus child

Includes at least 5 daily activities within an appropriate environment

Opportunities are specific such that another teacher could embed goals/objectives into activities

Obvious opportunities for embedding learning opportunities are identified

Group Embedding Schedule 1 2 3 4 5

Specifies opportunities in which the focus child and at least 3 other children can practice their individual goals and/or objectives.

Opportunities are specific such that another teacher could embed goals/objectives into activities.

Obvious opportunities for embedding learning opportunities are identified

Intervention Guides... 1 2 3 4 5

IFSP Outcomes are functional and clearly related to family or educational priorities.

Antecedents and consequences are logical or natural and clearly linked to child behavior

Accommodations, modifications, and intervention strategies are meaningful and represent best practices

Data collection procedures are practical

Includes plan for modifying instruction based on data collection (decision rules)

Activity Plans 1 2 3 4 5

Six activity plans of varying types (e.g. planned, routine, child-initiated, individual, small group, and large group). Section must include at least one routine, one planned, and one child-initiated activity)

Activity plans reflect focus child’s interest and developmental abilities.
Focus child’s goals and/or objectives from IFSP/IEP are incorporated in the activity plans with multiple opportunities for child to practice them.

Group goals and individual goals and objectives of other children are incorporated in the activity plans.

Activity plans address the following: 1) Name of activity, 2) materials, 3) environmental arrangement, 4) sequence of steps, 5) embedded learning opportunities for focus child and 3 other children to practice individual goals and objectives, 6) planned variations, 7) vocabulary which targets children’s individual social-communication goals/objectives & early literacy competencies, 8) peer interaction opportunities 9) caregiver involvement, and 10) caregiver, community, and cultural considerations.

Reflection on Instruction Provided

Summary addresses the following: 1) rationale for selection of activities, 2) collaborative efforts which occurred to develop and implement activities with focus child and other children involved in program, and 3) tools and resources utilized for development of instructional plans.

Were the components of your intervention plan effective in helping your focus child master the skills addressed during instruction?

How would you change your intervention plan if you were to do it again?

Describe the successes and challenges you encountered while providing intervention.

Score: 1 2 3 4 5

Comments:

VII. Data Collection: What do I want to know about the child’s progress towards goals/objectives and intervention planned to address them?

Section Contains:

Introduction 1 2 3 4 5

Includes what information is in section, why it is important, and how it is linked to other sections.

Data Collection Forms 1 2 3 4 5

Data are reflective of goals and objectives selected from assessment and targeted for intervention.

Data collection form includes goal and criteria.

Form is easily understandable to all team members.

Each form contains at least 10 data points on each targeted goal or objective.

Data reflect criteria contained in the IFSP/IEP per targeted goal or objective.

Quantitative/Qualitative data is recorded.

Data are collected by multiple sources when possible (e.g. parent, team members, program staff).

Key contains codes on the data collection form that match criteria of goal or objective.

Data indicate the goal or objective was developmentally appropriate for child to learn.

Graphs Summarizing Data 1 2 3 4 5

One graph is included per goal/objective targeted.

Graph includes complete goal or objective (i.e., includes criteria).

Axes are labeled.

Graph is directly linked to the criteria in the targeted goal or objective (i.e., Y-axis = Criteria)

Key and title of graph are included.

Graphs are easily understandable by all team members.

Graphs provide a visual representation of information contained in data collection forms.

Graphs help team members to determine if child has made adequate progress on goal/objective.
Reflection 1 2 3 4 5

Answer the following questions and add additional comments as appropriate:

___ Describe the challenges of collecting data.
___ Did your data system give you the data you wanted? If not, how would you modify your system if you were to do it again?

Score: 1 2 3 4 5

Comments:

VIII. Interpretation: What did the data tell you about the intervention that you planned for the child?

Section Contains
Written Summary addressing: 1 2 3 4 5

___ Significance of data as it pertains to child’s progress or lack thereof towards IFSP/IEP goals/objectives is discussed.
___ Discussion of results of the updated Curriculum-Based Assessment (2nd CBA protocol may be included in Section III) used to evaluate child progress.
___ Discussion of decisions made during intervention process based on data (i.e., was intervention modified based on data collected).
___ Discussion of whether and why (or why not) the student selected LTG’s/STO’s. Were LTG’s/STO’s appropriate for the focus child, if not, how might they have been modified?
___ Suggestions for goal revision based on results of data, child’s interests, team input, and family priorities.

Score: 1 2 3 4 5

Comments:

IX. Organization and Synthesis: Does the Sample reflect the teaching process by linking each section in a purposeful manner? 1 2 3 4 5

___ Sections are clearly defined and contents of sample are organized.
___ Information identifying child and family blocked out throughout teaching sample.
___ Well written - few grammar and spelling errors.
___ Clearly documents an understanding of a linked systems approach to Early Intervention/Special Education.
___ Intervention Guides, Embedding Schedules and Activity Plans build on one another and link back to Assessment and IFSP or IEP goals and objectives.
___ Peer Review Guide Included (1st Teaching Sample only)

Score: 1 2 3 4 5
Comments:

<table>
<thead>
<tr>
<th>Scoring Summary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Consent Forms</td>
<td></td>
</tr>
<tr>
<td>II. Description of Site, Child and Family</td>
<td></td>
</tr>
<tr>
<td>III. Child and Family Assessment</td>
<td></td>
</tr>
<tr>
<td>IV. Child/Family Goals and Objectives</td>
<td></td>
</tr>
<tr>
<td>V. IFSP/IEP or Program Education Plan</td>
<td></td>
</tr>
<tr>
<td>VI. Instructional Plans</td>
<td></td>
</tr>
<tr>
<td>VII. Data Collection</td>
<td></td>
</tr>
<tr>
<td>VIII. Interpretation &amp; Reflection</td>
<td></td>
</tr>
<tr>
<td>IX. Organization and Synthesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score (passing score 36)**

The above scores indicate successful completion of the Teaching Sample.

Signature of evaluator: _______________________________ Date: ______________
Comprehensive Oral Examination

Description

All students enrolled in the Early Intervention (EI) Master’s degree program are required to take an oral examination that has been designed by the EI faculty. Satisfactory completion of the oral examination is necessary to receive a Master’s degree from the EI program. The oral examination is designed as the program’s capstone activity and requires that students organize, synthesize and present program content in a manner that indicates mastery.

Students complete the oral examination during their last anticipated term in the EI program. The topics and queries for the Early Intervention oral examination are located on pages 70-72. Students who are prepared to address each of these topic areas are likely to be sufficiently prepared to answer questions they receive during the exam. The student is assigned a committee composed of two faculty members. Each student is asked to address three (two content/application area questions and one exit) questions in a period of 45 minutes. The committee evaluates the student’s performance. Students who do not pass will be required to engage in a remedial process.

Procedures

The program does not offer any special coursework in preparing students for the oral exam. Students who have worked together in small or large groups report that these are effective ways to prepare for the exam.

- The oral examinations are scheduled during summer term (or during a student’s last term of study). The Field Experience Coordinator arranges the student’s examination schedule at the beginning of summer term.
- Students are asked to address 2 areas/questions successively. The time spent on each answer can be approximately 15 minutes (i.e., 5 minutes to prepare and 10 minutes to respond)
- Students may not bring notes into the exam, but students should bring blank notebook paper to write on.
- Students may use the board to present their response. In the past, some students have chosen to write an outline to their response on the board prior to presenting their response.
• As the student presents, the committee will ask questions to encourage a dialogue between student and committee for purposes of reaching clarity and certainty of the student’s knowledge related to examination questions.

• Students will be given the option to have their exam audio taped so that a record of the exam is available should the student disagree with the committee's decision.

• After 45 minutes, the student is asked to leave the room and the committee members complete the evaluation form. Upon returning to the room, the student will receive their score and any other feedback from their committee members.

• Students will be instructed to adhere to a strict code of confidentiality regarding the feedback and exam questions. Students may not discuss their oral examination with peers until all students have taken the exam.

Feedback on the student's performance will be given following the oral examination when possible. If a committee is unable to make a decision, they will let the student know when he/she will be notified. Students will receive a “pass” or “no pass” for each question. Students who receive a “pass” will also be given feedback regarding their performance. The feedback will be specific to the dimensions on which the committee evaluated the student’s responses. The dimensions include: 1) Content - Did the response cover essential information, issues? 2) Organization - Was the presentation logically sequenced and easy to follow and understand? 3) Synthesis - Did the student integrate information into a coherent presentation? and 4) Presentation - Did the student appear assured and articulate; were answers convincing? Students who receive a “no pass” must schedule a second oral examination for the following week of the term. Students who receive a “no pass” on any question on the second oral examination must develop an action plan to address their deficit areas. The EI faculty must approve the action plan. It is possible that the student’s graduation will be delayed.
Topics and Queries for Early Intervention Oral Examination

The topics and queries listed below are provided as a guide for students to use as they prepare for the Master’s Oral Examination.

_Area One-_ Legal aspects of Early Intervention

- Describe the history of IDEA as it related to EI/ECSE
- Describe the eligibility criteria for EI/ECSE
- List the IFSP/IEP legal requirements/timelines

_Area Two-_ History of Early Intervention

- Discuss the evolution and theory of the relationship of early childhood education and EI/ECSE field
- Describe the practices in special education which effected the development of practices early intervention

_Area Three-_ Assessment and Evaluation in Early Intervention

- Describe the various types and purposes of assessment/evaluation
- Describe the assessment/evaluation cycle and process in EI/ECSE and give examples.
- Discuss potential issues surrounding assessment/evaluation.

_Area Four-_ Intervention/Teaching

- Describe the important components of IFSP’s and IEP’s
- Discuss the philosophy of ABI, theorists, and theories associated with ABI
- List and describe the elements of ABI, organizational structure of ABI
- Describe the components of high quality goals & objectives
- Identify & discuss the components of naturalistic instruction.
- Compare and contrast ABI with other teaching strategies (e.g., direct instruction, discrete trial, pivotal response training).
- Describe an embedded learning opportunity (ELO), including all components of the learning trial.
- Discuss and identify components of Response to Intervention (RTI) models (e.g., Building Blocks).
- Explain Positive Behavior Intervention & Supports (PBIS) and the process for implementing PBIS

_Area Five-_ Families
• Describe the history of family involvement in early intervention
• List and describe guidelines for effective home visits
• Discuss strategies for respecting the diversity in the values, experience and background of families that may participate in early intervention programs.
• Describe a program that fosters effective family involvement

Area Six- Teaming
• Describe and give examples of interagency collaboration
• Describe the types of teams & features of an effective team
• List and describe strategies for addressing conflicts within teams

Area Seven- Theory & approaches in EI/ECE
• List and describe the theorists and theories that make up the unified theory of practice in EI / ECSE
• Discuss similarities and differences between DAP and ABI
• Describe the linked system approach including the components and philosophical underpinnings.

Area Eight- Inclusion
• Describe the transition process for moving children from EI to ECSE and ECSE to kindergarten
• Describe the major issues surrounding the integration of young children with disabilities into community-based programs
• Describe strategies for successful inclusion in community-based programs
• List and describe various curricula / curricular approaches in ECE and strategies for consulting with staff in each to promote the successful inclusion of children with disabilities
• Discuss the rationale for inclusion and the role of peer competence in social inclusion
• Explain and discuss universal design for learning (UDL)
• Define the 8 strategies of consultation.

Area Nine- Populations
• Discuss major classification systems used to identify children with disabilities
• Discuss major causes/types of disability and risk
• Discuss strategies for successfully accommodate diversity in children and families
Area Ten - Evaluation

- Describe the components of an early intervention program using best practices. (i.e. instructional plans, naturalistic teaching strategies, early literacy, cultural & linguistic competencies)
- Discuss the components of and rationale for program evaluation
- Identify different tools used for program evaluation
- List the state and Federal program requirements (family & child outcomes)

Early Intervention Program Evaluation

The EIP is committed to ongoing evaluation in order to maintain high quality personnel preparation programs for students and to provide high quality intervention services for young children who are at risk or disabled and their families. Students are asked for input at several points during the year, and after completion of the program. The evaluation plan for the training program is contained in the table below.

**Evaluation Measures, Purpose, Administration Schedule, and Responsible Person**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Purpose</th>
<th>Administration Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Survey</td>
<td>Collects demographic information and information regarding previous</td>
<td>Orientation, beginning of first term</td>
</tr>
<tr>
<td></td>
<td>professional employment, affiliation and activities</td>
<td></td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>Evaluates courses</td>
<td>End of term</td>
</tr>
<tr>
<td>Evaluation of Instructor</td>
<td>Evaluates instructor</td>
<td>End of term</td>
</tr>
<tr>
<td>Supervisor Evaluation</td>
<td>Evaluates supervisor</td>
<td>End of term</td>
</tr>
<tr>
<td>Field Placement Evaluation</td>
<td>Evaluates practicum and full-time student teaching placements</td>
<td>End of term</td>
</tr>
<tr>
<td>Overall Program Evaluation</td>
<td>Evaluates overall program</td>
<td>End of last term</td>
</tr>
<tr>
<td>Practicum Competency Self-</td>
<td>Students rate the level of support which accurately describes their</td>
<td>End of term</td>
</tr>
<tr>
<td>rating scale</td>
<td>skills for each competency objective, and defines the various levels of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>support for each competency.</td>
<td></td>
</tr>
<tr>
<td>Follow-up Evaluation</td>
<td>Collects retrospective ratings of program components and adequacy of</td>
<td>One year after graduation</td>
</tr>
<tr>
<td></td>
<td>the program in preparing graduates for varied roles in present positions</td>
<td></td>
</tr>
</tbody>
</table>
Helpful Information

Common Acronyms Used in the Early Intervention Program

ABI Activity-Based Intervention - A naturalistic intervention approach used in many U of O EI practicum sites.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIEVE</td>
<td>Advanced Childhood and Early Intervention Strategies for Educators (current personnel prep training grant).</td>
</tr>
<tr>
<td>APA</td>
<td>American Psychological Association. The publication manual of the American Psychological Association, fifth edition. Contains the guidelines that you are to follow when writing papers. Can be purchased at the bookstore.</td>
</tr>
<tr>
<td>ASHA</td>
<td>American Speech Hearing Association</td>
</tr>
<tr>
<td>ASQ</td>
<td>Ages &amp; Stages Questionnaires</td>
</tr>
<tr>
<td>ASQ:SE</td>
<td>Ages &amp; Stages Questionnaires: Social-Emotional</td>
</tr>
<tr>
<td>BOOST</td>
<td>Building on Opportunities for Summer Teaching and Learning</td>
</tr>
<tr>
<td>CAPTA</td>
<td>Child Abuse Prevention and Treatment Act</td>
</tr>
<tr>
<td>CBA</td>
<td>Curriculum-based Assessment</td>
</tr>
<tr>
<td>CDRC</td>
<td>Child Development and Rehabilitation Center, a satellite office of Oregon Health Science University in Portland. The center conducts interdisciplinary assessments for children in Lane County. Portland also has a CDRC clinic.</td>
</tr>
<tr>
<td>CDS</td>
<td>Communication Disorders and Sciences</td>
</tr>
<tr>
<td>CHD</td>
<td>Center on Human Development</td>
</tr>
<tr>
<td>CRN</td>
<td>Course Reference Number (see current term’s schedule of classes)</td>
</tr>
<tr>
<td>CSB</td>
<td>Clinical Services Building (location of Early Intervention Program)</td>
</tr>
<tr>
<td>CLS</td>
<td>Clinical Services Building (old version of this acronym but still used in some publications)</td>
</tr>
<tr>
<td>DAP</td>
<td>Developmentally Appropriate Practice – Early childhood educational approach delineated by the NAEYC.</td>
</tr>
<tr>
<td>DEC, CEC</td>
<td>Council for Exceptional Children of the Division for Early Childhood publishes several relevant journals and supplies liability insurance for students for a fee. Students receive reduced membership fees, which includes the journal and events/conferences information</td>
</tr>
<tr>
<td>DHS</td>
<td>Department of Human Services</td>
</tr>
<tr>
<td>DS</td>
<td>Direction Services</td>
</tr>
<tr>
<td>EBP</td>
<td>Evidence Based Practice</td>
</tr>
<tr>
<td>EEP</td>
<td>Early Education Program – program for young children with disabilities in Lane County.</td>
</tr>
<tr>
<td>EHS</td>
<td>Early Head Start</td>
</tr>
<tr>
<td>EIP</td>
<td>Early Intervention Program</td>
</tr>
<tr>
<td>ECSE</td>
<td>Early Childhood Special Education</td>
</tr>
<tr>
<td>EC</td>
<td>Early Childhood CARES</td>
</tr>
<tr>
<td>CARES</td>
<td></td>
</tr>
<tr>
<td>EMU</td>
<td>Erb Memorial Union - the student union building on 13th and University</td>
</tr>
<tr>
<td>ESD</td>
<td>Education Service District</td>
</tr>
<tr>
<td>ESY</td>
<td>Extended School Year</td>
</tr>
<tr>
<td>FEAT</td>
<td>Family Early Advocacy &amp; Treatment</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ICC</td>
<td>Interagency Coordination Council (state and local levels)</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>IFSP</td>
<td>Individualized Family Service Plan</td>
</tr>
<tr>
<td>IT</td>
<td>Integrated Teaching</td>
</tr>
<tr>
<td>IVDB</td>
<td>Institute on Violence and Destructive Behavior</td>
</tr>
<tr>
<td>LAG</td>
<td>Local Advisory Group – Meets once a month in Eugene to guide Early Intervention services in the county. Students may attend. Meetings occur at Eugene Hearing and Speech Center.</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>NES</td>
<td>National Evaluation Series</td>
</tr>
<tr>
<td>OAEYC</td>
<td>Oregon Association for the Education of Young Children</td>
</tr>
<tr>
<td>OC</td>
<td>Opportunity Center – Alternative 4-J high school where the Young Parent Program is housed.</td>
</tr>
<tr>
<td>OARS</td>
<td>Oregon Administrative Rules and Statutes</td>
</tr>
<tr>
<td>ORELA</td>
<td>Oregon Educator Licensing Assessments</td>
</tr>
<tr>
<td>OT</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>PBS</td>
<td>Positive Behavior Support</td>
</tr>
<tr>
<td>PEECH</td>
<td>Parents Early Education for their Children</td>
</tr>
<tr>
<td>PL</td>
<td>Public Law</td>
</tr>
<tr>
<td>PT</td>
<td>Physical therapist</td>
</tr>
<tr>
<td>RTI</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>SEAM</td>
<td>Social Emotional Assessment Measure</td>
</tr>
<tr>
<td>SLHC</td>
<td>Speech-Language Hearing Center Clinic</td>
</tr>
<tr>
<td>SLP</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>TEAMS</td>
<td>Teaching Early Advanced Master’s Students</td>
</tr>
<tr>
<td>UCEDD</td>
<td>University Center for Excellence in Developmental Disabilities</td>
</tr>
<tr>
<td>YPP</td>
<td>Young Parent Program - A program for teen parents and their infants and toddlers, a local practicum site.</td>
</tr>
</tbody>
</table>
Career Planning

Several steps may be taken to assist students with career planning. In general, students who graduate from the EIP find these steps useful in their search for employment.

- During Winter term, students should begin preparing a draft of a resume and visit the Career Center located at 244 Hendricks Hall. The Career Center provides students with many free services including: resume editing, interview skill workshops, job search strategies, and placement files. The phone number for the Career Center is 346-3235.
- At the beginning of Spring term, the Portland Convention Center hosts the Oregon Educators Fair. When attending the fair it is important that students inform prospective employers about the coursework and practica experience they have had up to this point and what remains to be taken. Often, employers want to know which assessment students are trained to administer and which EI/ECSE Curricula students are knowledgeable about. It is crucial that students know when and what they will learn about curricular programs during the Curriculum course, which is offered Spring term. School district representatives from Oregon, Washington, California, Alaska, and some other states attend the fair. The representatives discuss their programs and often request resumes and interviews on site. Many students who gain employment in Oregon make initial contacts at the Oregon Educators Fair.
- Throughout the year, students have access to the Early Intervention Program faculty who often receive position announcements, which are filed in the position announcement notebook noted above. Electronic job announcements will be forwarded to students as received by faculty.
- Students who are members of the Council for Exceptional Children will also have access to employment services offered to their members. One such service is a list of postings of early intervention positions at the CEC web site.
- Finally, students should discuss and share with peers career plans and information. Often, peers have information that can assist one another with their career plan.
### Joining a Professional Organization

<table>
<thead>
<tr>
<th>Division for Early Childhood (DEC)</th>
<th>National Association for the Education of Young Children (NAEYC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For early intervention and/or early childhood special education professionals working with young children birth to eight with special needs</strong></td>
<td><strong>For early childhood professionals working with young children birth to eight</strong></td>
</tr>
<tr>
<td><strong>Member Benefits</strong></td>
<td><strong>Member Benefits</strong></td>
</tr>
<tr>
<td>☑ Professional development</td>
<td>☑ Professional development</td>
</tr>
<tr>
<td>☑ Children’s Action Network</td>
<td>☑ A network of support</td>
</tr>
<tr>
<td>☑ A network of support</td>
<td>☑ Subscription to 1 journal: <em>Young Children</em> (6)</td>
</tr>
</tbody>
</table>
| ☑ Subscription to 4 quarterly journals:  
  - *Journal of Early Intervention* (4)  
  - *Young Exceptional Children* (4)  
  - *Exceptional Children* (4)  
  - *Teaching Exceptional Children* (4) | ☑ Local connections: Oregon AEYC  
| ☑ Local connections: Oregon DEC | |

### How to Join

**Division for Early Childhood (DEC):**

1. Visit DEC website  

2. Choose how you want to complete an application (ex. online, phone, mail).

   Fill out membership application for Council for Exceptional Children (CEC). Indicate that you want to become a member of the DEC subdivision.

**National Association for the Education of Young Children (NAEYC):**

1. Visit NAEYC website  

2. Click on the “Membership” tab. New members join online.

   Fill out membership application for the Oregon affiliate. Find the affiliate dues information for your area (ex. Lane County).
## 2013-2014 EVENTS CALENDAR

### Fall 2013

**September Events**

- Orientation 9/26-9/27
- Purchase COE ID Badge
- Classes begin 9/30

**October Events**

- Start Practicum
- Practicum Training on AEPS
- Begin first Teaching Sample in Applications of a Linked System class
- Last day to drop classes 10/7
- Last day to register for classes 10/9
- Oregon Association for the Education of Young Children (OAEYC) conference [http://www.oregonaeyc.org/conferences.htm](http://www.oregonaeyc.org/conferences.htm)

**November Events**

- Visit Career Center
- Registration for Winter term 11/18-11/27
- Thanksgiving holiday 11/28-11/29

**December Events**

- Last day of classes 12/6
- Fall finals 12/9-12/13
- Program Plan due
- Review Teaching Sample criteria
- Work on Teaching Sample over Winter Break
- Winter Break 12/13-1/5

### Winter 2014

**January Events**

- Classes begin 1/6
- Start writing draft of resume
- Last day to drop/add classes 1/13
- Martin Luther King Holiday 1/20

**February Events**

- Registration for Spring term 2/24-3/5

**March Events**

- Choose final supervised field experience site
- Work on resume
- First Teaching Sample is complete
- Last day of classes 3/21
- Finals 3/17-3/21
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>3/22-3/30</td>
</tr>
<tr>
<td>Classes begin</td>
<td>3/31</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
</tr>
<tr>
<td>April Events</td>
<td></td>
</tr>
<tr>
<td>Last day to drop classes</td>
<td>4/7</td>
</tr>
<tr>
<td>Check PRAXIS II test dates</td>
<td></td>
</tr>
<tr>
<td>Oregon Professional Educator Fair (<a href="http://www.teachoregon.com">www.teachoregon.com</a>)</td>
<td></td>
</tr>
<tr>
<td>Begin Teaching Sample #2</td>
<td></td>
</tr>
<tr>
<td>May Events</td>
<td></td>
</tr>
<tr>
<td>Registration for Summer term</td>
<td>5/5-5/9</td>
</tr>
<tr>
<td>Organize to study for Oral Exams</td>
<td></td>
</tr>
<tr>
<td>Attend session on graduation and licensure requirements</td>
<td></td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>5/26</td>
</tr>
<tr>
<td>June Events</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>6/6</td>
</tr>
<tr>
<td>Check PRAXIS test dates (for 2nd try)</td>
<td></td>
</tr>
<tr>
<td>Finals 6/9-6/13</td>
<td></td>
</tr>
<tr>
<td>Complete Program Plan, obtain required signature from program coordinator, and hand in to licensure coordinator</td>
<td></td>
</tr>
<tr>
<td>Complete graduation application online or pick up from Graduate School</td>
<td></td>
</tr>
<tr>
<td>Study for Oral Exams</td>
<td></td>
</tr>
<tr>
<td>Classes begin</td>
<td>6/23</td>
</tr>
<tr>
<td><strong>Summer 2014</strong></td>
<td></td>
</tr>
<tr>
<td>July Events</td>
<td></td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>7/4</td>
</tr>
<tr>
<td>Review procedures to apply for licensure (see Master’s Handbook)</td>
<td></td>
</tr>
<tr>
<td>Week 1 of term - notify licensure coordinator that you will be applying for licensure</td>
<td></td>
</tr>
<tr>
<td>Oral Comprehensive Exam (last week of July)</td>
<td></td>
</tr>
<tr>
<td>Purchase cap &amp; gown</td>
<td></td>
</tr>
<tr>
<td>August Events</td>
<td></td>
</tr>
<tr>
<td>8 week session ends</td>
<td>8/13</td>
</tr>
<tr>
<td>Final exams</td>
<td>8/14-8/15</td>
</tr>
<tr>
<td>Summer commencement</td>
<td>8/16</td>
</tr>
<tr>
<td>Complete application form</td>
<td></td>
</tr>
<tr>
<td>Apply for licensure</td>
<td></td>
</tr>
<tr>
<td>Program and Practicum Contacts</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Program name</strong></td>
<td><strong>Contact</strong></td>
</tr>
<tr>
<td>Early Intervention Program</td>
<td>Mailing: Early Intervention Program</td>
</tr>
<tr>
<td>139 Clinical Services Building (CSB)</td>
<td>Street: 901 E. 18th Avenue, Suite 139</td>
</tr>
<tr>
<td>5253 University of Oregon</td>
<td>Eugene, OR 97403-5253</td>
</tr>
<tr>
<td>Eugene, OR 97403-5255</td>
<td>Secretary: Annette Tognazzini</td>
</tr>
<tr>
<td>Special Education &amp; Clinical Services Area</td>
<td>Emily Cornell, Graduate Secretary</td>
</tr>
<tr>
<td>(your &quot;department&quot;) 275 Education</td>
<td><a href="mailto:ecornell@uoregon.edu">ecornell@uoregon.edu</a></td>
</tr>
<tr>
<td></td>
<td>Melissa Finch, Student Support</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:melissaf@uoregon.edu">melissaf@uoregon.edu</a></td>
</tr>
<tr>
<td>College of Education Licensure Office</td>
<td>Ron Tuomi, Student Records Coord.</td>
</tr>
<tr>
<td>130G HEDCO</td>
<td><a href="mailto:rtuomi@uoregon.edu">rtuomi@uoregon.edu</a></td>
</tr>
<tr>
<td>Center on Human Development (CHD)</td>
<td>Leslie Martinez, Business Mgr.</td>
</tr>
<tr>
<td>209 Lokey COE</td>
<td><a href="mailto:lesliem@uoregon.edu">lesliem@uoregon.edu</a></td>
</tr>
<tr>
<td>Child Development &amp; Rehabilitation Center</td>
<td>Emily Weinstein, Chintana Owens</td>
</tr>
<tr>
<td>(CDRC) 105 CSB</td>
<td></td>
</tr>
<tr>
<td>Communication Disorders &amp; Sciences (CDS)</td>
<td>Academic Program: Suzi Lane</td>
</tr>
<tr>
<td>Speech &amp; Hearing Clinic: HEDCO</td>
<td>Clinic director: Lalla Pudewell</td>
</tr>
<tr>
<td>Institute for Violence &amp; Destructive Behavior</td>
<td>Leslie Martinez, Business Mgr.</td>
</tr>
<tr>
<td>(IVDB) CSB 350</td>
<td><a href="mailto:lesliem@uoregon.edu">lesliem@uoregon.edu</a></td>
</tr>
<tr>
<td>UO Office of Public Safety</td>
<td>Non-emergency</td>
</tr>
<tr>
<td>1319 E. 15th Avenue</td>
<td>Emergency: 911</td>
</tr>
<tr>
<td>Head Start</td>
<td>Classroom: Stormi Cannon, director</td>
</tr>
<tr>
<td>U of O Classroom - CSB 157</td>
<td>Main Office: 221 B Street, Spfd, OR</td>
</tr>
<tr>
<td>Early Childhood CARES</td>
<td>Main Office</td>
</tr>
<tr>
<td>299 E. 18th Avenue, Eugene, OR 97403</td>
<td>Intake and Records</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whom to Contact for Program and Field Placement Questions and Concerns</th>
<th>GO TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your field-based placement</td>
<td>Linda Albi, Field Experience Coordinator</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:lalbi@uoregon.edu">lalbi@uoregon.edu</a>; 346-0813</td>
</tr>
<tr>
<td>Scheduling days and times of field-based activities and responsibilities</td>
<td>Your Supervisor or Cooperating Professional</td>
</tr>
<tr>
<td>Roles and responsibilities required of field-based placement</td>
<td>Your Supervisor and Cooperating Professional</td>
</tr>
<tr>
<td>The intervention procedures or policies within your field-based placement</td>
<td>Your Supervisor and Cooperating Professional</td>
</tr>
<tr>
<td>Early Intervention Program course requirements</td>
<td>Your Academic Advisor: Jantina Clifford</td>
</tr>
<tr>
<td></td>
<td>(<a href="mailto:jantinac@uoregon.edu">jantinac@uoregon.edu</a>) or Linda Albi</td>
</tr>
<tr>
<td></td>
<td>(<a href="mailto:lalbi@uoregon.edu">lalbi@uoregon.edu</a>)</td>
</tr>
<tr>
<td>Teaching sample requirements for licensure</td>
<td>Your EI Handbook and/or Field Experience Coordinator, Applications instructor or supervisor can assist you with this information.</td>
</tr>
<tr>
<td>Financial aid</td>
<td>EIP Secretary/Academic Advisor</td>
</tr>
<tr>
<td>Field of early intervention in general</td>
<td>Any faculty, staff, and/or doctoral student</td>
</tr>
</tbody>
</table>
Master’s Student Representative Guidelines and Protocol

STUDENT REPRESENTATIVE SELECTION:

✓ During Orientation students identify their desire/willingness to be a student representative.
✓ If more than two students request the position, students will then vote for the two student representatives during week two of the term.

ROLE OF STUDENT REPRESENTATIVE:

♦ Liaison between staff/faculty and master’s students
♦ Representative of student concerns/solutions to staff/faculty
♦ Representative of staff/faculty concerns/solutions to students
♦ Coordinator of social gatherings
♦ Work collaboratively with other student representative when two persons share the role

TIME COMMITMENT:

➢ Get feedback from students about program to share during staff meetings
➢ Attend staff meetings once per term
➢ Coordinate social gatherings

Faculty, Staff, and Other Meetings

As the Supervisor and Master’s Student Representative, you are required to attend the staff meetings. These meetings are usually held on campus during the lunch hour. They occur once per term. During these meetings you will be called upon to report on any issues which are of concern to the EIP faculty and staff. You also will have a chance to report on the status of the student body in their course work and practicum experiences. You may not have anything to report during some meetings. That is OK! There are always others in the meetings who have important issues that require attention and that will be of interest to the students. Introduce yourself to Annette Tognazzini, the EIP secretary, and give her your email address. She creates the agenda for these meetings, and wants to know if you have any agenda items ahead of the meeting. The meetings are announced ahead of time either by email or a notice in your box.
Figure 1: Early Intervention Program Organizational Chart
References


